

**MANAGING LEARNER BEHAVIOUR: A COLLECTIVE CASE STUDY OF THREE EFFECTIVE
SECONDARY SCHOOLS**

by

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DECLARATION

I declare that **MANAGING LEARNER BEHAVIOUR: A COLLECTIVE CASE STUDY OF THREE EFFECTIVE SECONDARY SCHOOLS**, is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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ABSTRACT

This study deals with the way school principals, educators and learners manage learner behaviour inside the classrooms, as well as in the entire school for the effective and uninterrupted realisation of teaching and learning activities.

A qualitative approach was used in this study. The research findings were based on observations, the analysis of documents, as well as the main and sub-categories that were formulated from the interview data gathered at the selected schools.

The research confirmed what is already known on learner discipline and discipline problems.

In the dissertation more attention is given to factors that contribute to misbehaviour, the impact of misbehaviour on the culture of learning and teaching, and how learner behaviour should be managed in the classrooms and in the schools in general. Furthermore, effective measures of managing learner behaviour are explained and a comprehensive school-wide model of preventing and remediating learner misbehaviour is also provided.

Key Concepts

Discipline, discipline problems, learner behaviour, misbehaviour, management, learning environment, COLTS, self-discipline, effective schools, whole-school discipline plan.

ABBREVIATIONS

ACE	-	Advanced Certificate in Education
BA	-	Bachelor of Arts
BEd	-	Bachelor of Education
CPF	-	Community Policing Forum
COLTS	-	Culture of Learning and Teaching
ELRC	-	Education Labour Relations Council
FAC	-	Faculty Advisory Committee
HoD	-	Head of Department
IQMS	-	Integrated Quality Management Service
PGDE	-	Postgraduate Diploma in Education
RCL	-	Representative Council of Learners
RSA	-	Republic of South Africa
SACE	-	South African Council of Educators
SGB	-	School Governing Body
SMT	-	School Management Team
SPTD	-	Senior Primary Teachers Diploma
SWOT	-	Strengths Weaknesses Opportunities and Threats
TET	-	Teacher Effectiveness Training
TLO	-	Teacher Liaison Officer
USA	-	The United States of America

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CHAPTER 1

OVERVIEW AND RATIONALE FOR THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

Managing learner behaviour has become one of the most problematic and more contested areas in schools since the banning of corporal punishment. The Department of Education (Pandor, 2006) believes that the policy which is in place is adequate to address the issue of classroom discipline. In this regard the Department is intensifying its campaign against the use of corporal punishment in schools and classrooms, and is redesigning the approach used to make the classroom discipline policy more accessible to all educators (Pandor, 2006). The attention that is focused on the continued use of corporal punishment in schools complements the drive to improve the way that teachers prepare their lessons, as well as the interest and excitement that they generate in their classes through their teaching style and the content of the curriculum. An educator who motivates learners and captures their imagination does not usually have discipline problems. For a very long time educators have been battling with behaviour problems as they are not able to find alternative strategies of dealing with them in their classrooms. Fear of owning up to a problem with discipline often leads educators to experience severe stress that causes inevitable damage to their health.

According to Blandford (1998:2), 'learner behaviour' refers to the manner that learners relate to their peers, parents, family, educators, and other members of the school community. Blandford contends that if learners have a low self-esteem, this will impact on their ability to relate to other members of the school community, and consequently they may behave in an uncooperative manner. A wide range of behaviours can be considered disruptive, as it may be problematic, inappropriate, and disturbing to other learners, to parents, educators, and other members of the school community (Blandford, 1998:2). Blandford (1998:2) believes that behaviour does not fall into precise categories of 'normal' and 'disruptive', but rather on a continuum from 'cooperative' to 'totally unacceptable'.

Learner behaviour will, according to Blandford (1998:2), vary depending on the *time* (according to the day of the week, the learning area, the educator, and other pressures); the *place* (in the classroom, the corridor, outside the school gate, or at home); and the *audience* (depending on informal and formal settings, for example, assembly or mealtimes).

The previous South African education system encouraged educators to use the cane as a way of keeping control and of dealing with children who stepped out of line. Furthermore, beating children to discipline them or to punish them was simply taken for granted in a society so familiar with violence, until there was an international outcry against corporal punishment (Department of Education, 2001:5). Subsequently, South Africa passed legislation to outlaw corporal punishment. Section 12(1) (e) of the South African Constitution, Act 108 of 1996 (RSA, 1996b) guarantees the right of individuals not to be treated or punished in a cruel, inhumane or degrading way. Furthermore, Section 10(1) of the South African Schools Act, Act 84 of 1996 (RSA, 1996a) prohibits the use of corporal punishment to learners at school. In terms of Section 10(2) of this Act, any person who contravenes subsection (1) is guilty of an offence and liable, on conviction, to a sentence which could be imposed for assault.

However, according to the South African Human Rights Commission (Keat, 2003:2), the scrapping of corporal punishment exacerbated discipline problems in schools. Educators feel powerless to exercise their authority and manage their classes because of ill-disciplined learners. Edwards (1993: v) contends that discipline, along with drug abuse, remains the single most common and pernicious problem educators face in their day to day teaching. Many of the problems educators face, according to Edwards (1993:4), are a result of:-

- problems at home, such as a lack of support from parents for learners to develop healthy self-concepts, not being given attention, love and an opportunity to develop responsible independence;
- problems in society, such as a lack of pro-social engagement in the community, a lack of sufficient living space, housing amenities, a low income, and problems at school, such as unsympathetic educators who lack understanding;
- learners who bully, tease, and generally make life difficult for their peers; and

- educators who discipline with punishment, while exercising too much coercion, failing to provide learners with relevant and meaningful learning (Edwards, 1993:12).

At school level learner behaviour is displayed inside the classroom as well as outside on the school grounds and it is expected from educators to maintain discipline at school so that a culture of teaching and learning can be realized.

In terms of Section 8(1) of the South African Schools Act, Act 84 of 1996 (RSA, 1996a:8) discipline must be maintained so that a culture of teaching and learning can flourish without disruptive behaviour. The management of such a positive culture requires active leadership on the part of the learners, the School Management Team (SMT), the School Governing Body (SGB), the Representative Council of Learners (RCL), class monitors and prefects, as well as educators in general. According to the Western Cape Department of Education (2007:3), such management of a positive culture of learning and teaching should be an integrated and co-ordinated approach with a clear task of ensuring positive learner behaviour. There exists a need for educators to manage discipline in a caring and confident manner.

The management of a culture of positive learner behaviour in schools requires the involvement of all role-players. *School principals* should establish concepts of positive behaviour within the school set-up; they should organise staff development sessions in respect of the management of learner behaviour. *Educators* should prepare their lessons well, so that learning and teaching can run smoothly, and discipline be applied more easily. They should manage their classrooms within the framework of their school's policies, and create cultures of positive behaviour for maximum learning to take place. The *Representative Council of Learners* should develop and promote a positive learner spirit and culture within the school, and promote communication with educators and the school management, while making use of the relevant communication channels to discuss learner frustrations and fears. *Class monitors* should promote good discipline in class and on the school premises, while liaising with educators about learner issues and grievances. The *SGB* should develop and regularly revise the learners' Code of Conduct, in co-operation with the parents, educators and learners. Additionally, in the words of Gulting, Grey, and Gershater (1994:4), "...discipline and management begin with good teaching".

When lessons do not interest learners and do not seem meaningful to them, problems with discipline will more likely arise. Gulting, *et al.* (1999:4) further maintain that for problems with discipline to be resolved, classes have to be properly managed. When educators teach well and learners believe their learning is worthwhile, class management becomes easier. Materials such as worksheets, projects, puzzles, and books will allow educators to deal with learners who need assistance and who could present discipline problems if they are not taken care of.

Learners have to manage their behaviour so that they are able to work quietly, even when their educators are not around. This, according to Marshal (in: Singh, 2008:23), is classroom discipline which is the responsibility of the learner. Classroom discipline has to do with appropriate behaviour, it facilitates teaching, ensures good citizenship, and the development of appropriate morals and values. According to Walker, as quoted by Blandford (1998:3), the management of learner behaviour should not be a matter of 'survival' or 'the stuff of the nightmares'. It should rather be the maintenance of behaviour that enables all learners to learn and all educators to teach. The effective way of maintaining such patterns of learner behaviour is the educators' ability to prevent disruptive behaviour in their classrooms (Blandford, 1998:3). This brings us to classroom management, which entails planning, organising disciplining, and creating a positive learning climate/environment.

Classroom management includes the facilitation of teaching and learning, learner motivation, the arrangement of the physical environment, lesson and time management, as well as attendance to the principles of group dynamics. By means of good management educators are able to present themselves and the work to be undertaken in a manner likely to prompt in learners the desirable cognitive maps (Fontana, 1994:122). Good management allows learners to get a clear picture of what is going on, and of what is expected of them. It allows them to see more clearly the consistent consequences of their own behaviour, both desirable and undesirable. It also allows educators to think more clearly about their own work, to identify more accurately the successful and unsuccessful strategies in their teaching repertoires, and to make changes whenever they seem necessary (Fontana, 1994:122). Singh (2008:29) maintains that classroom management is related to controlling and directing the conduct of others, which is a top-down hierarchical function.

A number of classroom management approaches are influenced by different discipline models. However, Singh (2008: 29) contends that the manner in which such management approaches are applied within the classrooms, together with behaviour problems, are the factors which give impetus to the educators' decisions to employ certain techniques. According to Rogers (in: Blandford, 1998:5), managing learner discipline in schools is crucial to reducing the stress levels of educators and other school community members. Disruptive behaviour, poor working conditions, a poor school ethos, bad health, and emotional problems all contribute to the educators' diminishing self-esteem and lack of confidence, which may impact negatively on their ability to teach.

Blandford (1998:5) further maintains that school managers should aim to create an atmosphere where educators are able to run organised and effective classrooms. In such classrooms individual learners should be given the opportunity for development, where educators can fulfil their functions as facilitators of learning, and learners are able to guide their own behaviour. Gottfredson and Gottfredson (in: Moles, 1990:47), maintain that schools where the rules are not clear, fair and firmly enforced, where ambiguous responses to learner behaviour are used and where misconduct is ignored, also complicate behaviour problems. He furthermore cites (1990:47) schools that lack resources needed for teaching and large schools with poor educator administration, as being part of the category of learner behaviour problems. It is a generally accepted fact that good discipline coupled with sound management and commitment by both educators and learners is an important attribute of effective schools (Gulting, *et al.*, 1999:4). Well-behaved learners, according to Gulting, *et al.*, (1994:4), Weeks (2001:366), and Blandford, (1998:2) are characterised by their self-control, by treating people with respect, and obeying school rules, by their passion for their school work, and their respect for authority. Good behaviour among learners can also contribute to the image of the school by the way in which learners participate in curricular and extra-curricular activities, as well as how they identify with the cultural issues of the school, such as its motto, colours, mission, and dress code. This research brings to the fore aspects of excellence in the schools that succeed in applying effective disciplinary measures, and which have also consistently produced good results over the past years. It further identifies the successful measures applied by these schools to manage learner behaviour with the view of creating classroom environments in which teaching and learning can take place without interruptions.

1.2 STATEMENT OF THE PROBLEM

According to Blandford (1998:37), educators, support agencies and senior managers should develop the skills and abilities required to formulate, implement and manage effective behaviour strategies. The management of learner behaviour encompasses three aspects, namely:- *leadership* - the ability of educators to share values and beliefs with their learners and other staff members in creating a vision for the school; *management* - the ability of educators to consult with relevant stakeholders, including learners and their parents, to plan activities, to organise such activities thoroughly, to execute their action plans, and deploy resources for the realisation of teaching and learning; and *administration* - the presence of a sound school administration system, which ensures that all operational details happen according to plan and to relevant procedures. Educators are often wary of admitting that they have problems with a particular class or learner. This leads to tension and pressure between them and their learners. Blandford (1998:60) indicates that educators must seek guidance and support when faced with the intolerable problem of unacceptable behaviour in their classrooms.

Lewis, Sugai, and Colvin, (1998:447) mention that researchers and educators are advocating for the development of school-wide systems that incorporate preferred practices such as training in social skills, academic and curricular restructuring, pro-active management, early and individual behaviour intervention. They further maintain (1998:447) that features of school-wide systems include, among other things, an emphasis on teaching pro-social skills, reducing the number of negative consequences, and focusing on building learner success. What they see in society should be enhanced at school so that they can easily fit into the social strata.

In view of the preceding discussion, the following research problem can be stated:

How should learner behaviour be managed to ensure the realisation of effective teaching and learning in schools?

Based on this research problem the following sub-problems or research questions can be formulated:

- What are the factors that contribute to misbehaviour at schools?
- How does misbehaviour impact negatively on teaching and learning activities?
- How can educators prevent and manage learner misbehaviour during these activities?
- How should schools manage learner behaviour in a comprehensive manner?

1.3 AIMS AND OBJECTIVES OF THE RESEARCH

This research aims to investigate ways of managing learner behaviour that will create classroom conditions that are conducive to teaching and learning.

The objectives are:-

- to explore and investigate the factors that contribute to misbehaviour at schools;
- to determine how misbehaviour impact negatively on teaching and learning activities;
- to determine how educators can manage learner behaviour in their classrooms;
- to identify and develop effective measures of managing behaviour in the entire school and in the classroom in particular; and
- to make recommendations and present guidelines to enable schools to develop whole-school learner behaviour strategies.

1.4 THE RESEARCH DESIGN AND METHODOLOGY

A research design indicates the general plan of the research. This includes when, from whom and under what conditions the data will be obtained. It indicates how the research is set up, what happens to the subjects and what methods of data collection are used (McMillan & Schumacher, 2006:22). Qualitative researchers process and create the research design (selecting a specific design to be used and identifying parameters for data collection and methods of data analysis to be used) during the research process (De Vos, Strydom, Fouche', Poggenpoel, Schurink & Schurink, 1998:64).

In this section the approaches and methodology will be explained that will be used in finding answers to the research questions that were stated for this study. According to Steyn and Hoberg (in: Hoberg, 1999:193), in the research design the researcher discusses the anticipated plan of action. In other words, how he/she will apply the methods of the investigation.

In this study the case study on the management of learner behaviour is qualitative, exploratory and descriptive. The methods used entail a literature review and an empirical study. The literature review will consist of a review of articles, periodicals, and electronic data of both officially published and unpublished documents. By means of inductive reasoning the researcher will analyse the data qualitatively so as to link the findings with the objectives of the study. An empirical study will be conducted by investigating the behaviour management strategies that are used by educators and school principals in their schools. Interviews will be conducted with educators, learners and principals of the chosen schools, documents will be analysed, and observations will be done.

A detailed exposition of the research design and methodology to be used in the study is provided in Chapter 3.

1.4.1 The literature review

According to De Vos, *et al.* (1998:64) the purpose of a literature review is to contribute towards a clearer understanding of the nature and meaning of the problem under investigation. It is a systematic and critical analysis and summary of the existing literature relevant to the research topic (Squelch, in: Hoberg, 1999:69).

In this regard the literature assisted the researcher to obtain a more clear understanding of how learner behaviour should be effectively managed. Sources such as dissertations, books and journal articles on learner behaviour, as well as newspaper articles and policy statements were reviewed.

1.4.2 Empirical research

1.4.2.1 The research design

In this study a qualitative research strategy was followed. Qualitative studies usually aim at in-depth studies and are conducted in settings that are bound by the theme of inquiry. According to De Vos, *et al.* (1998:243), qualitative research refers to research that explains participant accounts of meaning, experience or perceptions. Furthermore, it produces descriptive data in the participants' own written or spoken words, it involves identifying the participants' beliefs and values that underlie the phenomena, and is more concerned with understanding than explanation, with naturalistic observation than controlled measurement, and the subjective exploration of reality from the insider's perspective. Some qualitative studies are more controlled, using instruments in which verbal and iconic data are captured in the format of the instruments, such as an observation schedule (Henning, Van Rensburg & Smit, 2004: 3-4).

Typically of this strategy, interviews, the analysis of documents, and observations were used as means of gathering information.

1.4.2.2 Sampling

According to Strauss and Myburgh (2001:69), a sample is a portion of a population. The sample for this study was drawn from three schools in the JC Motaung Circuit of the Dr Kenneth Kaunda district, purposefully selected from schools with good examination results. In each of the schools the following persons were interviewed: the principal, the chairperson of the Representative Council of Learners (RCL), and a focus group consisting of four educators. This sampling method afforded the researcher an opportunity to interview and observe the participants in their natural settings which, in this case, are schools.

1.4.2.3 Data collection

(i) Interviews

According to Cohen and Manion (1994:271) a 'research interview' is "...a two-person conversation initiated by the interviewer for the specific purpose of obtaining research relevant information, and focused by the interviewer on content specified by research objectives of systematic description, prediction or explanation". Cohen and Manion (1994:272) identify four kinds of interviews, namely the structured interview, the unstructured interview, the non-directive interview, and the focused interview. In structured interviews the content and procedures are organised in advance, and the interview is therefore characterised by being a closed situation. An unstructured interview, on the other hand, is an open situation, with greater flexibility and more freedom afforded to the interviewee. However, this does not mean that it is a casual affair; it also has to be carefully planned. The non-directive interview is characterised by minimal control by the interviewer and the freedom of the interviewee to express her/his subjective feelings fully and spontaneously. The focused interview focuses on the respondent's subjective responses to a known situation in which he/she has been involved.

For the purposes of this study, structured interviews were used to conduct the individual interviews with the principals, the chairpersons of the RCLs, and focus group interviews with the educators. These kinds of interviews reduce the possibility of bias. All the interviews were tape recorded and the content transcribed to form the interview data. The transcribed content was then grouped into categories for the purpose of analysis. Finally, the data were analysed and interpreted in the light of the objectives.

(ii) Observation

Observation, according to McMillan and Schumacher, (in: Hoberg, 1999:105) enables the researcher to obtain people's perceptions of reality expressed in their actions as feelings, thoughts and beliefs. It is a research technique which relies on seeing and hearing things.

In this research observation determined how educators and management teams used learner control measures in different settings and how educators conducted themselves when handling offenders. It included the systematic noting and recording of events and behaviours in the chosen schools.

Observation in this study focused on the following, namely the general teaching and learning atmosphere; the visibility of the school management team and its accessibility; learner control measures commonly used; the general attitude of learners towards the school system; the efficiency of behaviour control measures; and the enforcement of school rules and policies.

(iii) Analysis of documents

Documents, according to Glesne and Peshkin, (in: Hoberg, 1999:115) corroborate one's observations and interviews and thus make findings trustworthy. Beyond corroboration, they may raise questions about one's conclusions and thereby shape new directions about observations and interviews. Documents enrich what you see and hear by supporting, expanding and challenging your portrayals and perceptions. Furthermore, Glesne and Peshkin (in: Hoberg, 1999:115) maintain that your understanding of the phenomenon in question grows as you make use of the documents and artefacts that are a part of people's lives.

In this study the following documents were analysed: the school policies, the learners' Code of Conduct, classroom discipline policies, the school discipline policies, the school development plans, and the RCL policies.

1.4.2.4 Data processing

The transcriptions of the interviews, the details of what was observed, as well as the information from the documents were studied and analysed according to procedures typical of qualitative research. The analysed data were then interpreted. The findings from the analysed data were checked and weighed against the existing literature, and finally the results were reconceptualised.

1.5 DEFINITION OF THE CONCEPTS

1.5.1 Discipline

Wyne, (in: Moles, 1990:168) defines 'discipline' as making students observe rules of conduct congruent with the norms prevailing in social gatherings and work-sites in mainstream adult society. Mabeba and Prinsloo (2000:34) indicate that 'discipline' refers to learning, regulated scholarship, guidance, and orderliness.

For the purposes of this study 'discipline' has been used as a condition of orderliness and obedience among learners in schools for the realisation of effective teaching and learning.

1.5.2 Discipline problems

According to Mabeba and Prinsloo (2000:34), the concept 'discipline problems' refers to disruptive behaviour that significantly affects one's fundamental rights to feel safe, to be treated with respect, and to learn. Rogers, (in: Mabeba & Prinsloo, 2000:34) further asserts that this behaviour also encompasses behaviour that interferes with the rights and welfare of others. Moles (1990:3) and Blandford (1998:4) include in their definitions of 'discipline problems' all behaviours that obstruct successful learning.

In this study, the term refers to behaviour that includes uncontrolled behaviour, such as storming out of the classroom, noisiness, and refusal to co-operate, showing off, and teasing, irritating, and disturbing other learners. The following also constitute discipline problems, namely leaving your seat without permission, talking out of turn, calling out while the educator is speaking, making improper noises, disobedience, wandering about in the classroom, not paying attention, and attention-seeking behaviour (Weeks, 2001:173).

1.5.3 Learner behaviour

Blandford (1998:2) describes 'learner behaviour' as referring to the manner in which learners relate to their peers, parents, family members, educators, and other members of the school community. Each learner's behaviour is determined by his/her self-esteem.

According to Blandford (1998:2), those learners with a low self-esteem may behave in an uncooperative manner, while those with a high self-esteem may behave co-operatively. For the purposes of this study, the term has been used to refer to the manner in which learners conduct themselves within the school system. Blandford (1998:2) indicates that learner behaviour does not fall into precise categories of normal and disruptive, but rather on a continuum of co-operative to totally unacceptable behaviour.

1.5.4 Misbehaviour

Weeks (2001:249) regard 'misbehaviour' as the type of behaviour that is more difficult to change, namely criminal behaviour, disciplinary problems, inappropriate behaviour within a certain set of circumstances, and more serious and threatening behaviour such as assaulting an educator.

Misbehaviour, in this study, relates to the breaking of school rules and regulations by learners, including coming to school late or absenteeism, violating the dress code and appearance, as well as breaking rules relating to, for example, the cleanliness of the classroom and the school, bringing possessions to school, consuming food in the classroom, or breaking school equipment. In essence, a learner who is uncooperative and commits unacceptable deeds in terms of school rules, is misbehaving.

1.5.5 Management

Van der Westhuizen (1991:55) defines 'management' as a specific type of work in education which comprises those regulative tasks or actions executed by a person or body in a position of authority in a specific field or area of regulation so as to allow formative education to take place.

In this study 'management' as in the above paragraph, refers to those regulative tasks or actions that are executed by education managers, authorised educators and RCL members in positions of authority in specific areas of regulation with a view of allowing teaching and learning to take place in an orderly way.

1.6 CHAPTER DIVISION

This dissertation consists of five chapters, which are arranged as follows:-

CHAPTER 1

An overview and rationale for the study are stated. These include the introduction of the problem, the problem statement, sub-problems, the aims and objectives of the research, as well as a definition of specific concepts.

CHAPTER 2

The literature related to misbehaviour, discipline and learner behaviour management in the school and in the classroom is reviewed in great detail. This will provide a theoretical framework to the study.

CHAPTER 3

This chapter deals with the design and methodology of the research study. It explains the empirical study, which comprises of the research design, sampling and selection, data collection and data processing.

CHAPTER 4

In this chapter the research results are analysed, presented and compared to what has been written in the literature on ways of managing learner behaviour.

CHAPTER 5

A summary, the conclusions of the study and recommendations are provided, also for future study and further investigation.

1.7 SUMMARY

In this chapter the research study was introduced. The study focused on how education managers (including educators) manage learner behaviour in the school and inside the classrooms for the effective and uninterrupted realisation of teaching and learning. Asked whether any new initiatives have been undertaken by her Department and the Provincial Education Departments in view of numerous recent incidents of an escalation of violence, crime and a lack of discipline in South African schools, the previous Minister of education, Ms Naledi Pandor replied by saying the emphasis on new initiatives is important, since the matter of safety in schools has become a matter of national concern (<http://www.education.gov.za> Accessed 16 June 2009). The most important aspects discussed in this chapter include, *inter alia*, the statement of the research problem, aspects of the research, the clarification of some concepts, the design of the study and research methods that are going to be used, and the division of the chapters.

A literature review, which provides a clear perspective of how institutions manage to have a sound culture of learning and teaching by using effective measures of managing learner behaviour, will be dealt with in the next chapter.

CHAPTER 2

MANAGING LEARNER BEHAVIOUR IN PUBLIC SCHOOLS

2.1 INTRODUCTION

The increase in the prevalence and incidents of problem behaviour in public schools is a major concern for educators, families and community members. According to Mabeba and Prinsloo (2000:35), the present situation in South African schools illustrates that a lack of discipline and self-discipline among high school learners has led to a continuation of unsuccessful learning and teaching. Attempts to respond to the intensity and frequency of these problem behaviours, according to Lewis, *et al.* (1998:446), seem to result in the increased use of reactive and punitive strategies. Unfortunately, evidence suggests that current school discipline practices further exacerbate and contribute to the children's and youth's patterns of challenging behaviour (Lewis, *et al.*, 1998:447).

A survey done by the Departments of Education and Health (RSA, 2002:37) concurs with Lewis, *et al.* in its findings that 9.2% of learners carried weapons on the school grounds, 19.3% were engaged in physical fights, 22.3% felt unsafe to and from school, whilst 31.7% felt unsafe on the school property. Mayer (in: Lewis, *et al.*, 1998:447) contends that schools continue to rely on behaviour management strategies that appear to increase the risk of promoting learner misbehaviour, the outcome of which is the increase in problem behaviour. Problem behaviour affects a sound culture of teaching and learning, without which the school's instructional programme becomes ineffective. A survey by Christie (1998:5) on the culture of learning and teaching (COLTS) in schools highlighted the plight of some township schools where it was found that disciplinary and grievance procedures were vague or non-existent. She concluded her survey by asserting that the breakdown of management and leadership within schools is an important part of their dysfunction (Christie, 1998:6). According to her (1998:6), for a culture to be conducive to teaching and learning, it will be necessary to establish proper and effective management systems and structures with clear procedures and lines of authority, power, responsibility, and accountability.

There exists a number of alternative ways of establishing and maintaining discipline at school and in the classrooms, and educators need to demonstrate the courage and the will to effectively implement these alternatives, as is done in many schools which have minimal cases of learner misbehaviour. In his research on successful schools, Haasbroek (1998:13) found that there are schools which claim to have never used the stick (corporal punishment), and yet had good academic track and attendance records, even during the struggle years of the early nineties. Elements characterising these successful schools with effective disciplinary strategies include aspects such as a network of care, concern and counselling, a set of rules, a code of conduct, conflict resolution procedures, parental involvement, taking responsibility, and the involvement of the educational authorities. Jacques (in: Christie, 1998:6) asserts that, "...the existence of hopelessly badly organised managerial institutions...not only allows for the acting out of deeper lying psychotic anxieties that are associated with teaching and learning, but also leaves people involved with no choice but to have such deeper lying psychotic anxieties". It is for this reason that school principals should manage their staff members properly, provide guidance to school community members, and further provide pastoral care both to learners and educators. Also expected from them is the adequate administration of their schools, so that even the slightest infraction of school rules is dealt with consistently across the entire school.

From the above it is evident that some secondary schools are characterised by a lack of discipline and self-discipline. If current discipline practices exacerbate the challenging behaviour it is because there has been no effective implementation of alternative disciplinary measures replacing the outlawed corporal punishment. This could be the reason behind the current spate of fatal attacks of learners by their fellow school mates in South African schools (Kgosana, 2006a: 21). Fortunately, effective and more pro-active interventions have been identified for reducing the problem behaviours displayed by individual learners. Given the fact that often learners come to school with a history that sets them up for further behavioural problems, schools must respond pro-actively and consistently. In cases where there is such a display of problem behaviour by learners, it could be that no pro-active measures have been applied by the educators.

Educators should identify learner misbehaviour in their respective classrooms and apply school-wide discipline management procedures in a consistent manner. Certain misdemeanours may be handled by learner class representatives under the direct supervision of register class educators, others may be handled by register class educators under the supervision of the HoDs, some by the HoDs themselves, by the grade tutors, and ultimately by the school principal or the disciplinary committee chairperson (Department of Education, 2000:26). Such a management system of discipline minimises confrontations, and results in effective and successful schools. If all aspects of the classroom's daily activities, including discipline management, are handled properly according to set policies and procedures, teaching and learning will take place harmoniously, and the whole school will operate in a proper and effective way. It is on the basis of the above argument that this chapter is structured as follows, namely an overview of learner behaviour, classroom and school-related aspects of managing learner behaviour, and comprehensive school-wide discipline models in which educators, school principals and all relevant stakeholders are involved.

2.2 AN OVERVIEW OF LEARNER BEHAVIOUR

'Learner behaviour' refers to the manner in which learners relate to their peers, parents, family members, educators, and other members of the school community (Blandford, 1998:2). In order for schools to operate smoothly and for learners to learn without disturbances, measures have to be put in place to regulate and maintain the learners' positive behaviour in all respects. Blandford (1998:2) maintains that learners' behaviour falls on a continuum of cooperative to totally unacceptable behaviour. According to Amatea (in: Weeks, 2001:50), a person's behaviour, whether co-operative or unacceptable, is maintained and structured by interaction with other people. This means that people in the neighbourhood may each have a hand in shaping the learners' behaviour. The learners, in turn, shape the behaviour of these other individuals. As these people continue to interact over time, certain repetitive patterns develop around both cooperative and unacceptable behaviour.

Misbehaviour or problem behaviour, according to Mabeba and Prinsloo (2000:34), refers to disruptive behaviour that affects a person's fundamental right to feel safe, to be treated with respect, and to learn.

Misbehaviour or problem behaviour further includes a lack of concentration, disrespect for authority, the rejection of reasoning, physical violence, threat, theft, graffiti, and vandalism, as well as verbal abuse. According to Mecoamere (2000:3), an environment that is conducive to learning and teaching where there is no vandalism, crime or abuse is one of the crucial elements of a good school, in terms of performance, management, administration and culture. This indicates that when educators and all relevant stakeholders adopt a whole-school approach where everybody does his/her share of work in accordance with the procedural requirements, the desired positive teaching and learning environment may be created. This can only be cultivated when the whole school system works together, learners learning and adhering to the school rules, educators teaching and arriving on time for their classes. Educators should also meet the deadlines set by the school management team, who has to provide adequate management and leadership expertise that would make the school environment conducive to teaching and to learning. From parents it would be expected to support the entire school community whenever such support is needed.

A number of research findings on school-wide and classroom based discipline practices and their effects are provided later in this chapter.

2.3 FACTORS THAT CONTRIBUTE TO MISBEHAVIOUR

There exists a variety of factors at school, in society, and at home that provide the basis for learners' problem behaviour. Factors such as home and family circumstances, the influences of the peer group, the school organisation and school climate, the relevance of the curriculum, the personality and qualifications of the educators, their teaching style, evaluation techniques, and the influence of the discipline policy all determine the learners' attitudes towards the acceptance of authority, discipline, and the development of self-discipline (Mabeba & Prinsloo, 2000:35).

The following factors will be highlighted in this study:

2.3.1 Inadequate curriculum

One of the most significant factors contributing to problem behaviour in a school is the nature of the curriculum.

According to the Education White Paper 6 (Department of Education, 2001:19), problem behaviour arises from a number of aspects that have something to do with the curriculum, such as the content of the learning programmes, the language and medium of learning and teaching, the management and organisation of the classrooms, the educators' teaching style and pace, the time frames for the completion of the curricula, the material and equipment that are available, as well as assessment methods and techniques. The Department of Education (2000:6) indicates that there has to be greater flexibility in the school programmes and curricula so that the actual needs of learners are met. In this regard Matodzi (2000:16) contends that the school curriculum should be challenging to the learners, and be job-orientated. He argues that if learners know that they are unlikely to be employed after the completion of their schooling they may get frustrated and misbehave as a way of passing the time and venting their frustration. District support teams have to assist educators in their schools to create greater flexibility in their teaching methods and the assessment of their learners.

2.3.2 The role of the educator

The role of the educators in facilitating learning in the classroom can never be underestimated. Without their continuous guidance and management expertise, teaching and learning activities in the classroom would be ineffective. Matodzi (2000:16) argues that educators may cause disciplinary problems by showing little regard for their learners' feelings, by ridiculing and humiliating them, by using corporal punishment excessively, by coming to class unprepared, by being drunk, late, or improperly dressed, and by giving learners difficult assignments with unreasonable and inflexible deadlines for their submission. Across the entire school educators should act *in loco parentis*, providing support to troubled learners in the same way that their parents would if they were around.

2.3.3 Insufficient discipline

According to the Department of Education (1997:62), sound school discipline is an important feature of effective schools. Principals and educators have a duty to maintain proper order and discipline in their schools.

Mabeba and Prinsloo (2000:34) argue that the lack of discipline in secondary schools throughout South Africa has long been a matter of great concern for educators.

Numerous attempts have been made to solve the problem of insufficient discipline and to re-establish a culture of effective learning and teaching in schools, but without much success. Colvin and Edwards (1993:3) mention that when schools are confronted with social behaviour problems, the general management response is a reactive one that is ineffective for many learners with severe behavioural problems. As a result, these learners are removed from the general education environment, and many of them drop out of school. Bowen, Jenson and Clark (2004: 208) contend that a school-wide approach is more effective than any single classroom programme in addressing the challenges of maintaining discipline and reducing problem behaviour in the school setting.

2.3.4 Inadequate services for misbehavers

Misbehaving learners should not be left to themselves. Schools need to have programmes in place to assist them to get rid of their unacceptable behaviour. Learners who behave in such a way that they disrupt the class or disturb others, or place other learners or educators at risk, should be offered help in private, outside the classroom situation (Department of Education, 2000:10). There exist a number of service providers which can assist misbehaving learners, such as school guidance counsellors, social workers, remedial teachers, and medical and paramedical personnel. There should be procedures in place in the school that are to be followed whenever a learner is to be referred to any of these service providers. Such procedures, according to Jackson (2002:42), should be stipulated in the school discipline policies that are in line with provincial and national education policies.

2.3.5 The school and classroom environments

According to Mayer's observations (2002:85) research has revealed that punitive environments predictably promote anti-social behaviour such as aggression, violence and vandalism. Furthermore, Mayer (2002:86) asserts that not only do many educators emphasise punitive measures to manage learner behaviour, some do not attend positively to their learners' social or academic behaviour. As a result, such negation for positive, pro-social and academic behaviours are likely to promote additional learner aggression.

Mwamwenda (in: Matodzi, 2000:5) identified contextual factors such as academic failure, large and overcrowded classrooms, the inadequate supervision of learners during breaks, rigid, strict, punitive and unnecessary rules, and the authority vested in some educators within the school, as contributors to school environments that promote anti-social behaviour. Mayer (2002:85) adds a lack of administrative support for staff, little staff support of one another, and a lack of staff agreement with policies, the misuse of behaviour management procedures, a lack of learner involvement, and the lack of understanding of or appropriate responses to learner differences. Taylor (2004:58) contends that schools and classroom climates have to be positive and safe, rules should be systematically taught and correlated with the school's mission, the management principles of behaviour should be understood and practised by all staff members.

2.3.6 The abolishment of corporal punishment

The end of apartheid and the establishment of a human rights culture in the 1990s laid the foundation for the ending of corporal punishment. South Africa's law courts regard corporal punishment to be an infringement of a person's human rights (Morrel, 2001:292). According to Section 10 of the South African Schools Act, Act 84 of 1996 (RSA, 1996a) no person may administer corporal punishment at a school to a learner. Furthermore, Section 12(1) (e) of the Constitution of South Africa Act, Act 108 (RSA, 1996b) prohibits the treatment of individuals in a cruel or inhumane and degrading way. However, it seems that the scrapping of corporal punishment exacerbated discipline problems in schools. The South African Human Rights Commission (Keat, 2003:2) reported that educators felt powerless to exercise their authority and to manage misbehaving learners because of a lack of alternative methods. Since the scrapping of corporal punishment hundreds of violent incidents involving learners, some of which were fatal, occurred inside or around the school grounds, a recent one being the stabbing to death of a 19 year-old learner by his 14 year-old schoolmate (Kgosana, 2006b:10). According to Maree (2000:2), educators complain about the banning of corporal punishment, not because they support the practice, but because of the lack of an effective alternative. Kgosana (2006b:10) reported that educators have complained that, in the absence of corporal punishment, learners tend to laugh off other disciplinary measures, such as detention and the points or merit and demerit system.

Schools should, therefore, develop school-wide discipline plans that would provide effective alternative measures of disciplining learners which would be accepted by all the school's stakeholders, including the learners.

2.3.7 Poor socio-economic backgrounds

In her research, Van Wyk (2001:198) highlights the fact that learners come from diverse home circumstances, some living in small council houses, while others live in shacks in the informal settlements near their schools. Often the adults are unemployed, and some households are headed by females or grandparents. Oosthuizen (2002:2) observed that an increase in single parent-households and a pre-occupation with constitutional rights have made some learners oblivious to discipline in the classroom. Hostility between parents and educators often made matters worse. The involvement in school disciplinary problems is often difficult for many parents who are struggling to survive and have no energy left for school obligations. Schools should therefore establish school-wide proper workable strategies/programmes to ensure that vulnerable learners are assisted in all respects.

2.3.8 Social factors

Social and community structures in South Africa are becoming increasingly dysfunctional. According to Pienaar (2003:281), the disruption of family life has brought an unstable network of social relationships. Some of the most apparent of these factors are female and child-headed families, the lack of proper living space, and moral degradation.

2.3.9 Personal factors

These relate to the intrinsic characteristics of educators and learners, such as the learners' attitude and motivation to study, and values that influence their learning. Reinsburg (1999:54) maintains that learner behaviour is driven by basic issues or possibilities that can explain a learner's actions, namely:-

- *The developmental stage:* According to Reinsburg (1999:54), the development of breasts, pubic hair in girls and change of voice in boys during their teen years and an emerging sense of an independent self may elicit a period of negativism.

- *Temperamental differences:* Reinsburg (1999:55) mentions that this relates to differences in behavioural patterns of misbehaving learners such as shyness, adaptability, moodiness, or inflexibility which may account for many of the differences in learner's behaviour.
- *Unmet emotional needs:* Reinsburg (1999:56) sees unmet emotional needs as the most difficult cause of behaviour to interpret.

On the other hand, Jackson (2002:10) contends that there are personal factors that *educators* have to attend to before entering their classrooms. According to him the following factors determine, to a large extent, whether the classroom practice of the educator will succeed or not, namely an educator's personality, appearance, and academic commitment, preparation, interest in activities outside the classroom, as well as the support of parents.

The following is a discussion of few of these factors.

- *The educator's personality:* An educator who projects a superhuman image and who never admits to making a mistake makes learners feel inadequate and threatened. According to Jackson (2002:10), if an educator is well-mannered, pleasant and treats his learners with respect, they will generally respond in the same manner.
- *The educator's appearance:* Jackson (2002:13) indicates that educators have to remember that they stand before the class up to five hours a day, and are thus the objects of observation and scrutiny. Learners like to be led by exciting, positive and bright people, not by people who are dull and stodgy. Jackson (2002:14) argues that there is nothing more distracting to male learners of school-going age, than to be taught by educators who dress seductively and provocatively. Dignity and appropriateness should be the guiding principles as far as dress code is concerned.
- *The educator's academic commitment:* One of the most important tasks of an educator is to impart knowledge, or to encourage learners to acquire knowledge. Jackson (2002:14) mentions that an educator who is not academically committed will have little to offer his or her learners in the classroom. School principals should encourage their staff to better their qualifications. If a love of learning and enthusiasm to read is fostered from the top, the results will be apparent in the classroom.

For discipline problems to be averted, school-wide intervention plans should be developed, based on an assessment of the most problematic behaviours occurring at the school, and a consideration and review of interventions that have proven effective elsewhere.

The following discussion will focus on the classroom-related aspects of managing learner behaviour.

2.4 CLASSROOM - RELATED ASPECTS OF MANAGING LEARNER BEHAVIOUR

Classroom management is one of the most important management tasks that an educator is required to perform. According to Squelch and Lemmer (1994:56), classroom discipline entails a process of managing and influencing the learners' behaviour so that effective teaching and learning can take place. The way that educators manage behaviour in their classrooms depends largely on their management styles and how they balance the other aspects in the classroom, such as the learning content, the aims of the lesson, and the teaching and learning activities. In her work on discipline practices, Cotton (1990:3) provides a number of *preventative measures* aimed at preventing potential classroom discipline problems, as well as measures aimed at *remediating* classroom discipline problems. Educators have to be pro-active in their daily dealings with learners. Preventative measures must be in place to assist the educator in preventing classroom discipline problems before they erupt. Furthermore, educators should also be able to personally deal with classroom discipline problems, and not refer every misbehaving learner to the principal's office.

The National Education Policy Act (ELRC, 2003a: A-47) requires from educators to mediate learning by considering the diverse needs of learners and by constructing appropriate learning environments. Educators also have to modify learner behaviour by applying methods and procedures relevant to discipline. Modifying unwanted behaviour should be done by applying effective classroom management principles in the classrooms such as *monitoring classroom activities, teaching classroom rules, specifying consequences of misbehaviour and giving positive rewards to well-behaving learners.*

2.4.1 Preventative discipline practices

2.4.1.1 Educator behaviours to prevent classroom disruption

Based on the well-known book by Kounin, namely *Discipline and Group Management in Classrooms*, Cotton (1990:6) identified certain specific conducts of effective educators that assist in keeping learners focused on learning, whereby reducing classroom disruption, namely:-

- *With-it-ness*: - According to Singh (2008:42) and Cotton (1990:6), this relates to ignoring minor, fleeting incidents of inattention, but at the same time responding quickly to disruptive behaviour or sustained inattention that has the potential of escalating into disruption.
- *Overlapping*: - This relates to the educator's ability to attend to different events simultaneously without the smoothness of the lesson being diverted by a disruption (Singh, 2008:42).
- *Smoothness and momentum in lessons*: Effective educators maintain the momentum of the lesson without having to break and to consult their notes or to interrupt the lesson by responding to learner misbehaviour, and by applying lengthy reprimands.

2.4.1.2 Classroom management principles

The following are classroom management principles to prevent discipline problems in the classrooms, considered to be effective by a number of researchers (McDaniel & Kappan, 2006; Squelch & Lemmer, 1994; the Department of Education, 2000).

(a) *Monitoring classroom activities and providing feedback and reinforcement*

According to the Department of Education (2000:13), educators should manage the learning process and environment enthusiastically and professionally. They should ensure that they have the attention of everyone in the classroom before they start their lessons, and that there is always something for early finishers to do. Learners should be made to focus on classroom activities at all times to prevent the opportunity of misbehaving.

An educator's leadership/management style will count a lot in this regard, as unruly learners will best be disciplined by assertive educators.

(b) Establishing and clearly teaching classroom rules and procedures

Mayer (2002:88) provides the following guidelines for clearly communicating classroom rules for acceptable learner conduct, namely educators should involve learners in developing the rules, they should state the rules positively, keep the rules simple and short, and teach them to the learners. The Department of Education (2000:12), on the other hand, suggests that educators should set the rules jointly with their classes at the beginning of each year and review them on a quarterly basis. They should place them in frequently visited areas, and distribute copies to the learners. Learners could also be requested to sign the rules after they have read them and have comprehended the logic behind them. This could serve as an agreement between the educator and the learners.

(c) Having realistic expectations for learner behaviour and their learning

Educators should set goals and tasks that require effort, but are attainable. They need to ensure that the work that is set is appropriate to the learners' ages and abilities. Squelch and Lemmer (1994:63) argue that when learners cannot do the work because it has not been explained clearly or is too difficult, the result is often misbehaviour, as learners would naturally be bored or frustrated. By means of the encouragement that the educators express and the classroom requirements they establish, they ensure that learners know that they are expected to learn well and behave appropriately.

(d) Specifying consequences of misbehaviour and their relation to learner conduct

Effective educators are careful to explain the connection between learner misbehaviour and educator-imposed sanctions/penalties that are invoked by educators whenever learners fail to honour their class rules. One possible system that educators could use is a system of merits and demerits (Keat, 2004:16). Furthermore, the Department of Education (2000:15) maintains that parents should be made part of the solution to learner discipline problems. The Department insists that any learner behaviour problem should be discussed with the parents to ensure that the continuity in the way discipline is handled at home and at school is maintained.

(e) Enforcing classroom rules promptly, consistently and equitably

Effective educators respond quickly to misbehaviour, in the same way at different times, and impose consistent sanctions, irrespective of gender, race or any other characteristic of the misbehaving learner. Educators should always apply discipline consistently by keeping to the rules and avoiding the use of vague and empty threats. They should also avoid punishing learners when they are angry, and need not be emotional and use loud voice tempos when speaking. According to Squelch and Lemmer (1994:62), educators should establish their authority in the classroom without being autocratic or aggressive. The Department of Education (2000:13) concurs, as it advocates for an equal application of the rules to everybody in class, in a fair but firm manner, which is critical to the building of a relationship of trust between the educators and the learners.

(f) Knowing your learners and focusing on the building of relationships

According to Squelch and Lemmer (1994:62), register class educators should know and understand their learners, as this is important for establishing a meaningful learner-educator relationship. Knowing many learners' names can be difficult, but there are many ways of achieving this, one of which is to cut out small photos of every learner and to paste them next to their names in their books (Squelch & Lemmer, 1994:62).

(g) Managing the learning process professionally

Good organisation and thorough planning go hand in hand with good discipline. Squelch and Lemmer (1994:63) maintain that an educator who rushes into the classroom late and who scrambles around for notes which are in disarray creates a sense of chaos, which can lead to discipline problems. Educators should start their lessons in time and prepare their material in advance to avoid delays and the waste of precious time.

(h) Giving positive rewards for well-behaving learners

This relates to giving sincere attention to learners who behave well in respect of the class expectations. Canter (in: Charles, 1992:116) maintains that educators should make a special effort of praising learners for behaving appropriately, by sending positive notes to the parents or by phoning them, by giving awards for good behaviour, and by assigning special privileges to well-behaving learners.

According to Charles (1992:118), giving praise and support to those learners who are on task can prove effective. He recommends the use of the following guidelines, namely personalise praise and ensure that it is genuinely related to the situation and behaviour. For example, "Thank you, Siphon, for working quietly back there". The praise must be descriptive and specific, letting learners know when and why they are behaving appropriately, "You did as expected, Nomsa. You went straight into your seat and worked on your project. Keep up the good work". Praise must be appropriate to the age of the learner. Older learners prefer to be praised privately, while the young ones like it done for all to hear. Once the process of establishing classroom rules becomes democratic, everyone takes ownership of them and is bound by them.

(i) Reducing punitive methods of control

According to Colvin and Sugai, as quoted in Mayer (2002:87), while pro-active strategies are generally used to remediate academic problems, reactive, punitive strategies are often used by educators who experience behaviour problems. Mayer (2002:87) argues that educators should use positive behavioural interventions instead of punitive methods, especially for minor infractions. These include modelling good behaviour and applying various differential reinforcement strategies such as ignoring minor infringements, using eye contact, praising well behaved learners and calling misbehaviours by their names when misbehaving. Mayer (2002:87) advocates for an instructional approach that educates youngsters how to behave, instead of reactive and punitive approaches. This brings us to the assumption or hypothesis of this research study, namely that there are alternative ways of establishing and maintaining discipline.

(j) Allowing learners to take responsibility

Educators should provide learners the opportunity to be responsible, whether in the way they conduct themselves, running a community project, or filling in the class list for the educator. Such actions will provide them with a sense of self-worth and the ability to take responsibility for themselves and their communities (Department of Education, 2000:14). It implies that learners will adopt elements of self-control in all their endeavours, with the main aim of doing all delegated duties with great success so that they can earn respect among their peers and trust from their educators. Responsibility goes hand-in-hand with accountability. Once learners know that they are responsible for certain projects in their classroom, they will have to account for their successes or failures.

The principles of classroom management can help the educators to minimise the problems of inattention and misbehaviour. Even after the application of preventative measures, unanticipated problems sometimes do occur.

Educators ought to be prepared to deal with such problems by acquiring strategies which can help them to cope with them effectively.

2.4.2 Remediating classroom discipline problems

There are many discipline models, approaches, techniques and systems available for educators to use as they battle with misbehaving learners. According to Wolfgang (1995: x), most of the discipline models claim to have the correct way of disciplining, and each has a specific and different view of what motivates learners to misbehave, and each prescribes various techniques for dealing with it. Research on learner discipline highlights a number of interventions that can be applied when dealing with classroom misconduct. Some of these interventions are also similar to the effective discipline practices that will be indicated at school-wide level later in this section.

The following interventions have been identified from the literature to relieve classroom behaviour problems.

2.4.2.1 Classroom discipline models

According to Wolfgang, classroom discipline models serve as the knowledge base of practical techniques and skills that are needed to handle the wide variety of discipline situations which educators face in their daily classroom encounters with misbehaving learners. The following is a discussion of three of these models.

(a) Thomas Gordon's Teacher Effectiveness Training (TET) model

This model differentiates between educator-owned and learner-owned problems, and then proposes different strategies for dealing with them. According to this model, learners are taught problem-solving and negotiation techniques. This model uses the following procedures to manage the learner's behaviours:

Looking on: - The educator simply looks at the misbehaving learner.

Questioning: - These are questions that encourage the learner to explore his/her feelings more carefully such as, "I can see that you are quite upset. Would you like to talk about it?"

Non-directive statements: - These are kinds of statements that are a more active way of helping learners, such as, "You are obviously having a very bad morning. I am here to listen to you."

Directive statements: - These relate to the use of strong directive statements such as giving orders, directions, or commands.

Reinforcements: - This relates to the use of certain methods of resolving conflicts (Wolfgang, 1995:29) such as a win-win strategy (Method I), where both the educator and learner win, a win-lose strategy (Method II), in which the learner wins and the educator loses when he/she gives up or ignores the learner's actions, and a no-lose strategy (Method III), in which the educator does the active listening and uses I-messages until he/she fully hears what the learner's problems and needs are.

Modelling: - According to the T.E.T model, educators should model to learners' behaviours that reflect their good morals and values.

Physical intervention and isolation: - The use of physical intervention such as removing the learner from the class, is not acceptable within the T.E.T framework, except where a learner physically endangers himself or others.

(b) Glasser's reality therapy model

This model involves the educators helping the learners in making positive choices by making clear connections between the learners' behaviour and its consequences. According to Wolfgang (1995:104), Glasser's request is for a fundamental change in how classrooms and schools are managed through the application of quality system methods. Furthermore, in Wolfgang's assessment, Glasser sees discipline problems as the result of the current school system where the learners are not engaged in a quality experience in which they can challenge themselves to grow and learn.

In terms of this model, after the learner has misbehaved, the educator is supposed to begin by assessing the situation covertly in a three-part process (as opposed to looking on), namely reflecting on his/her past behaviour with this learner; beginning with a fresh approach; and expecting a better tomorrow. Glasser does not believe in using *non-directive statements* because he believes in a *confronting-contracting* encounter where clear boundaries of acceptable behaviour are defined.

The educators' role, according to this model, is to enforce discipline with directive statements or commands to the learner who transgresses, using *direct statements* such as, "Johnny, put that ruler down and get back to work". The educator should tell the learner to stop the irresponsible behaviour and to act correctly and responsibly. He might confront the offending learner at the time of the offence with *questions* such as, "What are you doing? How is fighting going to help you?" According to Wolfgang (1995:107), such questions are crucial to reality therapy, as they force responsibility back on the learner. Although Glasser agrees that the educator should set an example (*modelling*) by being responsible, trustworthy and honest, he does not address this behaviour as a specific step in working with a disruptive learner. He, however, agrees with the use of reinforcements such as the loss of privileges for breaking certain rules. He does not believe in the educator's use of physical intervention, and he argued that "... if punishment really worked, we should have no delinquents or criminals..." According to Wolfgang (1995:110), Glasser sees the use of isolation as providing a place for the learner to sit quietly and think about a plan for re-entering the classroom milieu.

The learner should first be 'isolated' in class where he/she will observe or listen to what is going on, but not be part of the classroom routine. He/she stays in a designated area until he/she has made a plan to ensure a successful return to the group. If he/she bothers others while in isolation, the learner could be moved to the second step of isolation away from the classroom, namely to an 'in-school' suspension room. The parents should not be involved at this stage, until the educator resorts to out-of-school isolation. This does not mean that parents are kept in the dark about the behaviour and punishment given to the learner. The next form of isolation is suspension from the school, which will be dealt with extensively in the school-wide discipline aspects of this chapter.

(c) Jones' positive discipline model

Also based on Glasser's Reality Therapy, this model which was developed by Fredric Jones is based on the kind of respect educators have for learners, and instilling in them a sense of responsibility. According to Cotton (1990:3), this model includes developing and sharing clear rules, and providing learners with daily opportunities for success. It, however, also includes school suspension for non-compliant learners.

This model is based on the premise that educators should not get bogged down by the use of language and negotiations, but should use the powers of proximity and vision to assert their will. It features four legs which must be intact and functioning to make the positive discipline process work, namely limit setting, responsibility training, omission training, and a back-up system.

Limit setting: - These are actions taken by the educator to control the learner's natural reflexes such as extreme excitement that distracts others from the task. According to Wolfgang (1995:196), the objective here is to calm the learners and to get them back on task.

The back-up system: - This relates to an alternative technique that will back up the initial limit-setting when it fails, despite being correctly applied. Jones' model proposes three levels of such a system, namely *privately-held responses* between the educator and the learner, *publicly-held responses* between the educator and the learner in the classroom, and *large publicly-held responses* that involve high public visibility and the participation of others such as a counsellor, the principal or the judicial system.

Responsibility training: - According to Wolfgang (1995:228), this is positive discipline's system for helping the educator obtain positive cooperation from learners.

Omission training: - This is an individualized programme of incentives for defiant learners in which they are encouraged to earn rewards through the omission of their unwanted behaviour (Wolfgang, 1995:237).

The following is a discussion of some of the approaches used to maintain suitable behaviour.

2.4.2.2 Approaches to maintain suitable behaviour in the classroom

(a) The systems approach

According to Jones and Jones (1990:392), a learner who consistently acts-out unwanted behaviour often evokes feelings of anger and frustration.

These feelings, according to the authors, are often linked to the need to have such a learner removed from the class or the setting for which the educator is responsible. The educator tends to shift the responsibility for such a learner to someone else. This response is reactive and ineffective for many learners. Jones and Jones (1990:393) advocate a systems-approach where the learner is holistically assisted to maintain suitable behaviour. In the systems-approach the following aspects take precedence for the maintenance of suitable behaviour in the classroom, namely:- the availability of school policies, the effective use of classroom management and instructional methods, the educator's responsibility to enforce discipline, assistance from peers, an effectively communicated school-wide learner management programme, the effective response to learners with behaviour problems, outside consultation, procedures for co-ordinating community resources and the referrals of misbehavers to the principal's office or anybody in a position of authority.

(b) The cognitive approach

According to the Webster Comprehensive Dictionary (1995: 253), 'cognition' relates to "...the act, power or faculty of apprehending, knowing or perceiving something". Edwards (1993:20) contends that when dealing with learner behaviour educators have to determine whether such behaviour is influenced by any will, whether they are able to regulate themselves, whether they respond to need-satisfying stimuli, or whether they are conditioned by the environment. According to Edwards (1993:20), cognitive psychologists see children as self-regulating humans whose knowledge emanates from their efforts to formulate it. Furthermore, Edwards argues (1993:20) that learners confront their environment to satisfy their personal intentions and may thus be influenced by it, although they personally make decisions about how they behave. In essence, self-regulation is something that needs to be taught to them.

(c) The eco-system approach

According to Zabel and Zabel (1996:122), learners' learning and behaviour are affected by a number of factors, including forces inside the classroom and outside the school. As a crucial element in establishing the learning environment in the classroom an educator has to balance the following aspects, namely establishing safety and order, providing effective leadership, focusing on instructional issues, and having high expectations of the learners.

Establishing safety and order: - An effective educator should create and maintain a classroom that communicates safety and order. This could be done through planning, organising, and managing the classroom by modelling self-control, respect, caring and encouragement.

Providing effective leadership: - Educators should establish classroom leadership either as autocratic, permissive or democratic educators. These leadership styles should reflect their views of learner behaviour and classroom management approaches.

Focusing on instructional issues: - Educators in higher achieving schools spend more time on instruction and in teaching new concepts and skills. They allow less time for independent study and on material that learners have already mastered. Furthermore, higher achieving schools demonstrate more academic interaction between educators and learners.

Having high expectations of the learners: - In higher achieving schools educators have high expectations of learners, and they give appropriate rewards for those who perform well. The learners are grouped by means of a heterogeneous grouping system according to different abilities and background.

(d) The behaviour modification approach

The behaviourist approach attempts to change specific undesired behaviour patterns directly by applying a planned system of rewards, as opposed to other approaches which focus on changing the person from within. Weeks (2001:315) argues that a behaviourist attempts to assist the learner to achieve a goal that he or she has set for him/herself through the implementation of reinforcement principles. The behaviourist places more emphasis on clear and consistent rules and expectations, on consequences and strategic positive reinforcements, as well as on modelling good behaviour.

2.4.2.3 Educators' classroom management and teaching styles

Squelch and Lemmer (1994:56); Kruger and van Schalkwyk (1997: 20); Van Deventer and Kruger (2003:142); as well as Zabel and Zabel (1996:124) distinguish the following three kinds of educator classroom management styles, namely an autocratic or authoritative, a democratic or participative, and a *laissez-faire* or permissive classroom management style.

(a) An autocratic management style

According to Squelch and Lemmer (1994:7), the educator who adopts this classroom management style likes to do things his way, using his authority to get things done. This is because autocratic educators have a low opinion of human nature, and believe that learners cannot control their own behaviour. They believe that they must use their authority to control learners by determining and enforcing standards of behaviour in the classroom. In this management style the educator becomes an authoritarian figure who exerts too much control, imposes strict rules, makes a great fuss over the most minor infringement of the rules, and tends to be paranoid about opposition to his/her authority. Zabel and Zabel (1996:124) argue that the approaches used by autocratic educators do not teach learners personal responsibility or self-management. Instead, learners become ill-disciplined and uncooperative, and develop a negative attitude towards the learning area, and according to Jackson (2002:57), some may refuse to go to school.

While this style of leadership is characterised by a one-way communication between the educator and his/her class and a lack of harmonious relations, Van Deventer and Kruger (2003:144) maintain that it has the advantage of good performance. This management style implies that learners work well in a strictly controlled learning environment; they do not take responsibility for their actions; they tend to 'fear' certain educators, especially those who are authoritative; they lack self-control; and continue to misbehave despite their being subjected to beatings and sarcasm in their classes. This management style encourages learners to be rebellious, as they retaliate and show off their resistance.

(b) A democratic or participative management style

According to Zabel and Zabel (1996:124), democratic educators believe that learners can develop responsibility and self-control.

They use instructional approaches that establish an orderly and structured environment, and encourage learner-involvement and participation. Squelch and Lemmer (1994:7) contend that an educator who adopts this classroom management style prefers shared decision-making and group problem-solving methods. Such an educator motivates the individuals and encourages them to cooperate and be part of the decision-making processes.

Zabel and Zabel (1996:124) argue that democrats balance the educator-directed and learner-centred activities so that they can assume more directive approaches to determine content and learning activities, while in some other instances learners would assume active roles in determining content and the nature of learning activities. In a democratically-led and managed classroom there is always sound and effective discipline. Furthermore, Kruger and Van Schalkwyk (1997:22) contend that an educator who adopts this management style will let his/her learners take part in decision-making, in classroom policy, rules and procedures, the organisation of class activities, and the maintenance of order in the class. Learners should be involved in all issues that relate to them so that they may also regard themselves as part of the solutions to classroom-related behaviour problems. Educators should use instructional approaches that encourage learner-participation in the learning process so that their attention is not easily diverted, but remains focussed on the learning content.

(c) *A laissez-faire* or permissive management style

Permissive educators believe that if left alone, learners will make good decisions and behave favourably. Under this management style few rules are set and learners are allowed a great deal of freedom. They do more or less as they please. According to Van Deventer and Kruger (2003:142), the *laissez-faire* leadership style is characterised, among other things, by little attention to policy-making, which then results in poor discipline. The educators realise too late that the *laissez-faire* approach of freedom without responsibility can lead to classroom chaos. This classroom management style, according to Kruger (2002:30), over-emphasises the human aspects of the teaching-learning situation. While it is true that no single classroom management style is 100% better than the others, the *laissez-faire* management style is more destructive, as it gives learners a free reign to do as they please. It is an undesirable approach, as it may lead to ineffective learning.

(d) The situational perspective

It is quite evident that all of the classroom management styles and approaches may be appropriate to use at different times. Different people in different situations should use different styles (Van Deventer & Kruger, 2003:144). During a group activity, for example, it would not be appropriate for an educator to apply the stringent rules as are advocated in the autocratic management style. An appropriate style would be *laissez-faire*, as it would afford learners the opportunity to make their own decisions at their own pace.

In applying management/leadership styles as warranted by different situations, educators should take into account the factors present in themselves, the learners and the parents, as well as the environment. Gerber, Nel, and Van Dyk (1998:300) contend that there are three forces present in every situation which, to some extent, determine the approach the educator should use, namely:

- *Forces within the educator:* - These would include the educator's personality, experience, his/her background, and knowledge, which will all influence his/her behaviour in one way or another.
- *Forces within the learners:* - Each learner has a unique personality and has expectations as to how the educator is going to behave towards him/her. Learners can be allowed greater freedom and involvement in decision-making if they have the capacity to be involved.
- *Forces within the situation:* - These include time constraints, the complexity of the problem, as well as the expectations and requirements of the education authorities. Blandford (1998:2) concurs as he asserts that learner behaviour varies, depending on the environmental factors such as time, place and the audience.

Indeed, each situation requires a unique course of action by the educator and each situation will therefore have to be analysed and adapted to the educator's personality, and the forces within the environment or situation. Educators have to ensure that the barriers that underlie the learner's behaviour are addressed through relevant strategies such as creating safe learning environments, communicating safety and order, providing effective classroom leadership, focusing on instructional issues, and developing high expectations for learners.

2.4.3 Building a positive classroom climate

According to McBer (in: Van Deventer & Kruger, 2003:6), a classroom climate is the collective perception of what it feels like to be a learner in a particular educator's class, where those perceptions influence every learner's motivation to learn and perform to the best of his/her ability.

Kruger and Van Schalkwyk (1997:86) define 'classroom climate' as "...the emotional and social state of the classroom situation that is related to aspects such as the acceptance of the learners among themselves as members of the class group; the spirit of the group; the sense of the meaningfulness of the group and individual activities in the classroom; the nature of interpersonal interaction in the classroom as well as the nature of the structure and order in the classroom". In terms of this definition, how learners experience these aspects will influence their perceptions of the classroom situation and will lead to a particular climate (Kruger & Van Schalkwyk, 1997:87). The school climate will certainly influence the climate of each classroom, but each educator has the power and ability to create a particular climate within his/her classroom. Van Deventer and Kruger (2003:18) contend that effective educators create environments which maximise opportunities to learn, where learners are well-managed and motivated to learn. Creating a positive and open classroom climate is directly associated with the educator's classroom management practice.

The manner on how the educator manages all the aspects in the classroom will determine the climate of the classroom, which in turn will have an influence on the attitude and inclination of the class (Kruger & Van Schalkwyk, 1997:93). The climate of a specific classroom situation is influenced by the inter-relationships of a number of classroom factors, such as the educator, the learners, the learning material, and teaching methods, order and discipline, the classroom environment, and interpersonal relationships in the classroom. Taylor (2004:58) advocates for the creation of positive and safe school and classroom climates where rules are systematically taught to all learners and correlated with the school's mission statement. It is therefore imperative that classroom management models be developed to address the above concerns. It is also on the basis of the above that educators should establish discipline plans that clearly spell out how they expect their learners to conduct themselves in and outside their classrooms.

2.4.4 Legislation and policies dealing with classroom discipline

By law all educators are compelled to find alternative ways of disciplining learners, other than by corporal punishment, within the human rights-based framework. In terms of Section 8 of the South African Schools Act, Act 84 of 1996 (RSA, 1996a) the Governing Body of a public school has to adopt a Code of Conduct that is aimed at establishing a disciplined and purposeful environment in order to facilitate effective teaching and learning in schools. Such a code must prescribe behaviour that respects the rights of learners and educators (ELRC, 2003c: B-36). An educator in a classroom of any school will have the same rights as a parent to control and discipline the learner, in terms of the Code of Conduct.

The following Acts and how they relate to the control and discipline of learners will be discussed, namely the National Education Policy Act, Act 27 of 1996 (ELRC, 2003a); the South African Schools Act, Act 84 (RSA, 1996a); The Constitution of the Republic of South Africa, Act 108 of 1996 (RSA, 1996b); and the South African Council of Educators Act, Act 31 (RSA, 2000b).

2.4.4.1 The National Education Policy Act, Act 27 of 1996

In terms of section 3(n) of the National Education Policy Act, Act 27 of 1996 (RSA, 1996c), the Minister of Education has to determine the national education policy for the control and discipline of learners at education institutions. The incidents of violent behaviour of learners inside the classrooms, which ultimately spills over to the school grounds and toilets, have forced the Minister of Education to consider amending legislation which would allow schools to surrender severely disruptive learners into the care of their parents or guardians for short periods of time (Kgosana, 2006b:10). The Minister of Education reiterated the call for educators to do what they have to do in their classrooms, namely ensuring that homework is done and monitored, that learners are neatly dressed, punctuality is observed, respect is afforded to other learners in the classroom, and the entire classroom is kept clean and litter-free.

These day-to-day classroom activities contribute to the development of a disciplined and secure environment where learning can take place.

2.4.4.2 The South African Schools Act, Act 84 of 1996

Section 8 (1) of the South African Schools Act, Act 84 of 1996 (RSA, 1996a) empowers the Governing Body of a school to maintain discipline in a school. One way of doing this is to adopt a Code of Conduct which has to be displayed at the school, and of which copies have to be made available to every learner. The Code has to list the things learners may not do, or have to do, as well as the communication channels, grievance procedures, and due process in conducting a fair hearing (ELRC, 2003c: B-36). This implies that educators have to develop classroom discipline plans that are based on the school's Code of Conduct. The discipline plans must be aimed at promoting positive discipline, self-discipline, and also exemplary conduct, as learners learn by observation and experience.

2.4.4.3 The Constitution of the Republic of South Africa, Act 108 of 1996

In terms of section 12(1) (a) to (e) of the Constitution of South Africa, Act 108 of 1996 (RSA, 1996b) everyone has the right to freedom and security, which includes the right not to be deprived of freedom arbitrarily or without just cause, to be free from all forms of violence, not to be tortured, and not to be treated or punished in a cruel, inhuman or degrading way. In line with this clause, corporal punishment has been abolished in South African Schools. It is therefore imperative that educators make use of alternative and more humane discipline strategies in their classrooms.

2.4.4.4 The South African Council of Educators Act, Act 31 of 2000

In terms of section 3(9) of the South African Council of Educators Act, Act 31 of 2000 (RSA, 2000b), an educator should use appropriate language and behaviour in his or her interaction with the learners, and act in a way that will elicit respect from learners. According to this clause, each learner has the right to respect from educators, other learners, administrators, and other school personnel, and may not be subjected to ridicule, harassment, or any punishment that is demeaning or derogatory. It often happens that educators make use of sarcasm in their classrooms, thereby subjecting the learners to ridicule. This is against the law, and if it is found that an educator is the perpetrator of disruptive behaviour through the use of sarcasm and physical abuse, he or she could be charged and disciplined in terms of sections 17 to 24 of the Employment of Educators Act (RSA, 1998), as amended by sections 11 to 15 of the Education Laws Amendment Act (RSA, 2000a).

There has to be legal framework around which educators operate on a daily basis such as departmental regulations and school policy.

If properly followed, regulations and policies that regulate the behaviour of learners can contribute towards the creation of classroom conditions where learning could take place without any hindrances. Educators, parents and learners have to observe the law so that a harmonious teaching and learning environment is created across the entire school. Schools should develop school-wide discipline plans that have to include components such as school rules, the teaching of behaviour expectations to all learners, the prevention of problems such as instructions on how to behave during specific periods, the development of clear consequences for inappropriate behaviour, and the implementation of school-wide systems for the early identification of learners 'at risk' of demonstrating behavioural problems.

2.4.5 Educators' classroom discipline plan.

A classroom discipline plan should clearly spell out the kind of behaviour educators expect their learners to display. These plans should provide guidance to the educator and learners in respect of accepted behavioural patterns in the classroom, and should be specific to classroom conduct which is aimed at setting standards of moral behaviour for learners to equip them with the expertise, knowledge and skills that will make them worthy and responsible citizens (RSA, 1996a). According to the South African Schools Act (RSA, 1996a), discipline has to be maintained in the classroom to ensure that the education of learners proceeds without disruptive behaviour and offences. Squelch and Lemmer (1994:58) contend that a classroom discipline plan generally consists of three parts, namely establishing classroom rules that learners must follow, consequences of breaking the rules, and rewards that learners may expect when they follow the rules. According to Wolfgang (1995:252), the discipline plan must contain a clear statement of classroom rules, which should be visible in the classroom at all times. In order for such a classroom discipline plan to be effective, it should be based on the principles and strategies as discussed in sections 2.4.1, 2.4.2, 2.4.3 and 2.4.4 respectively. Educators have to prevent misbehaviour from happening through their application of behaviours such as *with-it-ness*, *overlapping* and *smoothness*, as well as maintaining *momentum*.

Furthermore, educators have to stick to the widely held classroom management principles such as monitoring classroom activities while providing learners with prompt feedback, teaching rules and procedures, expressing high expectations of learner behaviour and learning, communicating consequences of misbehaviour, as well as enforcing class rules promptly, effectively and consistently. Additionally, educators have to remediate discipline problems when they occur. They first have to determine which of the general views of child development is most consistent with their (educators) personal values and educational philosophy, and then combine the features of the four approaches, (systems, eco-system, behavioural modification and cognitive approaches) which will influence their approach to create discipline models of their own. Edwards (1993:25) contends that educators should consider the extent to which the approaches they plan to use provide for the correction and prevention of discipline problems.

According to the Western Cape Department of Education (2007:1), it is the educator's task to manage the classroom within the framework of the school's policy, and to create a culture of positive behaviour, so that maximum learning can take place. To fulfil this task, the educator needs to have classroom discipline plans in place that will provide him/her with guidelines on how learners should conduct themselves for teaching and learning activities to be successful. These classroom discipline plans will differ from class to class, as they reflect the different educators' philosophies of life which are reflected in their classroom climates. According to McBer (in: Van Deventer & Kruger, 2003:6), 'classroom climate' is "...the collective perception by learners of what it feels like to be a learner in a particular educator's classroom, where those perceptions influence every learner's motivation to learn and to perform to the best of his/her ability". The classroom discipline plan should therefore comprise of the following: - the purpose of the discipline plan, the classroom Code of Conduct, communication channels, discipline procedures, and common area behaviour expectations.

2.4.5.1. The purpose of the discipline plan.

The classroom discipline plan should be based on the educator's discipline philosophy. Edwards (1993:21) maintains that, when selecting an approach to discipline, educators should first determine which of the general views of child development is most consistent with their personal values and educational philosophy.

Thereafter they can examine classroom discipline models more carefully to determine which would be more appropriate to use, or how they may combine features of several models, with the view of creating a discipline model of their own. The purpose of the classroom discipline plan, therefore, would be to instill in learners the widely-held school values as interpreted by their educator, which would be in accordance with the school policies. The classroom discipline plan should be based on the educator's discipline philosophy and be aimed at enforcing safety in the classroom, teaching learners to exercise self-discipline, and to be able to sustain it, to reinforce responsibility for their actions, to inspire respect, to indicate the consequences of their actions, and to build knowledge of appropriate and inappropriate behaviour. Edwards (1993:26) maintains that educators must not only understand the underlying philosophical consequences of their choices of behavioural techniques, but must also ensure that what they decide in respect of behavioural techniques is consistent with their own beliefs and values.

2.4.5.2. The classroom Code of Conduct

The classroom Code of Conduct should highlight the pertinent issues of the classroom, such as how learners should conduct themselves during learning activities, when changing classes, and during visits of members of staff or senior personnel. According to the Western Cape Department of Education (2007:5), a classroom Code of Conduct emphasises the responsibilities and rights of each person in the class, providing learners with opportunities to take co-responsibility for discipline within the classroom. Learners do not only develop the rules but also support them, thus, in the process, build their self-esteem and improve their learning. The classroom Code of Conduct should be comprehensive, with only a few simple rules that are phrased in a positive manner with "must", instead of "must not". The classroom Code of Conduct has to make provision for rules, rewards for observing the rules, and disciplinary measures for offences. In essence, the classroom Code of Conduct includes the classroom rules. The Western Cape Department of Education (2007:5) further maintains that rules without consequences "...are of no value", and that "...the classroom Code of Conduct is of little value if it is not consistently and firmly applied".

2.4.5.3. Communication channels

Communication channels should spell out how educators communicate with their learners. Educators should lay the foundation for open communication and include everyone in the class by knowing their names, noticing who seeks attention, talking to them, making it clear that they care about them. They [educators] should communicate with and reach out to everybody in the class, including those learners who may be part of a clique or gang.

Communication is fundamental to all human activity, and good communication is essential within the schools if they are to function properly. Furthermore, leading and motivating learners is impossible without communication. The Department of Education (2000:16) contends that learners' needs are easily met through open communication with their educators who take time to listen to them and to enjoy private conversations with them. When embarking on different models of redirecting learner behaviour, educators have to be good communicators. Thomas Gordon's TET model requires that educators should question learners politely with the view of exploring their feelings, using non-directive and directive statements. When using Jones' positive disciplining model, educators would embark on a back-up system in which privately and publicly held communication is used. As a precautionary measure, learner's safety and other procedural instructions should be communicated to learners on a daily basis, which requires that classroom communication channels are operational at all times. These communication channels would include face-to-face communication with the learners, circulars to parents, phone calls to parents, meetings with parents, and general correspondence to parents in school text books.

2.4.5.4. Discipline procedures

This entails the spelling-out or setting-out of the classroom expectations and procedures, inappropriate behaviour or offences, as well as levels of offences, and who deals with them. The Department of Education (2000:20) contends that disciplinary procedures which are to be followed by the school must be set out in the Code of Conduct that is drawn up by the School Governing Body. Such procedures should indicate the disciplinary steps that ought to be followed when a learner misbehaves or is guilty of misconduct. These procedures should be clearly understood by the learners and be applied consistently and fairly.

The following is a table of quick ways of handling classroom discipline problems (Western Cape Department of Education, 2007:1):-

<i>Learners' inappropriate behaviour</i>	<i>Quick responses</i>	<i>Description/rationale</i>
Making an irritating noise	Planned ignoring: The educator should continue with the lesson as if nothing has happened.	Not to encourage attention-seeking behaviour.
Disruption	Proximity: The educator should stay in the vicinity of possible disrupters.	To reduce negative behaviour.
Concentration problems	Signal interference: The educator should give a physical or verbal indication to the learner who is not focused.	To focus the learner's attention on the learning activity.
Aggressive and anti-social behaviour	Time-out: Send the learner away from the conflict area.	Remove the learner to prevent aggression.
Bunking classes, and incomplete homework.	Discipline: Verbal warning, detention, or small menial tasks.	To influence the learner positively.
Smoking, abusive language interrupting education in class.	Refer to HoD: Written warning and conferencing.	Disciplinary talk with the learner and parents.

Anger, aggression and disruption.	Physical control: Where the learner could hurt himself and others, the educator should hold his arms from behind, and send him out of the class.	This should be the final resort after all of the above.
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Table 2.1. Quick ways of handling classroom discipline problems

2.4.5.5. Common-area behaviour expectations

These expectations highlight positive attitudes and behaviours that learners have to display in various areas such as in the cafeteria, the media centre, the hallway, the playground, and during learning activities. It is important that learners should be taught and be reminded in their respective classrooms of the kinds of behaviour expected from them every time they are to embark on a certain activity.

The following tables highlight positive attitudes and behaviours in various common areas throughout the school (Olive Elementary School, 2006/7).

Classroom behaviour expectations

Respect:	Empathy:
Be kind.	Care for others.
Listen to others.	Stand up for others.
Use kind words and manners.	Help others when they are sad or hurt.
Tolerance:	Be supportive of the accomplishments of others.
Accept other learners and their differences.	
Cooperation:	Commitment:
Share.	Model the character traits.
Play together.	
Report problem situations.	

Cafeteria behaviour expectations

Cooperation:	Appreciation:
Stand in line quietly.	Keep the cafeteria clean.
Patiently wait your turn.	Allow others to enjoy a conversation.
Get all your condiments before sitting down.	
Stay in your seat once you are seated.	
Talk quietly.	

Media Centre behaviour expectations

Cooperation:	Respect:
Speak in a quiet voice.	Follow directions.
Return books on time.	Treat books/materials with care.

Restroom behaviour expectations

Commitment:	Respect:
Get permission to use the restroom.	Check stalls before entering.
Flush the toilet.	Wash hands and throw trash away.
Cooperation:	
Return directly to the class/assignment.	
Turn the water off when done.	

Assembly behaviour expectations

Cooperation:	Respect:
Follow the teachers' directions.	Wait patiently for the program to begin.
Enter the assembly area quietly.	Face forward with eyes on the presenter.
Sit with bottoms down and feet still.	
Remain seated.	

Playground behaviour expectations

Cooperation:	Integrity:
Follow the educators' directions.	Play fairly.
Take turns.	Work out problems with classmates.
Be a good athlete/sports person.	Make sure everyone is having fun.

Table 2.2: Positive attitudes and behaviours in various common areas of the school.

2.5 WHOLE-SCHOOL RELATED ASPECTS OF MANAGING LEARNER BEHAVIOUR

According to Colvin and Edwards (1993:1), calls for instructional excellence, the integration of learners with diverse needs, and “doing more with less” make teaching extremely difficult. Learners with social and academic behaviour problems perform poorly under most conditions. Furthermore, Colvin and Edwards (1993:1) contend that a model that is different to some punitive and reactionary school discipline models is needed for improving schools and for effectively serving all learners, more especially those who are at risk of failing. Center and McKittrick (in: Colvin and Edwards, 1993:1) argue that the management of problem behaviour has been identified by the public as the most persistent and the most troublesome issue facing schools. Public school personnel are facing problem behaviours that occur more frequently, and they significantly affect the staff members’ and learners’ safety. Fitzpatrick (2006b:12) indicates that concern for the state of South Africa’s schools and the shocking statistics of violence, lack of discipline, drugs, and flawed teaching is not confined to the parents, educators and many ordinary people. Even the previous National Education Minister, Ms Pandor, sometimes felt despondent.

According to Fitzpatrick (2006b:13), the Minister of Education (Ms Naledi Pandor) referred to a string of frameworks, campaigns, strategies and policy plans that her department was considering implementing to curb the misbehaviour of learners in schools. Fitzpatrick (2006b: 13) reported the displeasure of the Minister’s critics, starting with Professor De Wet of the Faculty of Education at the University of the Free State, who advocated for police involvement and a tough crackdown on offenders, as is the case in the United States of America and Britain (both countries have an ‘adopt-a-cop’ strategy), to Professor Maree of the Faculty of Education at the University of Pretoria, who recommended the help of the military forces as it is “...laughable to try to control learner’s behaviour simply with rules”, as well as Jon Lewis of the South African Democratic Teachers Union, who suggested the appointment of security staff at every school (Fitzpatrick, 2006b:13). Colvin and Edwards (1993:2) argue that the challenge of managing discipline in schools is further intensified by the growing number of learners with emotional and behavioural disorders. According to Fitzpatrick (2006a:208), South African schools are a disaster, discipline is non-existent, drugs and violence are at the order of the day, and educators are leaving the profession in tens of thousands. Gang violence has turned many schools into war zones, and gangs such as the Americans, the

Laughing Boys, the Barber Boys and the Islanders recruit members in primary and high schools, and gang wars often break out on school grounds (Kgosana, 2006a:209). Troublesome learners in South African schools could soon be removed from school and be sent home to study under the supervision of their parents (Kgosana, 2006b:10). According to Kgosana (2006b:10), the National Minister of Education is considering amending legislation which would allow schools to surrender severely disruptive learners into the care of their parents or guardians for shorter periods of time.

Colvin and Edwards (1993:3) indicate that the general management response of schools when they confront social behaviour problems is a reactive one, which is ineffective for many learners with severe behaviour problems. The result is that these learners are removed from the general education environment, and ultimately drop out of school. To manage behaviour, school discipline plans rely on reprimands, penalties, loss of privileges, detention, suspension, and expulsion. Colvin and Edwards (1993:3) argue that by experiencing these reactive consequences, schools assume that learners will learn the “right way” of behaving, and comply with the expectations of the school. Taylor (2004:57) advocates a pro-active school-wide discipline plan that would be utilised by the entire school to prevent large percentages of behavioural problems. For such a plan to be successful, and for learners to respond with improved behaviour, the school and classroom climates have to be positive and safe. The plan should be systematically taught and correlated with the school’s mission. Furthermore, the following four key factors are crucial for the success of such a pro-active discipline plan, namely the principal’s or school leadership’s active involvement and support, the display of a collegial spirit by staff members, the development of overall frameworks for the discipline plan or joint school discipline philosophy, as well as a specific step-by-step plan, written and followed by everybody (Bowen, *et al.*, 2004:208).

In the following section, a number of school-related aspects of managing learner behaviour will be discussed.

2.5.1 The school Code of Conduct

In terms of Section 8 of the South African Schools Act, Act 84 of 1996 (RSA,1996a), the School Governing Body of a public school has to adopt a Code of Conduct with the aim of establishing a disciplined and purposeful environment to facilitate effective education and learning in schools.

According to the guidelines for a Code of Conduct for learners (ELRC, 2003c: B-35), this Code of Conduct has to comply with the Constitution of South Africa Act, Act 108 of 1996 (RSA, 1996b), the South African Schools Act, Act 84 of 1996 (RSA, 1996a), and provincial legislation, and it has to reflect the constitutional democracy, human rights, and transparent communication that underpins our society. The Code of Conduct has to instruct learners how to conduct themselves at school, in preparation for their conduct and safety in society.

The Code of Conduct must set a standard of moral behaviour for learners, and equip them with the expertise, knowledge and skills they would be expected to display as worthy and responsible citizens. The Code must also promote the social responsibilities of the school, and develop leadership, focusing on positive discipline; it must not be punitive and punishment-orientated, but must facilitate constructive learning. According to Matodzi (2000:20), once the Code of Conduct is approved by all the stakeholders, it has to be communicated to all the learners, educators and parents, because it will have little value if it is not communicated to the school community. Furthermore, Matodzi (2000:20) contends that the Code of Conduct is not a permanent document, but should be reviewed on an ongoing basis as new disciplinary issues, regulations and procedures arise. The purpose of the Code of Conduct is to promote positive discipline, self-discipline, and exemplary conduct. Once the Code is adopted, no learner is to be exempted from the obligation to comply with the rules and regulations contained in it. By means of the school's Code of Conduct the instructional engagement of all the learners in the entire school is channelled via a set of expected standards of moral behaviour that will equip them with expertise, knowledge and the necessary skills.

2.5.2 Legislation and school discipline policies

According to Ms Pandor, the then Minister of Education (Kgosana, 2006b:8), most principals and parents do not know that a range of powers are available for schools to instil discipline and appropriate behaviour in schools. Ms Pando said this after a spate of violent incidences was experienced in schools throughout South Africa. The following regulations provide guidelines on how educators should approach learner behaviour in schools, namely the South African Schools Act, Act 84 of 1996 (1996a), the South African Constitution, Act 108 of 1996 (RSA, 1996b), the South African Council of Educators Act, Act 31 of 2000 (RSA, 2000b), the National Education Policy Act 1996 (RSA, 1996c), and the Education Laws Amendment Act (RSA, 2005).

2.5.2.1 The South African Schools Act, Act 84 of 1996

In terms of section 61 of the South African Schools Act, Act 84 of 1996 (Department of Education, 1997:62), as amended by section 5 of the Education Laws Amendment Act (RSA, 2000b), the Minister may make regulations to provide for safety measures at public schools.

The regulations for safety in public schools, published in October 2001, (ELRC, 2003b: B-65) prescribe as follows:-

- No one is allowed to carry or store any dangerous objects on the school premises, and no one may possess, or enter the school premises under the influence of alcohol or illegal drugs.
- The principal may take steps to safeguard the school premises and the people on them, and may forbid anyone from entering the school premises without permission.
- Visible policing should be present at all sporting or cultural events at schools, and parents should be encouraged to participate in community policing forums.
- Public schools should have action plans to counter threats of violence, and to ensure the safety of all learners, staff members and parents.

Meanwhile, the Minister's Guidelines for a Code of Conduct for Learners, which were issued on 15 May 1998, (ELRC, 2003c: B-38), are quite clear on the disciplinary process, namely it must be expeditious, fast, just, corrective, consistent and educative, and where possible, the parents should be informed of disciplinary matters involving their children, and be involved in the correction of their behaviour.

In terms of the Minister's Guidelines for a Code of Conduct (ELRC, 2003c: B-39), provincial Ministers of Education are required to determine the following disciplinary matters, namely learner behaviour that constitutes serious misconduct, disciplinary proceedings to be followed in cases of serious misconduct, and the provision of due process in order to safeguard the interests of learners and other parties involved in disciplinary proceedings at public schools.

According to the Minister's Guidelines for a Code of Conduct (ELRC, 2003c: B-35), corrective measures or disciplinary action should be commensurate with the offence or infraction concerned, and must be consistent. Furthermore, corrective measures may become more severe with subsequent repeated infractions, and suspension or expulsion may follow. Regarding minor infractions, the Minister's guidelines suggest the following appropriate corrective measures, namely verbal or written warnings, supervised school-work that will contribute to the learner's progress at school or the improvement of the school environment, the performance of tasks to assist the offended person, agreed upon and affordable compensation, the replacement of damaged property, and the suspension from specified school activities, such as sport or cultural activities. According to the Minister's Guidelines, a learner can only be suspended from attending a public school for disciplinary reasons in two circumstances, one as a correctional measure for a period of not longer than a week, or secondly with the agreement of the provincial HoD, pending a decision by the HoD as to whether the learner is to be expelled from the school or not.

2.5.2.2 The Education Laws Amendment Act, Act 24 of 2005

The Education Laws Amendment Act, Act 24 of 2005 (RSA, 2005), introduced a significant number of changes in respect of the suspension of learners, namely: -

- the Governing Body may, on reasonable grounds, suspend a learner suspected of serious misconduct as a precautionary measure, pending disciplinary proceedings;
- the learner must be given a reasonable opportunity to make representations regarding any precautionary suspension;
- a precautionary suspension may not exceed seven school days, unless a longer period is approved by the provincial HoD;
- disciplinary proceedings against any learner under precautionary suspension must take place within the seven day suspension period, or any extension thereof approved by the provincial HoD;
- the school's Governing Body may suspend a learner for up to seven school days as a sanction for serious misconduct; and

- if a Governing Body recommends the expulsion of a learner to the HoD, it may extend the suspension for a further period not exceeding fourteen days, pending the decision of the HoD on its recommendation.

The Minister's Guidelines (ELRC, 2003c: B-36) emphasise that the suspension of a learner should only be considered after every effort has been made to correct the learner's behaviour. The above regulations make it the responsibility of the school, the learners, including the Representative Council of Learners (RCL), the educators, the School Governing Body, and the parents to address disruptive behaviour occurring at school.

Other regulations issued by the Ministry of Education which have a bearing on the management of learner behaviour, include sections 3 (1), (4), (5) and (9) of the South African Council of Educators Act , Act 31 of 2000 (RSA, 2000b); the Constitution of South Africa Act, Act 108 of 1996 (RSA,1996b); and the National Education Policy Act of 1996 (RSA, 1996c), which have already been discussed, as well as the Tirisano Document (ELRC, 2003d), which emphasises values, morals and decency, as the cornerstone of school life and self-discipline, as the basis of disciplinary codes in schools. Generally, legislation and school discipline policies regulate the behaviour of learners, and provide educators with environments conducive to teaching and learning. The values and attitudes of the principal, the educators and the learners must be based on the Bill of Rights, contained in the Constitution of South Africa, Act 108 (RSA, 1996b). Therefore, the school's ethos must be based on the following, namely the right to have one's dignity respected and protected, the right to life, the right to freedom and security of the person, the right to bodily and psychological integrity, and the right to basic and further education.

When the school ethos is based on the values of the Constitution there will be a negative and prohibitive attitude towards any form of problem behaviour, including bullying. The benefits of strictly following legislation in curbing learner misbehaviour include turning the school and classrooms into just, caring, and democratic communities where learners are guided to live together harmoniously, without engaging in unaccepted acts of misbehaviour.

2.5.3 A sound culture of learning and teaching

According to Kruger (in: Van Deventer & Kruger 2003:3), the concept of a culture of learning and teaching refers to the attitude of all the role-players towards teaching and learning, and the presence of quality teaching and learning processes in schools. Davidoff and Lazarus (1997:12) contend that the culture of teaching and learning refers to the beliefs and value system in which both educators and learners value the process of teaching and learning, where their practices reflect their commitment, and where the resources to facilitate teaching and learning are made available. The school's culture of learning and teaching are shaped by the educators' and learners' attitudes towards teaching and learning, and their spirit of dedication in the school, depending on the instructional leadership of the principal.

The lack of a sound philosophy, values and norms pertaining to the organisational culture of the school, result in observable features of a poor culture of learning and teaching, such as weak/poor attendance of both educators and learners, educators not having the desire to teach, tensions between rival educator unions, tensions between various elements of the school community, vandalism, gangsterism, rape, and drug abuse, the high drop-out rate, poor school results, weak leadership, demotivation, and a low morale (Van Deventer & Kruger, 2003:4). Schools with sound cultures of learning and teaching are characterised by positive school climates, sound classroom environments, good home-school relations, effective leadership, management and administration, neat buildings and facilities, high professional standards among educators, healthy relations among all role-players, order and discipline, a shared sense of purpose, and effective instructional leadership (Van Deventer & Kruger, 2003:4; Christie, 1998:4; Charlton & David, 1993:11; Kruger, 2002:17; and McDaniel & Kappan, 2006:9). A research report commissioned by the Gauteng Department of Education (Chisholm & Vally, 1996) highlighted the following major issues that impact negatively on a culture of learning and teaching in schools:

Infrastructure, facilities and resources: -

(a) School buildings and teaching and learning facilities: – Chisholm and Vally (1996:15) contend that the structural improvements and the provision of facilities in schools are important aspects of establishing a culture of learning and teaching in schools. Improvements in the infrastructure of schools have an impact on the morale and confidence in the school.

Furthermore, adequate facilities create a positive environment, which affect the working conditions of the staff members, and influence the learning environment.

(b) Learner-educator ratios: – According to Chisholm and Vally (1996:18), human resources such as educators are vital in this context, and rationalisation or redeployment should be done with the full cooperation of the entire school. They advocate for greater equity between schools, and propose a pupil-teacher ratio of 40:1 in primary schools, and 35:1 in secondary schools.

Leadership, management and administration: -

This issue, according to Chisholm and Vally (1996:24), is crucial in ensuring a tone and ethos that are conducive to learning and teaching. Kruger (2002:17) maintains that instruction is the core activity in a school and, as the professional leader of the school, the principal is directly involved in ensuring that high quality teaching and learning take place.

Because of the complex nature of the principal's task he/she cannot always be available to give each individual educator intensive assistance, but instead, can make use of an effective administrative management team and instructional leadership teams. The different methods thus include the role of school management teams in their staff development duties, including their active roles in learning area meetings, learning area policies, lesson observation and learning area control; and Integrated Quality Management Service (IQMS), which involves the observation of the teaching and learning events in the classroom, and the improvement of the educators' teaching abilities with a view to their development. Chisholm and Vally (1996:25) argue that in no school which they visited were relationships entirely conflict-free. According to them, much can be done to ease the burden of principals, and to enable them to create more meaningful school environments for and with their staff.

Relationships between principals, educators, learners and parents: -

Chisholm and Vally (1996:30) contend that the frustration and dissatisfaction which are experienced by one component of the school body are blamed on the others. The school management often blames educators and learners for ill-discipline; educators often blame management for being authoritarian or weak; and learners blame educators for being incompetent.

According to Chisholm and Valley (1996:30), a spirit of collaboration, based on trust and respect between the school and community in order that the community may take ownership of school problems and be able to take initiatives to solve them, should be nurtured. Furthermore, skilled parents should be identified by management so that they can assist in building stronger links between the school and the community.

Socio-economic conditions: -

The socio-economic conditions within which schools are located greatly affect their operational dynamics. The high unemployment rate and rivalry over scarce resources in the surrounding communities contribute to social problems, such as theft and vandalism of school property, as well as gang wars and drug trafficking. Chisholm and Vally (1996:41) maintain that the physical location of schools next to busy intersections and shebeens also has an impact on learning. All these issues affect the morale, values and interaction of the different constituencies of the school body. Interactions with interest groups such as non-governmental organisations (Ngo's), school governing bodies (SGB's), parents, psychologists and other stakeholders outside the schools are therefore necessary to reinforce and complement interventions made within them, in order to ensure a culture of teaching and learning (Chisholm & Vally, 1996:43).

Through a sound culture of teaching and learning, the learners' potential and the instructional goals of the whole school can be realised. Because principals may not be able to devote the time necessary to accomplish this task, the instructional organisation of the school could be examined to find factors that shape a classroom's instructional organisation. The management of instructional processes should proceed along attempting to crystallise learner performance, and to achieve more certainty about their learning, as well as managing various kinds of learning processes.

2.5.4 Parental Involvement

Kruger and Van Schalkwyk (1997:148) define 'parental involvement' as the active and significant involvement of the parent in all aspects the child's formal education. Vandergrift and Greene (1992:57) contend that one popular notion of parental involvement is that parents are involved when they actively participate in school-sponsored activities, such as coming to parents' meetings, or when they help their children in ways visible to them (children) and others, such as reading to them, or assisting them with homework.

Pienaar (2003:261) argues that a thorough study of the latest research and literature reveals that parental involvement is becoming one of the most essential measures of discipline, both within and out of the school. The Department of Education (2000:49) regards parental involvement as one of the crucial factors leading to a successful school experience. Parental involvement involves factors such as the amount and nature of support provided, how parents interact with the school and educators, and the ability of parents to provide the support required by their children.

According to Pienaar (2003:269), parents can feature in a number of areas of involvement, such as becoming involved with the drawing up of the Codes of Conduct at the school, attending parents' evenings at school, and helping children with their homework, assignments and projects, becoming involved in the Governing Body of the school, and also being involved with the discipline procedures.

In the National Minister of Education's (RSA) own words, "Parents have to realise that it is not only the responsibility of the school to teach their children but that they have a huge impact, and that teaching children good manners starts at home" (Botha, 2006:41).

Kruger and Van Schalkwyk (1997:148) provide the following advantages of involving parents in school matters, namely higher academic achievement, better school attendance, more positive attitudes and behaviour, and greater willingness to do homework. A learner's home situation provides insight into his/her behaviour in class, and parents can provide valuable support and assistance by helping to develop and implement behaviour management plans. Volunteering parents can make classroom management easier.

2.6 THE COMPREHENSIVE SCHOOL-WIDE DISCIPLINE MODELS

According to Colvin and Edwards (1993:3), a comprehensive school-wide discipline model that is designed to address the discipline of all learners, is still needed. There is no single model that can successfully work for all learners at all times. Furthermore, no model will always succeed for the same learner, as he/she experiences different stimuli and displays different kinds of misbehaviour (Wolfgang, 1995:x). Indeed, educators do not always apply the same techniques with each and every learner, but tend to vary the way they present themselves and the methods they use.

The following is a discussion of school-wide discipline models and their relevance for school and classroom discipline.

2.6.1 Jones' and Jones' school-wide management plan

According to Jones and Jones (1990: 397), apart from the statement of philosophy that focuses on the positive things which relate to learner management, an effective school-wide learner discipline plan should comprise the following eight operational features:

(a) *A positive school climate and consequences for responsible behaviour:* Quality instruction, educator-learner relationships, and peer relationships that are all facilitated by educators, provide the basis for developing a positive school climate in which formal discipline procedures are not needed.

(b) *The educators' responsibility for instructional methods and classroom behaviour management interventions:* Jones and Jones (1990:399) contend that educators make a difference. It is therefore important that they be expected to implement effective instructional and management methods in the classroom.

(c) *Training that provides educators and learners with skills:* Discipline should be viewed as a process for teaching learners and educators alternative methods of meeting their personal and intellectual needs. In this regard, learner management programmes should be focused on training educators and learners in new methods for structuring the learning environment, learning, interacting, and solving problems.

(d) *Clear, concise school rules that are communicated to the learners, parents and staff:* After establishing the rules, it is important that everyone involved should understand and have the opportunity to question and discuss the rules.

(e) *Clear statement about consequences of violating the school rules:* Consequences of misbehaviour should be communicated to learners and parents by various ways, such as printing them in school text books, making presentations in class, or even by posting them in commonly frequented areas around the school.

(f) *Providing consistent responses to referred learners:* An effective discipline programme should include written referrals from the educator, followed by written feedback from the administrator or staff member responsible for the referrals.

(g) *Procedure for parent involvement:* According to Jones and Jones (1990:410), an effective school-wide discipline plan, that includes a component of serious learner misbehaviour, must involve parents in a consistent, predetermined manner that has been clearly articulated to staff, learners and parents.

(h) *Evaluation of the discipline plan:* The aim of the discipline plan is to develop and implement new procedures to maintain sound learner behaviour, yet school personnel forget to assess the results. This plan should be aimed at changing learner behaviour and therefore data are needed to assess its effectiveness.

2.6.2 Jan Borelli's school-wide discipline plan

Borelli's school-wide discipline plan (1997:69) is based on the premise that "...if everyone in the school must be responsible for discipline, then everyone must be empowered". Borelli's plan (1997:69) is further anchored on a widely held philosophy that applauds:-

- educators who are committed to work with learners and parents to develop learner behaviours for productive citizenry.
- parents who are committed to participate in the education of their children.
- learners who are learning self-discipline.

Borelli advocates for the election of a Faculty Advisory Committee (FAC) whose role it is to develop the details of the school-wide discipline plan, to represent their different departments in meetings, and to bring problems or concerns they have to faculty advisory meetings so that they can be addressed. According to Borelli (1997:71), the operational features of the plan are as follows:-

(a) *Developing school-wide expectations for behaviour:* - This relates to stating the basic rules that learners are expected to obey, which are stated in a positive way, "...be in your seat when the tardy bell finishes its ringing".

(b) *Developing positive consequences:* - According to Borelli (1997:71) learners who behave correctly are given good things, and misbehavers are given a big enough stick that they will think carefully before misbehaving.

(c) *Compiling a list of behaviours that would not be tolerated:* - These include fighting, abusing drugs, carrying weapons, or causing any disruption large enough to bring teaching and learning to a halt.

(d) *Developing educator consequences:* - The plan advocates for the training of educators in due process, whereby giving them all the powers the principal has, including the power to suspend a learner. Borelli (1997:71) contends that educators should not jump into suspension prior to following the progressive nature of the discipline programme, and should also give learners due process. The steps that educators should follow in this process are the following:-

- i) Take an unruly learner to the hall and have a short conference, detailing the unacceptable behaviour and the expected behaviour.
- ii) Following a subsequent misbehaviour, call the parents and tell them about the problem.
- iii) Send the learner for a week of behavioural counselling.
- iv) If the behaviour persists, the learner should be subjected to supervised detention.
- v) If the problem still escalates, the next step is an in-school suspension.
- vi) Take the misbehaving learner for referral to the school administrator.

(e) *Evaluating the programme:* - Ensure that the programme is working, and meet the FAC to evaluate the programme with the option of making incremental changes if necessary.

2.6.3 Rubin's comprehensive discipline system

This model, Rubin's discipline system (2004:163), is based on the following seven operational features, namely school policy; school community involvement; professional development; the curriculum; the support and referral system; school and classroom management practices; and instructional practices.

(a) *School policy*: - This relates to a policy that requires a school discipline and safety plan, procedures and practices that are respectful, punitive, educational, and which promote equity, anti-racism, and diversity, and encourage taking responsibility for one's actions, as well as an emergency plan, that includes provision for disasters such as fire, smoke, a tornado, nuclear disaster, snow, ice, flood, an earthquake, bus accidents, and other emergencies.

(b) *School community involvement*: - Rubin's plan advocates for collaborative and productive family and community partnerships that address family values and needs, to support learners. In this regard, Rubin contends that schools should employ a home-school coordinator, a social worker, or use educators to fulfil this function.

(c) *Professional development*:- According to Rubin's plan (2004:164), there should be on-going, coordinated, skill-based training opportunities for all personnel areas, such as school discipline policies, procedures and practices, prevention strategies, distinguishing discipline from punishment, anger management, conflict resolution, and building social skills, as well as self-discipline, and personal responsibility.

(d) *The curriculum*: - Staff members should determine the best practice approaches to literacy, social skills, problem-solving, leadership training, conflict resolution, decision-making, and critical thinking.

(e) *The support and referral system*: - Rubin (2004:16) contends that schools should ensure that every staff member receives written material on the educational support system that includes a listing of all services available to learners and their families. Furthermore, staff members should develop multiple strategies of ensuring that every learner has one adult in the school with whom he/she can talk about his/her fears or problems.

(f) *School and classroom management practices*: - Rubin (2004:16) advocates the following six steps of this feature, namely

- establish a discipline plan that reflects staff values, principles and practices, and engage staff in a variety of professional development activities that support the implementation of the plan;

- develop a tiered discipline system that includes a menu of consequences, including the provision of support by a behaviour specialist;
- establish a set of school rules that are prominently posted throughout the school, and ensure that learners learn them through a variety of ways, including modelling, role-play, and coaching across the curriculum;
- monitor the implementation of the discipline system on an on-going basis in a variety of ways, including staff supervision and evaluation;
- measure or evaluate the effectiveness of the system by analysing the data; and
- report the strengths of the system to all stakeholders.

(g) *Instructional practices:* - According to Rubin (2004:168), members of staff should engage in professional development activities to help implement instructional strategies and practices identified as integral to the discipline system.

2.6.4 Colvin's and Edwards' school-wide discipline model

Colvin and Edwards (1993:3) developed a model that is aimed at developing and evaluating the components of a pre-service and in-service training model that is based on staff development and the application of instructional principles to the management and maintenance of social behaviour problems in public schools.

This pro-active, school-wide discipline approach incorporates the following six features in its discipline programme, namely:-

(i) *A consistent approach to managing problem behaviours:* - This relates to a common way in which members of staff approach behaviour problems. According to Colvin and Edwards (1993:5) differences in approaches to managing behaviour make it difficult to develop a consistent school-wide discipline plan.

(ii) *Viewing school discipline as an instrument for learner success:* - By accepting this approach, any plan for managing behaviour problems becomes an instrument to enable instruction and to enhance learning.

(iii) *The management of problem behaviour using preventative strategies:* - This positive and problem-solving approach is in direct contrast to punitive or reactive approaches. With it learners are more responsive, and those whose behaviours are difficult to manage are more likely to cooperate.

(iv) *Active involvement and support from the leadership:* - The principal is the key leadership component in the effective and sustained implementation of a pro-active approach. He must be visible and provide a supportive role in the development and implementation of a school-wide discipline plan.

(v) *Collegial commitment to change and participation:* - According to Colvin and Edwards (1993:5), all staff members need to be actively involved and show commitment to the development, implementation and maintenance of the discipline plan.

(vi) *The application of effective staff development and educator change strategies:* - Traditional staff development practices such as workshops and consulting services do not bring about any changes in educator behaviour (Colvin and Edwards, 1993:5).

For this reason, Colvin and Edwards identified the following two variables that can bring about the necessary educator behaviour change, namely: - educator efficacy, and collegiality. From the above discussion it is clear that being an educator does not imply only going to school each day and going home after school is out. It entails a lot more than that; educators have to build relationships with their learners, they have to understand that everything that they do is being copied, as learners rightfully believe that educators are the light that illuminates their classroom. Educators should know their learners weaknesses and their strengths in their learning repertoires including how they apply self discipline so that they can be able to guide them towards achieving the expectations of the class. Educators should set classroom expectations that are within the standard of their learners. They should understand the nature of their learners' problems and be able to identify appropriate support for each affected learner. One thing that should be remembered is that the focal point should always be the problem behaviour, and not the learner. Because they are entrusted with the duty of care, as they act *in loco parentis*, educators have to exercise high standards of care.

2.7 SUMMARY

School personnel who seek to improve the quality of discipline in their schools should follow the guidelines that are implicit in the research on discipline, which include engaging school and community-wide commitment to establishing and maintaining appropriate learner behaviour in school and at school sponsored events, establishing and communicating high expectations for learner behaviour, developing clear behavioural rules and procedures, and making these known to all the stakeholders, including the parents and the entire community, and also working to improve communication with the parents and community members. Principals have to increase their visibility and informal involvement in the everyday life of the school, as well as in their interactions with the learners.

They have to encourage educators to handle all the classroom discipline problems that they can, and support their decisions, while enhancing their skills as classroom managers and disciplinarians by arranging for relevant development activities. The achievement of a sound culture of teaching and learning depends on the active involvement of departmental officials, school principals, educators, learners, parents, and community members in all the school's activities.

The departmental officials should provide the schools with the necessary support, while school principals should provide active leadership as they manage a culture of positive behaviour. Such exposition of active leadership would require firm, co-ordinated and planned actions in the implementation of the general Code of Conduct for learners, as well as school ethics. On the other hand, educators should prepare well for their lessons so that such lessons can run smoothly, and discipline be applied more easily. The Representative Council of Learners (RCL) should develop and promote a positive learner spirit and culture within the school, while class monitors should promote good discipline in class and on the school premises. Senior educators or grade heads should control and manage the administrative system of disciplinary referrals and interventions, and organise interviews with parents to discuss learner behaviour and needs.

Van Wyk (2001:200) contends that if South Africans are to have a positive culture of learning and teaching in their schools, the learning environment will have to be safe, orderly and conducive to learning.

Educators should acknowledge that learners admire and respect those educators who hold high expectations and standards, as long as they do so humanely. However, they seldom respect those who take a *laissez-faire* approach to teaching. Educators should therefore realise that a classroom climate based on mutual respect within which learners feel safe and affirmed will decrease the need for disciplinary action, and develop the learners' abilities to practise self-discipline. In its concluding remarks on the systemic evaluation provincial report, the North West Education Department (2006:98) noted with concern that several of the factors that need to be addressed, such as expanding the provision of learning resources, and issues relating to discipline and safety in schools, are within the ambit of the Department and its partners. According to the Department of Education (in: Van Wyk, 2001:200), educators should prepare for their lessons, exercise self-discipline, and have extension work available to learners who finish early, they should ensure that teaching and learning happens consistency, that learners are stimulated, and they should build positive relationships with them.

Armed with the support of the whole school community members, such as principals, the parents, and other school personnel, educators should not be intimidated by the learners' behaviour. Instead they should set limits for their learners and, as Edwards (1993:59) put it, "...let them know that they mean what they say and say what they mean".

From the literature it is clear that schools should develop school-wide discipline plans involving all the relevant stakeholders, in order to be able to effectively manage learner behaviour, and to prevent school discipline problems. School discipline involves more than just educators in the classrooms; it involves a holistic approach where a number of people are involved. A school-wide approach is more effective than any single classroom programme in addressing the challenges of maintaining discipline and reducing problem behaviours in the school setting.

In the next chapter the focus will be on the research methodology.

CHAPTER 3

THE RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In the previous chapter the literature on learner behaviour management techniques and the impact that learner misbehaviour has on the culture of learning and teaching in the schools were discussed. The issue of school discipline has attracted much attention as the main facilitator in the creation of an appropriate educational atmosphere. From the literature it became apparent that for the school personnel to improve the quality of discipline in their schools, guidelines that are implicit in the research on discipline should be followed. This includes engaging school- and community-wide commitment in establishing and maintaining appropriate learner behaviour, both in the school and at school-sponsored events. The achievement of a sound culture of teaching and learning depends on the active involvement of all stakeholders, namely departmental officials, school principals, educators, learners, parents and community members, in all school activities. Such exposition of active leadership requires firm, co-ordinated and planned actions in the implementation of the Code of Conduct for learners, and also of school ethics.

Therefore, educators should prepare their lessons, and ensure that teaching and learning happen consistently. Learners have to be stimulated to learn and to achieve. Educators should build positive relationships with them. Principals should monitor and manage the teaching and learning process to ensure that learner misbehaviour does not supersede school effectiveness. Furthermore, the principals have to be visible and involved in the everyday life of the school, and regularly interact with the learners. They have to support and encourage the educators in their handling of the daily classroom discipline problems. Departmental officials, parents and community members, on the other hand, should provide the support that is necessary to sustain effective teaching and learning. Learners must learn, and also adhere to the school rules, as contained in the relevant school disciplinary policies.

Oosthuizen (2002:1) contends that it is impossible to obtain optimum academic results if you do not have sound discipline in the classroom, but that the abolition of corporal punishment in South African schools left a gap that has led to all kinds of disciplinary problems in schools. It is important that school discipline be maintained in order to achieve the two main school goals, namely teaching and learning, effectively.

Chapter 3 provides an explanation of the research methodology to be followed in this study, and includes the research aims, an exposition of a qualitative research design and methods, ethical measures, selection and sampling, and trustworthiness.

3.2 THE RESEARCH AIMS

In section 1.3 the following research aims and objectives were stated, namely

- to explore and investigate the factors that contribute to misbehaviour at schools;
- to determine how educators can manage learner behaviour in their classrooms;
- to determine how misbehaviour impact negatively on the teaching and learning activities;
- to identify and develop effective measures of managing behaviour in the entire school, and in the classroom in particular; and
- to make recommendations and provide guidelines to enable the schools to develop whole-school learner behaviour strategies.

In chapter 2 a number of these objectives were addressed in the literature review. Section 2.3 revealed that there are three sets of factors that trigger misbehaviour in learners, namely factors at school (peer pressure, the school organization and climate, the relevance of the curriculum, the personality of the educators, evaluation techniques, and the influence of the discipline policy); factors at home (home and family circumstances); and factors in society, such as female- and child-headed families, and the inadequacy of the living space of the learners. The empirical investigation will explore and investigate these factors in all of the chosen schools. The investigation further intends to determine how educators manage learner behaviour in their classrooms by looking at the educator's classroom discipline approaches, their classroom management principles, and classroom discipline policies.

As ascertained from the literature, learner misbehaviour has the tendency to distract learners from their learning activities and impacts negatively on the culture of teaching and learning. Effective learner behaviour management measures for the whole school and for the classrooms are widely reported in the literature.

This investigation identified measures that seem to be effective in the chosen schools, and will develop them for use by other schools. The research will provide recommendations and guidelines to enable schools to develop whole-school learner behaviour management strategies.

3.3 THE RESEARCH DESIGN AND METHODOLOGY

3.3.1 The research approach.

This is a qualitative, explorative and descriptive study that aims at investigating how schools manage learner behaviour. A case study design is used, as the focus is on one phenomenon, namely the management of learner behaviour. This was studied in depth, regardless of the number of sites or participants in the study (McMillan & Schumacher, 2001:398). A qualitative research study, according to Schulze (2002:12), involves only a few respondents, the aim being to understand and to describe a phenomenon. Instead of making use of calculations, words are used to analyze and interpret the results. Pearse (1999:14) maintains that in qualitative research the research design develops as the research progresses, with the help of strategies or tools. In this research the life world of the participants (educators and learners) was explored in their natural settings (the schools) with the view of understanding how the educators manage behaviour and how the learners respond. By means of interviews the participants were able to describe the management strategies that made their school environments conducive to teaching and learning. Schulze (2002:80) asserts that qualitative researchers do not aim at the generalization of results, but at the extension of understanding. This study was descriptive, in so far as it involved collecting data to answer the questions concerning the status of the subject of the study. The research further determined and reported on the way things were.

According to McMillan and Schumacher (2001:397), a descriptive research study is aimed at describing and explaining the patterns related to the phenomena by scrutinizing the events, beliefs, attitudes and policies that impact on the phenomenon under investigation.

3.3.2 The selection and the sampling of the participants

Selection and sampling processes are used to determine whom/what the researcher is going to study. According to Budhal (2000:59), 'selection' focuses on the larger population to be studied, while 'sampling' involves a method of choosing a small subset from the larger population. 'Sampling', according to Kerlinger (in: De Vos, Strydom, Fouche' & Delport, 2002:198), refers to taking any portion of a population or universe as representative of that population or universe. Seaberg (in: De Vos, *et al.*, 2002:199) contends that a 'sample' is a small portion of the total set of objects, events or persons that together comprise the subject of study.

A 'sample' therefore is comprised of elements with the most features, representative of the typical attributes of the 'population'. In this study, purposeful sampling was used. According to Patton (in: McMillan & Schumacher, 2001:400), 'purposeful sampling' relates to the selection of information-rich cases for in-depth studies. According to him, purposeful sampling is done to increase the utility of information obtained from small samples. Patton maintains (in: McMillan & Schumacher, 2001:400), that 'purposeful sampling' requires that information be obtained about variations among the sub-units before the sample is chosen. De Vos, *et al.* (2002:198) stress the fact that the portion of the population is considered representative when what has been observed in the sample of subjects would also be observed in any other group of subjects from the same population.

Three schools were chosen as research sites, in line with the principles of criterion-based selection and stratified purposeful sampling. The schools were coded as schools A, B and C. School A was the school that obtained a higher percentage than the rest of the schools in the JC Motaung Circuit or the first position in the previous year's matric exams, School B was the school that obtained the second position, while School C obtained the third position. The reason for selecting these three schools was to produce a variable spectrum of results that would be dealt with on a regular basis.

According to Glesne and Peshkin (1992:24), a researcher should select a site where he/she would be accepted and where he/she would feel comfortable working. For the purposes of this study, three secondary schools in the JC Motaung Circuit, and whose average matric pass-rate during the December 2009 Grade 12 examinations was 80% or above, were selected.

These schools were chosen as research sites because the strategies that they were using to engage their learners in learning activities, and the educators' management of the behaviour of their learners could serve as an example or as possible guidelines for other schools in the Matlosana Area Office. Many educators place the blame for discipline problems and poor matric exam results on the scrapping of corporal punishment in schools. However, there are schools which claim to have never used the stick (corporal punishment), and yet have good academic track records, even during the 'struggle years' of the early 1990s. The targeted average percentage pass for schools in the Dr Kenneth Kaunda District of the North West Education Department is eighty percent (80%) and above. The question now is: - what can other schools learn from these schools in terms of managing learner behaviour, as is evident in their academic results, which can positively influence a culture of teaching and learning?

For the purposes of this study, stratified purposeful sampling was used where the sample was divided into strata (the principal, educators and learners) The participants were selectively chosen in order to obtain candidates who were able to provide a rich source of information in relation to the objectives of the study. In each of the chosen schools the participants included the principal, one RLC chairperson, and a focus group of four educators. In total, 3 principals, 3 RLC chairpersons and a group of 12 educators were interviewed.

3.3.3 Data collection methods

The following four data collection methods were used, namely participant observation, in-depth interviews and focus group interviews, and an analysis of the written documents.

3.3.3.1 Participant observation

'Participant observation', according to De Vos, *et al.* (2002:280), refers to a qualitative research procedure that studies the natural and everyday set-up in a particular community or situation. Participant observation in this study involved the researcher being immersed in the research situation. It included the systematic noting and recording of events, and behaviours in the chosen schools.

According to McMillan and Schumacher (2001:437), participant observation relates to a combination of particular data collection strategies, namely limited participation, field observation, and interviewing. It allows corroboration between what individuals think they are doing and what the researcher thinks they are doing, based on data. It further enables the researcher to obtain the persons' perceptions of events and processes expressed in their actions as feelings, thoughts, and beliefs.

For the purposes of this study the following were observed, namely the interruption of the lessons, the general teaching and learning atmosphere, the visibility of the school management team, learner control measures commonly used and their efficiency, the general attitude of the learners towards the school system, as well as the enforcement of school rules and policies.

3.3.3.2 Interviews

According to Kvale (in: De Vos, *et al.*, 2002:292) qualitative interviews "...attempt to understand the world from the participant's point of view, to unfold the meaning of people's experiences and to uncover their lived world prior to scientific explanations". Various types of interviews, such as structured and unstructured interviews can be distinguished. In this study, structured interviews were used. Structured interviews, according to McMillan and Schumacher (2001:443), are open-response questions to obtain data about how individuals conceive their world and how they explain or make sense of the important events in their lives. Interviews may be the primary data collection strategy or a natural outgrowth of observation strategies.

For the purposes of this study, structured interviews, which are a specific type of in-depth interview used to study the meanings or essence of a lived experience among selected participants, were used. The following interviews were undertaken:-

- Individual interviews: These were conducted with the principals of each school (three individual interviews) (see Appendix 1), and with the chairpersons of the RCLs of each school (three individual interviews) (see Appendix 2).
- Focus group interviews: These are group interviews (De Vos *et al.*, 2002:305), which are a means to better understand how people feel or think about an issue, product or service. According to Morgan (in: De Vos, *et al.*, 2002:306), focus group interviews are research techniques that are used to collect data through group interaction, on a topic that is determined by the researcher. Focus group interviews were conducted with 4 educators at each of the three schools (see Appendix 3).

In this study, the focus groups comprised of educators who were likely to be knowledgeable about the conduct of the learners. These educators were drawn from the following sections of the school, namely Life Orientation educators, disciplinary committee members, as well as an educator who is responsible for the instructional program of each school, provided he/she is not the principal.

3.3.3.3 The analysis of the documents

This was a non-interactive strategy for obtaining qualitative data with little or no reciprocity between the researcher and the participant. According to Glense and Peshkin (in: Hoberg, 1999:105), documents corroborate one's observation and make findings trustworthy. Beyond corroboration, they may raise questions about one's conclusions and thereby shape the directions about new observations and interviews.

For the purposes of this research, the following documents were analyzed, namely the school policies, the learners' Code of Conduct, classroom disciplinary policies, the school disciplinary policies, the school development plans, and the Representative Council of Learners' policy.

3.3.4 Access and orientation

To gain access to the schools the researcher wrote a letter (see Appendix 4) to the Matlosana Area Office Manager asking for permission to conduct the research. Permission was granted for the researcher to undertake the study (see Appendix 5). After the Matlosana Area Office Manager had granted permission for the researcher to conduct his research, letters were written to the principals of the schools (see Appendix 6 as an example) that had been selected for the research study, requesting permission to conduct the observations and the individual and focus group interviews in their schools. After the researcher had received written permission from the principals of the three selected schools (see Appendix 7 as an example), he undertook personal visits to the selected schools to make preliminary arrangements with the principals of the schools.

3.4 TRUSTWORTHINESS

The trustworthiness of the research results refers to their validity, and denotes that readers of the research may believe what the researcher has reported. Validity in qualitative research refers to the degree to which participant observation achieves what it purports to discover, which is the authentic representation of what is happening in a social situation. There are two forms of validity, namely internal and external validity (Cohen & Manion, 1994:172).

Internal validity: According to Cohen and Manion (1994:172), 'internal validity' refers to the credibility of results within the confines of an experiment. An experiment can never be externally valid if it is not valid internally. It is for this reason that this study placed more emphasis on internal validity, as this ensured external validity. To ensure reliability and the internal validity of this study, the researcher used triangulation, which is the use of two or more methods of data collection.

External validity: 'External validity', according to McMillan and Schumacher (2001:327), refers to the extent to which the results of a research study can be generalized to people and environmental conditions outside the context of the study.

Furthermore, Merriam (in: Budhal, 2000:61) maintains that to generalize qualitative research findings, the researcher has to provide a detailed description of the study's context. In this study the researcher provided such descriptive data of the study's context that allowed transferability, and thereby maintained its external validity. In qualitative research there are four measures of trustworthiness, namely credibility, transferability, dependability and confirmability (Strauss & Myburgh, 2002: 57 and De Vos, *et al.*, 2002:351). These measures are applied, using criteria such as truth value, applicability, consistency and neutrality.

3.4.1 Credibility

This refers to accountability for the entire research investigation, and includes actions in preparation for the field research, the authority of the researcher, keeping a reflective journal, as well as the participants' control of the data (Strauss & Myburgh, 2002: 57).

According to De Vos, *et al.* (2002:351), the main aim of credibility is to demonstrate that the study was conducted in a way that ensures that the subject was accurately identified and described. A qualitative research study should state the parameters of a setting, a process, a social group or a pattern of interaction, whereby placing boundaries around the study. In this research study the researcher visited the research sites to make preliminary arrangements for the research. He spent three weeks, one at each research site, to establish a positive relationship with the participants. This gave him enough time to build a relationship of trust with the participants and to make informed observations. The researcher kept a reflective journal in which notes and other daily on-site occurrences were recorded.

3.4.2 Transferability

According to Strauss and Myburgh (2002:57), 'transferability' refers to the extent to which the results of the research can be applied in similar contexts. De Vos, *et al.* (2002:352) regard 'transferability' as the alternative to external validity or generalisability, in which the burden of demonstrating the applicability of one set of findings to another context rests more with the investigator who would make the transfer than with the original investigator.

De Vos, *et al.* (2002:352), further maintain that to counter challenges associated with generalizing the research study to other settings, the researcher can refer back to the original theoretical framework to indicate how the data collection and analysis would be guided by concepts and models.

In this study transferability was ensured by the use of purposeful sampling whereby information-rich participants were selected, and also by the provision of the context of the research from which other researchers may decide on how transferable the research findings could be in other settings.

3.4.3 Dependability

According to De Vos, *et al.* (2002:352), 'dependability' is the alternative to 'reliability', where the researcher tries to account for the changing conditions in the phenomenon under study, as well as the changes in the design created by the understanding of the setting. The focus does not only shift to the research design, but also to the method already discussed. According to Merriam (in: Mtsweni, 2008:77), the researcher has to present an audit trail which includes the decisions and themes arrived at. In this study the original data was kept safe for an audit trail.

For the purposes of this study such audit trail was compiled as follows: - the written permission from the Area Office Manager (see Appendix 5) and from the principals of the three schools (see Appendix 7 as an example) where the research was conducted, was obtained, a detailed description of how the data were collected and analyzed was given. An expert with extensive experience in qualitative research assisted the researcher, and a university professor with experience in supervising qualitative projects supervised this research study.

3.4.4 Confirmability

Strauss and Myburgh (2002:58) contend that this is a measure used to prevent researcher bias. According to Lincoln and Guba (in: De Vos, *et al.*, 2002:352), the researcher has to ask whether the findings of the study could be confirmed by another study.

This can be done by carefully looking at the data, and establishing whether it does help to confirm the general findings, and may lead to the same implications. Multiple data collection methods (participant observation, in-depth and focus group interviewing, and the viewing of the documents) used in this study helped to eliminate any researcher bias, and thereby ensured that the findings are more reliable.

All the above measures were taken into account in this study. Similar research with the same methods of data collection and analysis would reveal results that closely resemble those of this study.

3.5 QUALITATIVE DATA ANALYSIS

According to McMillan and Schumacher (2001:461), 'qualitative data analysis' is an inductive process of organizing data into categories and identifying patterns among the categories. Budhal (2000: 63) contends that when working with the data, you create explanations, you pose hypotheses, develop theories, and link your story to other stories. To do this, you must categorize, synthesize, and search for patterns, and interpret the data you have collected (Glesne & Peshkin, 1992:127). Because data-analysis is an ongoing process, the researcher in this study consistently reflected on the data received, organized it, and tried to discover emerging patterns.

This entailed, according to Glesne and Peshkin (in: Budhal (2000:63), the writing of memos, developing analytic files, and applying rudimentary coding schemes that helped to manage the information received. McMillan and Schumacher (2001:474) contend that data analysis can be conducted according to the following phases, namely developing units, developing categories, and developing patterns.

Developing units: The idea behind the use of this strategy is to develop tentative and preliminary units during data collection. Each unit or concept should be the smallest piece of information about something that can stand by itself and still be meaningful, without any information being added to it. The idea is to break down or conceptualize a sentence or a paragraph, and to give each incident, idea or event a name or something that stands for or represents a phenomenon.

Developing categories: McMillan and Schumacher (2001:474) argue that it is impossible to interpret data unless one organizes it. Organizing data requires the use of the research question and sub-questions, the research instrument, the categories found in the literature, the prior knowledge of the researcher, and the data itself.

Developing patterns: According to McMillan and Schumacher (2001:476), 'pattern seeking' entails examining the data in as many ways as possible. Researchers try to understand the complex links between various aspects of people's mental processes. They determine how well the data illuminates the research problem and which data are central to the story that is unfolding about the selected phenomenon. Furthermore, McMillan and Schumacher insist (2001:476), that pattern-seeking demands a thorough search through the data, challenging each major hunch by looking for negative evidence and alternative explanations. De Vos, *et al.* (2002:340) mention five steps which they maintain are used by researchers in qualitative data analysis, namely: - *collecting and recording data; managing data; reading and writing memos; describing, classifying and interpreting data; and representing and visualizing data.*

Collecting and recording data: De Vos, *et al.* (2002:340) contend that the researcher should plan for the recording of data in an appropriate way that will facilitate analysis before the data collection commences. Data analysis in qualitative research involves two approaches, one at the site during data collection, and the other away from the site after data collection. When conducting data analysis during data collection, this researcher used methods such as triangulation and developing a working hypothesis, in order to ensure the trustworthiness of the study (De Vos, *et al.* 2002:341).

Managing data: Here data is organized into file folders, index cards or computer files, and ultimately converted to appropriate text units such as words or sentences, and into the entire story, for analysis either by hand or by computer (De Vos, *et al.* 2002:342). A variety of data management strategies, such as colour, and number-coding data on index or computer programmes, are often shared as part of the "*folklore fieldwork*". Any method of managing data, according to De Vos, *et al.* (2002:342) has to enable the researcher to organize the data and assist him/her to retrieve and manipulate it more easily.

Reading and writing memos: This relates to reading through the data in order to be more familiar with it, as well as to writing memos in the margins of field notes in short phrases, ideas or key concepts that occur to the reader (De Vos, *et al.*, 2002:342). In this reading exercise the researcher is able to edit minor issues to make the field-notes more retrievable and manageable.

Describing, classifying and interpreting the data: This stage involves noting regularities in the setting or people chosen for study, and searching for emerging categories of meaning that have an internal convergence and external divergence. According to Creswell (in: De Vos, *et. al.*, 2002:344), classifying data relates to taking text information apart and looking for categories, themes or dimensions of information. Furthermore, it involves five or six general themes which are also reduced to small manageable sets of themes to write in the final narrative. De Vos, *et al.* (2002: 344) contend that researchers interpret data by looking back and forming opinions about what is going on in the situations or research sites.

Representing and visualizing data: This relates to the presentation of the data in the text, table or figure, where a table that tabulates variables in terms of the themes or categories in the study is written (De Vos, *et al.*, 2002:345).

Miles and Huberman (in: North West University, 2008:46) provide the following six steps of analyzing data, namely:-

- give codes for the first set of field-notes drawn from observations, interviews or document reviews;
- note personal reflections or other comments in the margin;
- sort and sift through the materials to identify similar phrases, relationships between variables, patterns, themes, distinct differences, sub-groups and common sequences;
- identify patterns, processes, commonalities and differences, and take them out to the field in the next wave of data collection;
- elaborate on small sets of generalizations that cover the inconsistencies discussed in the database; and
- examine those generalizations in the light of a formalized body of knowledge in the form of constructs or theories.

In this research De Vos' *et al.*'s (2002:340) five steps were used, namely *collecting and recording data; managing data; reading and writing memos; describing, classifying and interpreting data* as well as *representing and visualizing data*.

Collecting and recording data: All the audiotapes were properly labeled, as follows: - For the interviews with the principals -Tape 1: the principal - School A, Tape 2: the principal - School B and Tape 3: the principal - School C; for interviews with focus groups of educators – Tape 4: focus group - School A, Tape 5: focus group - School B and Tape 6: focus group - School C; and for interviews with RCL chairpersons - Tape 7: RCL member - School A; Tape 8: RCL member - School B; Tape 9: RCL member - School C.

Managing data: The data were organized in file folders and then converted to appropriate text units as sentences and the entire story, for analysis.

Reading and writing memos: The researcher read the interview transcripts and wrote memos, short notes and phrases along the margin of his journal. This helped him to edit minor issues, and it made the field-notes more manageable.

Describing, classifying and interpreting data: The researcher noted regularities in the settings and people as he went through his notes. He searched for emerging categories and themes of meaning that had internal convergence and external divergence.

Representing and visualizing data: The data was presented in the text and tables that tabulated variables in terms of the main-categories and sub-categories of the study.

3.6 ETHICAL MEASURES

According to McMillan and Schumacher (2001:411), the progress of a study often depends on the relationship the researcher builds with the participants. This researcher was aware of this, and always strived to build a relationship of trust with the participants, and to keep good relations. He was non-judgmental, respected the norms of the different school situations, and was sensitive to ethical issues. Furthermore, the researcher always observed ethical considerations and eliminated any elements of bias in this research.

These included protecting respondents against harm, obtaining their informed consent, guarding against the deception of the respondents, avoiding violating their privacy, ensuring the competence of the researcher, publishing the findings, and debriefing respondents.

The following is a discussion of a few of the above ethical measures.

3.6.1 Informed consent

De Vos, *et al.* (2002:65) and Strydom (1998:24) maintain that 'informed consent' implies that everything about the study, including procedures that are to be followed during the investigation, and the advantages and disadvantages of the research, should be revealed to the respondents. This requirement was adhered to by the researcher. Everything that was stated above was revealed to the participants, including the reasons for their selection for the research study. The respondents' informed consent was obtained beforehand (see Appendix 8 as an example).

3.6.2 The deception of the participants

According to Strydom (1998:27), the 'deception of participants' relates to either withholding information or giving incorrect information, in order to ensure the participation of the subjects, when they would otherwise possibly have refused it.

De Vos, *et al.* (2002:67) are of the opinion that no deception whatsoever should be inflicted on the participants. In this study the participants were informed about the methods that would be employed, namely individual interviews with the principals and the RCL chairpersons, focus group interviews with the educators, participant observation, and an analysis of the documents.

3.6.3 Violation of privacy, anonymity and confidentiality

'Privacy' implies personal privacy, while 'confidentiality' relates to the handling of information in a confidential manner (De Vos, *et al.*, 2002:67). Strydom (1998:27), however, regards 'privacy' as that which is not intended for others to observe or analyze.

The researcher ensured that all the necessary precautionary measures were taken into consideration by allowing all the participants to decide for themselves on the extent to which their beliefs, attitudes and behaviours would be exposed. De Vos, *et al.* (2002:69) maintain that the use of concealed media should under no circumstances be used without the consent of the respondents.

3.6.4 The researcher's competency

Strydom (1998:26) contends that researchers are obliged to ensure that they are competent and skilled to undertake their proposed studies. This researcher holds a Senior Primary Teachers Diploma (SPTD), a BA-degree (Communication and History), a BEd-degree (Honours, in Educational Management), a Post Graduate Diploma in Education (PGDE, in Educational Management), as well as an Advanced Certificate in Education (ACE, in Curriculum and Professional Development). He has been teaching for the past twenty two years, and is currently the deputy principal at a primary school in the JC Motaung Circuit of the Dr Kenneth Kaunda district in the North West Province.

The study was supervised by a university professor who is experienced to supervise qualitative research projects.

3.7 SUMMARY

This chapter covered the use of a qualitative approach to research in which the design and methodology of the research study were presented. This was done with reference to data collection and data processing, sampling, data analysis and validity. A purposeful sample of three secondary schools enabled the researcher to obtain in-depth information on the topic under review. The participants were identified. Measures to ensure the trustworthiness of the research and ethical measures were discussed and clearly explained. It was indicated that interviews (both individual and focus group interviews), participant observation, as well as the study of documents would be used as instruments to collect data. This chapter further serves as the link between the literature review in Chapter 2 and the presentation and analysis of the results

CHAPTER 4

ANALYSIS AND DISCUSSION OF THE RESEARCH FINDINGS

4.1 INTRODUCTION

In the previous chapter the use of a qualitative approach to research was explained, in which the design and methodology of the research study were presented. This was done with reference to data collection and data processing, sampling, data analysis and trustworthiness.

A purposeful sample of three secondary schools enabled the researcher to obtain in-depth information on the topic under review. In this research qualitative methods of data collection were used such as structured interviews with a number of informants, observations, and the study of certain relevant documents. General interview schedules (see Appendices 1, 2 & 3) with school principals and RCL chairpersons, and focus groups with four educators in each school were developed.

In this chapter the following will be presented, namely the main categories and sub-categories formulated, the interview data gathered by means of individual interviews with the principals and the chairpersons, and focus group interviews with educators, and the findings from the observations. Furthermore, the data analysis process will be stated, and a simultaneous discussion of the research findings will be provided. This will be compared to what has been written in the literature on ways of managing learner behaviour.

4.2 DATA ANALYSIS

As indicated in paragraph 3.5, the four steps of analyzing data as identified by De Vos *et al.* (2002: 340) were used. The data were collected by means of interviews, observations and the analysis of documents. This data were written down in a research journal. The interviews were tape-recorded and transcribed *verbatim*.

Thereafter the transcripts were read a number of times to get a sense of the contents, and then each line was numbered and dissected into smaller parts. Interview schedules were used as points of departure to determine the categories. Related topics were categorized and coded, and data that belonged together were grouped to form the main and sub-categories, as indicated in table 4.1.

4.3 THE RESEARCH FINDINGS

What follows is a discussion of the research findings as obtained by means of observations, the analysis of documents, individual interviews conducted with school principals and RCL chairpersons, and focus group interviews conducted with four educators at each of the three selected schools.

4.3.1 The research findings: observations

In section 3.3.3.1 observation as a data collecting method was discussed. Observations were done in three secondary schools in the JC Motaung Circuit, Dr Kenneth Kaunda District in the North West Province.

The following is a discussion of the various aspects of the schools that were observed.

4.3.1.1 The interruption of lessons

School A is a multi-lingual school (Sotho, Tswana, Xhosa), the oldest in the township, with a population of 1512 learners, a total of 9 SMT members, and 33 post level 1 educators, totaling 42 educators. The school accommodates learners across all ethnic groups. It is situated in Extension 2 of the township, a sub-economic area. It is a double-storey face brick structure, and makes provision for the basic needs of a school such as enough classrooms, a staff room and administration block, a science laboratory, and also a huge playground. It has electricity, a telephone, running water, and proper ablution facilities, as well as newly-erected barbed wire fencing.

In School A no major interruptions of lessons were observed, except for a few individuals who were seen walking behind the classrooms through dense grass with their schoolbags clutched on their backs. They escaped to the township through holes in the newly erected barbed wire fence.

School B is a Sotho-dominated school with a few Tswana- and Xhosa-speaking learners. It is situated in Extension 1 of the township, a sub-economic area with three-roomed houses, hence the school's no-fee status. The school is twenty one years old, with a population of 648 learners under the strict supervision of 26 educators of whom four are HoD's, one a deputy principal, and the principal.

In School B the use of learning area centres ensures that few disruptions of lessons take place, as everybody is on his/her task. Even when the educator left the classroom to go to the administration building there was always an educator in a class with whom he/she shares the centre who ensures that the learners carry on with their work.

School C is a predominantly Tswana-speaking school, situated in Extension 4 of the township, a sub-economic area with four-roomed houses. It accommodates 865 learners with 32 educators, under the stewardship of 6 SMT members.

There was no interruption of lessons. The learners were kept busy by their educators in their classes.

4.3.1.2 The general teaching and learning atmosphere

According to Davidoff and Lazarus (1997:12), as referred to in section 2.5.3, a teaching and learning atmosphere is the attitude educators and learners have towards teaching and learning and their spirit of dedication in a school, which depends on the instructional leadership role of the principal. Schools with sound cultures of learning and teaching are characterised by, among other things, sound classroom environments, good home-school relations, effective leadership, management and administration, neat buildings and facilities, high professional standards, healthy relations among all the role-players, order and discipline, a shared sense of purpose, and effective instructional leadership (Van Deventer & Kruger, 2003:4; Christie, 1998:4; Charlton & David, 1993:11; Kruger, 2002:17; and McDaniel & Kappan 2006:9).

In School A the general teaching and learning atmosphere appeared to be pleasant. When the bell rang at the end of lunch-break, indicating a return to classes, the learners went to their classes, which are zoned into centres. Each centre is headed by a HoD, who spends most of his/her time providing assistance to both educators who are subordinate to him/her, and to learners, as well as solving learner behaviour problems whenever they occur.

In School B the atmosphere was inviting, with everybody focused on their tasks. The only people visible outside the classrooms were food-vendors who were busy preparing their stalls for the lunch-break. Inside the classrooms there were brightly coloured wall charts on the walls, and it gave learning and teaching activities more meaning.

In School C there appeared to be a pleasant teaching and learning atmosphere, with educators' voices being heard as they communicated instructions to their learners, or as they were busy teaching. The learners were neatly dressed in their school uniforms.

4.3.1.3 The visibility of the SMT

According to Chisholm and Vally (1996:24), the issue of leadership, management and administration, as referred to in section 2.5.3, is crucial in ensuring a tone and ethos that are conducive to learning and teaching. The visibility of the SMT relates to their roles as far as the following discharge of their duties is concerned, namely effective administrative management and instructional leadership, which entails the role of school management teams in their staff development duties, including their active roles in learning area meetings, learning area policies, lesson observation and learning area control, and in integrated quality management services (IQMS).

As the people who are supervising the learning centres, the members of the SMT in School A were always visible, being in touch with the learners and educators in the vicinity of where things were happening. Their visibility could also be confirmed by their understanding of their learners' problems. One SMT member, a deputy principal who is also School A's Teacher Liaison Officer (TLO) lamented, "...we know learners who are gang members through their behaviour".

In School B the members of the SMT maintained a considerable degree of visibility to both learners and educators. Firstly, they are members of the learning area committees and are quickly available when needed to provide a management-related perspective of issues. Secondly, as learning area educators they are the authority figures who avert ill-discipline incidents by simply being in the vicinity of a problematic situation.

In School C, just as in the other two schools, the HoDs operated from centres in the classes as centre heads, and not from their offices in the administration block. This ensured that they were always in the thick of things, as they were easily available to mediate during misunderstandings, and to provide learning material and administrative assistance to parents, learners and subordinate educators.

4.3.1.4 Learner control measures commonly used

In terms of Glasser's Reality Therapy Model (Wolfgang, 1995:104), as referred to in section 2.4.2.1 (b), after a learner has misbehaved the educator is supposed to begin by assessing the situation covertly in a three part process, namely reflecting on the educator's past behavioural experience with the learner, beginning with a fresh approach, and expecting a better tomorrow.

The deputy principal of School A confirmed that misbehaving learners are sent to his office when they commit deeds that cannot be solved by their register educators.

In School B, with the researcher observing, learners disclosed that their class representatives are the first line of control in terms of enforcing class rules. One learner said, "...you misbehave you will be sent to the RCL for questioning". Referrals to the principal's office rarely happen as the principal is always in the vicinity of the classes, because he teaches Mathematics to grade 12 learners. This prompts learners to behave "...fairly well", as the principal put it during the interview. When referrals to the principal's office do take place the common measure used by the principal is always one week's suspension. Late-coming learners know that the gates are closed at a certain time.

As in School A (which makes use of interventions by the parents), School C summons the parents to be involved when mediating learner behaviour cases. Some of the learner control methods used are, for minor offences, sending learners out of the class, to the principal's office, or to pick up papers.

4.3.1.5 The general attitude of the learners towards the school system

According to Mabeba and Prinsloo (2000:35), as indicated in section 2.3, factors such as home and family circumstances, the influences of the peer group, the school organisation and school climate, the relevance of the curriculum, the personality and qualifications of the educators, their teaching style, their evaluation techniques, and the influence of their discipline policy, all determine the learners' attitudes towards the acceptance of authority, discipline, and the development of self-discipline.

In general, the learners' positive attitude towards the school system prevailed in School A. Learners displayed an eagerness to learn.

In School B learners also displayed a positive attitude towards the school system. This was evident in the way they wear their school uniform, a rare occurrence in township schools. One learner attributed this positive attitude to the supportive school system, including sympathetic educators, and the availability of career opportunities for grade 12 learners.

In School C the same display of a general pleasant attitude of learners towards the school system was also observed.

4.3.1.6 The enforcement of school rules and policies

In section 2.4.1.2 (e) the Department of Education (2000:13) is referred to as advocating for a consistent application of the school rules in a fair but firm manner, which is crucial to building relationships of trust between educators and learners.

In School A no outright ways of enforcing the school rules were observed, but one educator lamented "...how I wish the Bosasa detention centre officials could come to our school and hear for themselves from learners how educators enforce the rules..."

School rules in School B are enforced from the level of the classroom, first by class representatives and RCL office bearers, as well as the educators, in line with the grievances procedure section of the Code of Conduct which highlights the role of educators in informal discussions. First a learner or parent discusses the problem with the educator, a RCL member enforces the rules when the problem has not been solved at the informal level, and ultimately the SMT member has the last say.

In School C there is a fair enforcement of the rules and policies, with educators mostly praising the effectiveness of the intervention forms. Misbehavers are given these forms for their parents to come to school so that their cases can be mediated in the presence of their parents.

4.3.2 Research findings: analysis of documents

4.3.2.1 School policies

Elements characterising successful schools with effective disciplinary strategies, according to Haasbroek (1998:13), as referred to in section 2.1, include aspects such as a network of care, concern and counselling, a set of rules, a Code of Conduct, conflict resolution procedures, the involvement of parents, having to take responsibility, and the involvement of the education authority. Things should be done in accordance with written and well-known school policies. In section 2.1 it was indicated that Christie (1998:6) argues that it is necessary to establish proper and effective management systems and structures with clear procedures and clear lines of authority, power, responsibility and accountability.

In School A there was no school policy readily available, but the deputy principal disclosed that they have adopted an attitude of caring for misbehavers, and are providing them with counseling services, paid for by the school.

However, in School B the school policy was an embodiment of the rest of the school procedures, such as the vision and mission statement, the constitution of the SGB, the constitution of the RCL, a Code of Conduct for learners, a code of [professional] ethics, and an exams and formal tests-policy.

The same was observed in School C, as the school policy comprised of the vision and mission statement, the aims of the school policy, a policy on school administration, general school rules and regulations, a policy on the Representative Council of Learners, an admission policy, a school policy on drugs and alcohol, a policy on school safety, a Code of Conduct, a dress code, a school finance policy, a policy on school sports, and a language policy.

4.3.2.2 The learners' Code of Conduct

Section 8 of the South African Schools Act, Act 84 of 1996 (RSA,1996a), as referred to in section 2.5.1, compels the SGBs of public schools to adopt a Code of Conduct, with the aim of establishing a disciplined and purposeful environment where effective education and learning can be facilitated.

The Code of Conduct of School A was not available.

School B had a fully-developed Code of Conduct with a preamble, aims and objectives, learners' responsibilities, parents' responsibilities and roles, offences and punishments, as well as grievance procedures for learners and parents.

In School C the Code of Conduct formed part of the school policy, and included aims and objectives, an undertaking by the learners, an undertaking by the parents, discipline procedures, corrective suspension, and offences leading to suspension.

4.3.2.3 Punishment register/incidents book

In section 2.4.2.2 (a) it was mentioned that Jones and Jones (1990:393) advocate a systems-approach in which the learner is holistically assisted, to maintain suitable behaviour. One way of doing this is to keep track of the learner's behaviour by recording all behaviour incidents, together with the punishment given, in a punishment register. Educators would then be able to provide misbehavers with effective interventions, and outside consultations, and implement procedures for referrals.

Although the North West Provincial Department of Education issued schools with punishment registers, none of the three selected schools had such registers, or recorded any incidents in their incidents book.

4.3.2.4 The classroom disciplinary policy

Squelch and Lemmer (1994:58), as referred to in section 2.4.5 paragraph 1, contend that a classroom discipline plan generally consists of three parts, namely establishing classroom rules that learners must follow, consequences of breaking the rules, and rewards that learners receive when they follow the rules. Furthermore, in section 2.4.5 paragraph 2, it was indicated that Wolfgang (1995:252) contends that the classroom discipline plan must contain a clear statement of classroom rules, which should be visible in the classroom at all times.

There were no specific classroom disciplinary policies in any of the three schools, except for a few classroom rules in some of the classes. Such rules were not written on the big charts in clear cursive writing one would expect to find in secondary schools.

4.3.2.5 The school disciplinary policy

In section 2.5.2 a number of legislations and school discipline policies that regulate the behaviour of learners and provide educators with environments that are conducive to teaching and learning was referred to. Furthermore, in section 2.5 Taylor (2004:57) is referred to as advocating for a pro-active school-wide discipline plan that would be utilised by the entire school to prevent a large percentage of behavioural problems.

There was no school disciplinary policy in School A, however in Schools B and C this policy formed part of the learners' Code of Conduct, where appropriate steps for misbehaviour were stipulated in a separate addendum to the Code of Conduct.

In School C, this policy contained specific disciplinary procedures, a policy on vandalism, a policy on drugs, and a policy on sexual harassment.

4.3.2.6 The Representative Council of Learners (RCL) Policy

The South African Schools Act, as referred to in section 2.4.4 paragraph 1, provides for the establishment of a Representative Council of Learners (RCL) in secondary schools. All school structures need to have operational procedures, as alluded to by Christie (1998:6) in section 2.1. According to Christie,(1998:6) it is necessary to establish proper and effective management systems and structures with clear procedures and clear lines of authority, power, responsibility, and accountability.

In School A there was no RCL policy except for a file in the TLO's (Teacher Liaison Officer) office that contained departmental policy guidelines on learner safety, and alternative measures to corporal punishment, as well as the names of groups of gangsters and their *modus operandi*.

School B had a RCL policy that included its aims, the duties of its members, the composition of the RCL, and the role of the TLO.

In School C the RCL policy comprised of the role of the TLO, election procedures, and limitations of RCL elections.

4.3.2.7 The school development plan

A survey by Christie (1998:5) on the culture of learning and teaching (COLTS) in schools, as referred to in section 2.1, found that in some schools disciplinary and grievance procedures were vague or non-existent. Her survey concluded that the breakdown of management and leadership within schools is an important part of their dysfunction (Christie, 1998:6). She (1998:6) maintained that for a school culture to be conducive to effective teaching and learning, it will be necessary to establish proper and effective management systems and structures, with clear procedures and clear lines of authority, power, responsibility, and accountability. Schools A and B did not have school development plans, while in School C there existed a school development plan which highlighted the school's level of competence in all nine areas of development. However, it lacked a complete SWOT analysis, as well as the prioritization of issues and an action plan that would be aimed at realizing the identified areas of development.

A school's effectiveness is measured against nine areas of development, namely basic functionality and leadership; management and communication; governance and relationship; quality of teaching, and the educator's development; curriculum provision and resources; learner achievement; school safety, security and discipline; school infrastructure; and the maintenance of buildings and resources (Department of Education, 2004: 3).

Prioritized goals are made based, among other things, on the school's performance in the above areas. A school development plan then becomes a vehicle towards total school development. Without a comprehensive school development plan, it will be difficult for schools to achieve effectiveness and to realise the needs of its stakeholders, and to reach its ultimate goal.

4.3.3 Research findings: interviews

The researcher listened to all nine tapes of the research interviews and then transcribed them. He read, and reread through the data in order to be more familiar with it, and wrote codes alongside the margins of the interview transcripts. He further noted regularities in the data, and searched for emerging categories of meaning that have an internal convergence or external divergence. Subsequently, five main categories were identified, and were further reduced into small manageable sub-sections of themes. This was made possible by the use of the interview schedules, the aims of the research, and the interview transcripts.

The following table represents the main categories and sub-categories of the findings from the individual interviews conducted with the school principals and the RCL chairpersons, and the focus group interviews conducted with the educators. Table 4.1 reflects the perceptions of the interviewees regarding the management of learner behaviour in secondary schools.

Main Categories	Sub-categories
1. Causes of learner misbehaviour.	(i) Abuse of drugs and gang activities. (ii) Educators' management skills. (iii) Learners' family background. (iv) Socio-economic factors.

2. Negative impact of misbehaviour.	(i) Poor performance and high failure rate. (ii) Poor school attendance.
3. Curbing learner misbehaviour in the classroom.	(i) Isolate the misbehaving learner. (ii) Enforce a classroom discipline plan. (iii) Teach the rules.
4. Curbing learner misbehaviour in the entire school.	(i) Involve parents. (ii) Enforce the Code of Conduct. (iii) Model good behaviour.
5. The role of stakeholders.	<p>Departmental officials:</p> <p>(i) Visit schools.</p> <p>-----</p> <p>Principals and the SMT:</p> <p>(i) Be visionary leaders. (ii) Talk to the learner.</p> <p>-----</p> <p>Educators:</p> <p>(i) Be role-models. (ii) Reach out and teach the rules. (iii) Engage in teaching activities.</p> <p>-----</p> <p>Parents:</p> <p>(i) Visit schools.</p> <p>-----</p> <p>Learners:</p> <p>(i) Be involved and exercise self-discipline.</p>

Table 4.1 Main categories and sub-categories of interviews

In the following section the main categories and the sub-categories will be discussed and augmented by *verbatim* quotations from the text of the interview transcripts. Furthermore, reference will be made to the reviewed literature. The intention is to provide the reader with a basic understanding of the research problem and the evidence that the research yielded, and its relationship with what is currently written in the literature about the problem.

4.3.3.1 Causes of learner misbehaviour

(i) The abuse of drugs and membership of gangs.

As alluded to by Fitzpatrick (2006a:208) (see section 2.5) that drugs and violence are prevalent in South African schools, the research found that the abuse of drugs was also prevalent in the three secondary schools of the study.

The deputy principal in School A, after being at pains first to admit drug abuse by his learners, finally admitted that "...the contributing factor err...on the part of males is...the abuse of drugs, especially dagga". In School C the principal also concurred that, "Yah...the misbehaviour of some drugs, some weapons, but we are happy". Drugs and violence go hand in hand, as confirmed by Kgosana (2006a: 209) (see section 2.5 paragraph 3) that gangs recruit members in primary and high schools and gang wars often break out on school grounds. In School C the educators agreed that gangsterism was the reason why they could not implement detention to misbehavers. Ironically, an educator C from School C defended her school children. According to her, "...they only learn that (gang activities) after school...". In School B the principal confirmed that some of his learners do belong to gangs "...there are some of our learners here who belong to gangs..." He further continued to defend them [his learners] by saying that they behave "quite fair to good". According to him, the gang members at his school are well-behaved.

(ii) The educator's classroom management skills.

Squelch and Lemmer (1994:62), as referred to in section 2.4.1.2 (e), contend that educators should establish their authority in the classroom without being autocratic or aggressive.

The principal of School C echoed Squelch's and Lemmer's (1994:63) call for the professional management of the learning process when he said "...if the class has discipline problems...check on the classroom management skills of the educator". As Squelch and Lemmer (1994:63) put it, an educator who rushes into the class late and scrambles about for his notes which are in disarray, creates a sense of chaos which might lead to problem behaviour. The RCL chairperson of School C contended that, "...educators...must try their level best not to come with their emotions to school...". In essence, they should treat learners with respect and avoid insulting language when angry. Matodzi (2000:16) argues (see section 2.3.2) that educators may cause disciplinary problems when showing little regard for the learners' feelings and by ridiculing and humiliating them.

(iii) The learners' family background.

According to Van Wyk (2001: 198), as referred to in section 2.3.7, learners come from diverse home circumstances, often living with unemployed adults, with either females or grandparents heading the households.

Oosthuizen (2002:2), as referred to in section 2.3.7 observed that with such backgrounds, learners become oblivious to discipline in the classroom. The principals of all three schools concurred that because of family backgrounds where there is no proper management and discipline, where children assume more responsibilities than they are supposed to, anger builds up due to poverty, and all these issues contribute to learner misbehaviour. The deputy principal of School A maintained that "...you will find that most of the time there is no guide...parental guide and the only guide that they get is from school...which is that their behaviour will derail". The principal of School B described misbehavers as "...learners who don't have parents or who stay with *Gogos* [grandmothers] and grandfathers...".

The principal of School C also blamed family background for the learners' behaviour. He argued, "...children have inner problems that you might not see from outside. You'll find out now because of the background children from home (where) there is no proper management [and] no proper discipline from home." He further blamed parents who do not look after their children well, where others are heading their families.

Although all the RCL chairpersons from the three schools concurred that family background does contribute to the learners' misbehaviour, the RCL chairperson of School C specifically blamed parents for not spending quality time with their children, talking to them and teaching them behaviour-related techniques. He argued, "Some of our parents never had good quality time to talk to us...to teach us how to behave." In section 2.3.7 it was mentioned that Oosthuizen (2002:2) observed that an increase in single-parent households has made some learners oblivious to discipline in the classroom, and that hostility between parents and educators often made matters worse. In School A, educator A talked about broken family structures where children are heading their households, while educator B in School B agreed, and cited dysfunctional families as the cause of learners' misbehaviour.

Educator A in School B lamented, "...mostly learners from poor backgrounds...when they are in the midst of other learners they tend to be naughty and misbehave...". Educator B in School C concluded that violence begets violence. If learners live in violent homes they tend to be violent as well. He argued, "If there is...domestic violence that is taking place every day at home the learner adopts that or adapts to that...and...starts to behave otherwise."

(iv) The school environment.

According to Mayer's observations (2002:85), as indicated in section 2.3.5, research has revealed that punitive environments predictably promote anti-social behaviour, such as aggression, violence and vandalism. Mayer (2002:85) further adds the lack of administrative support for staff, little staff support of one another, and a lack of staff agreement with policies, the abuse of behaviour management procedures, a lack of learner involvement, and a lack of understanding or appropriate responses to learner differences, as other factors that promote anti-social behaviour.

The educators in all three schools agreed with the above comments by Mayer. Educator A of School B maintained, "...if the school does not exercise discipline it will create a *laissez faire* situation...and eventually there will be a lack of discipline...". Educator A of School C further added poor management as another cause, "...if there is no proper management at school... learners tend to take advantage of that...".

He further cited a lack of professionalism, late-coming, and the criticism of educators by one another, as contributing to learner misbehaviour. Educator D in School A indicated the schools' failure to let learners express their feelings, and educators' lack of sympathy, as some of the causes of learner misbehaviour. In section 2.3.5 it was mentioned that Mwamwenda, (in: Matodzi, 2000:5) highlighted contextual factors, such as academic failure; large and overcrowded classrooms; the inadequate supervision of learners during breaks; rigid, strict, punitive, and unnecessary rules; and the authority vested in some educators within the school, as contributors to punitive school environments that promote anti-social behaviour. In School C the RCL chairperson concurred "...also teachers, like in our school...some don't treat learners equally...". The RCL chairperson of School B emphasized, "...the surrounding environment..." as a contributing factor.

(v) Socio-economic factors.

In section 2.3.7 it was mentioned that Van Wyk (2001:198) highlighted the fact that learners come from diverse home circumstances, some live in small council houses, while others live in shacks in the informal settlements near their schools, with unemployed adults, where some households are headed by females or grandparents. Pienaar (2003:281) (see section 2.3.8) asserts that the disruption of family life has brought an unstable network of social relationships. The deputy principal of School A insisted that learner misbehaviour is a result of the expansion of the township which brings different characters with "... different life patterns..." which is copied by the learners.

Educator B from School C concurred, "Because of the situation, and, if learners are exposed to gangsterism and the likes, that poses a negative impact on a learner". He agreed that what happens in society may spill over to the school grounds. These three secondary schools are situated in sub-economic areas of the township where gangs freely operate. Educator A in School B maintained that socio-economic factors "...can bring disparities that can...lead poor learners to misbehave". He further contended that the learners' behaviour will vary depending on the society from which they come. A research report commissioned by the Gauteng Department of Education (Chisholm & Vally, 1996) (as referred to in section 2.5.3) highlighted the high unemployment rate and rivalry over scarce resources in the surrounding communities as contributing to social problems, such as theft and vandalism of school property, as well as gang wars and drug trafficking. These are impacting negatively on the culture of learning and teaching in the schools.

4.3.3.2 The negative impact of misbehaviour

(i) The high failure rate

In section 2.5.3 it was mentioned that Van Deventer and Kruger (2003:4) contend that a high drop-out rate, poor school attendance, poor school results, and drug abuse are observable features of a poor culture of learning and teaching. In all three schools the principals indicated the high failure rate and a decline in the school's average pass-rate as possible negative impacts of learner misbehaviour. The principal of School C maintained, "...their performance drops...because of intermingling with other characters which are not...up to scratch...".

The principal of School B aligned the decline in the learners' performance with their failure to do school-work, "...usually they don't do their...their school-work, hence they don't really perform ...that good...". The deputy principal of School A said, "The other thing...it contributes towards the high failure rate...especially...lower classes." All the RCL chairpersons from the three selected schools were of the opinion that the consequence of misbehaviour is failure at the end of the year. The RCL chairperson of School C argued, "...if...these learners...misbehave...they are going to fail...and are not going to understand the basics of the subject and that thing [performance] will also drop the percentage of the school". While not ruling out the possibility of ending up in jail, the RCL chairperson of School B also concurred with the chairperson of School C when he said, "Failing at the end of the year...doing things out of line."

In school A the RCL chairperson noted, "It could be [that] he could fail at school because he normally does not behave well like other learners...the school work...she does not complete because of misbehaviour". Likewise, the educators in all three schools agreed that misbehaviour results in a high failure rate, which consequently leads to a decline in the average pass percentage of a school. The educators in all three schools were of the opinion that negative learner behaviour affects the results of learners, and the overall school average. Educator A of School B argued that "...their misbehaviour will impact negatively on them. Such a culture...will affect the results...of the school".

(ii) Poor performance.

Misbehaviour leads to poor performance in class, or even failure at the end of the year. Educator A of School C correctly argued, "...if in a school there is no culture of teaching and learning, automatically learner performance will be affected". In his prologue to a research report on learner discipline commissioned by the Kenneth Kaunda district, Dr SH Mvula (Oosthuizen, 2007: i) maintained that performing schools do not have problems with learner discipline. Educator A of School B maintained that "...their misbehaviour...will affect the results and performance of the school. The performance of the school vis a' vis [versus] the performance of the learner because if they perform poorly, the school will [be judged as having] performed poorly...". Educator B of School B argued, "Sometimes when you...you sometimes...take time to pay attention to the one who is misbehaving, it means you waste the precious time of those who are behaving". These sentiments were echoed by the RCL chairpersons of all three the schools. The RCL chairperson of School C argued, "...if...these learners...misbehave...they are...not going to understand the basics of the subject". The principals agreed, as the principal of School B argued, "...usually they don't do their...their school work, hence they don't really perform ...that good...". The deputy principal of School A maintained, "It's obvious that if a learner is affected by such misbehaviour he won't...study properly..."

(ii) Poor school attendance.

As alluded to by Van Deventer (2003:4), (see section 2.5.3), poor school attendance is one of the observable features of a poor culture of learning and teaching in schools.

It is the attitude that learners, among other role players, have towards their learning and their spirit of dedication to the school that determines their performance. If they are not dedicated, as will be the case when they misbehave, they will not attend classes and consequently drop out of school due to poor performance and other outside pressures. The deputy principal of School A maintained that, "...misbehaviour...will also contribute towards attendance ...". This could be coupled with failure to do school-work, as correctly put by the principal of School B when he argued that "...usually they don't do their school-work, hence they don't really perform...."

4.3.3.3 Curbing learner misbehaviour in the classroom

(i) Isolate the misbehaving learner

In section 2.4.2.1 (a) it was indicated that Wolfgang (1995:104) argued that the use of physical intervention such as removing a learner from the class is not acceptable within the Teacher Effectiveness Training (T.E.T) framework, except where a learner physically endangers himself or others. According to Wolfgang (1995:110), Glasser sees the use of isolation as an opportunity for the learner to sit quietly and think about a plan for re-entering the classroom milieu. The learner should first be “isolated in class” where he/she will observe or listen to what is going on, but not interfere with the classroom routine.

Educator B of School B argued that, “...for the [whole] period you check him out of the class so that you don’t waste time for the others...”. Educator C of School C also agreed but insisted that, “...you let that learner stand at the door so that everything that will be going on in the class he or she would be listening”. Educator B of School C lamented, “...let him get out of the seat and stand in front...because we cannot chase that learner out...”

In section 2.4.1.2 (j) Mayer (2002:87) advocates for an instructional approach that educates youngsters how to behave, instead of reactive and punitive approaches. While some educators agree with Mayer on the above point, educator B of School A argues against it when he said, “...when a learner causes trouble...hold him back during break, ...deny him his privilege for lunch break...sort of punishment that will be able to cut on the misbehaviour...”. Educator C of School C was of the opinion that while punishing the learner, one also has to guard against violating his/her rights. He maintained, “...an educator can sympathize ...chase the learner out of the class ...make them stand next to your door...and listen to whatever you’ll be teaching...”.

(ii) Enforce a classroom discipline plan

In section 2.4.5 paragraph 2, it was mentioned that Wolfgang (1995:252) referred to a classroom discipline plan as containing a clear statement of classroom rules, which should be visible in the classroom at all times.

Squelch and Lemmer (1994:58) further maintain that a classroom discipline plan consists of classroom rules, consequences of breaking the rules, and rewards. The principal of School C contended, "...the classroom rules must be explicit. They must be on the wall". Educator B of School A argued that, "you have to have a certain plan as the manager of that class...and bring order in the classroom...". Educators need to stipulate their expectations and what their learners may expect from them. This was echoed by one educator from School C, "...the other solution ...let it... [class] have a classroom Code of Conduct...". Educator A from the same school concurred, " Yah...yah...yah...so it makes them easier for... to...to...follow and understand...".

In section 2.5.3 it was mentioned that Chisholm and Vally (1996:30) contend that the frustrations and dissatisfactions which are experienced by one component of the school body are blamed on the others. Building good relationships among stakeholders is one of the important ways of curbing learner misbehaviour. It should be the learner's obligation to adhere to the classroom discipline plan which ought to be strictly monitored by the educator. Furthermore, educators should set a good example of correct and acceptable conduct themselves, and reward learners who show a continuous display of acceptable conduct. The RCL chairperson of School C maintained, "...learners must know that it's not only the teachers' or the principal's or the RCL's responsibility to keep order...but each and everyone of us...". In other words, learners should also exercise self-discipline.

(iii) Teach the rules

Among the guidelines for clearly communicating classroom rules for acceptable learner conduct, referred to in section 2.4.1.2 (b) by Mayer (2002:88), is the teaching of the rules to the learners. Furthermore, in section 2.4.2.1 (a) Thomas Gordon's TET model indicates that learners should be taught problem-solving and negotiation techniques.

Educator A of School B agreed as he maintained "...you make sure that learners are aware of the South African Schools Act,...the code of conduct...and the classroom rules...". He argued that such a responsibility must be carried out, according to him "...through the [school] structures...". In other words, the educators in their classrooms, the RCL class representatives or prefects, the heads of department, the deputy principals and principals, as members of the school management teams, everyone has to make the rules known to all the learners at the school.

The RCL chairperson of School A emphasized the educators' roles of teaching learners the class rules, "A teacher must teach a learner about a certain rule ...choose another..." The principals also agreed that rules must be taught. The principal of School C emphatically agreed, "They [learners] must be reminded now and again that this is how we behave in the classroom, definitely...now and then you remind them, you drill it in them, yes!" The principal of School B also said, "The teacher will need to impress on them, on the fact that they need to understand the Code of Conduct because there are rules in the Code of Conduct."

4.3.3.4 Curbing learner misbehaviour in the entire school

(i) Involve the parents

According to Kruger and Van Schalkwyk (1997:148), as quoted in section 2.5.4, 'parent involvement' is the active and significant involvement of a parent in all aspects of his/her child's formal education.

The principal of School C remarked, " In all the school policies...parents must be part thereof so that...even at home, parents are able to encourage learners...". All three school principals mentioned the involvement of parents as one of the most effective learner behaviour control measures that they use. In School A misbehaving learners are to leave their school bags in the deputy principal's office and go and fetch their parents. In School C misbehavers are given intervention forms to give to their parents for them to accompany them back to school. School B also operates in the same way, although they do not have intervention forms. Kruger and Van Schalkwyk (1997:148) maintain that higher academic achievement, better school attendance, more positive attitudes and behaviour, and a greater willingness to do their homework, are the advantages of involving parents in school matters. The deputy principal of School A echoed the above sentiments and hailed parental involvement as one of the daily behaviour control measures that they frequently use. He noted, "We are involving the parents...the majority of parents ...are responding positively".

In School C the management makes use of intervention forms which are filled in when a learner is to bring his/her parents to school on grounds of his/her misbehaviour. In School B a misbehaving learner is not to come to school until he/she brings his/her parent.

Parents should be involved in their children's misdemeanours at school, as mentioned by Pienaar (2003:269) (see section 2.5.4.). He (2003:261) argues that a thorough study of the latest research and literature revealed that parental involvement is becoming one of the most essential measures of discipline, both within the school and out of the school. According to him (2003:269), parents can feature in a number of areas, such as being involved with the drawing up of the Code of Conduct, attending parents' evenings at school, and assisting their children with their homework, assignments and projects, becoming involved in the Governing Body of the school, and also in the discipline procedures.

Educator A of School C mentioned, "...if the behaviour is extreme...we normally intervene by giving the form to the child to bring the parent...that is the only effective way...". Educator C agreed, "It's an effective one, the parent and the learner himself work it up [solve learner misbehaviour incidents], it becomes ...effective". In School B educators also hailed parental involvement as an effective discipline measure, as educator A indicated, "...but when we call a parent...the learner becomes aware that...the parent is involved. If the parent is a strict parent they'll know that they'll get disciplined at home." In School A educator C contended, "...we only give them two warnings ... (on) the third one he finally brings ...parents or doesn't come to school unless his parents come to school...". In School A the RCL chairperson maintained, "...if he [the learner] doesn't follow then you must chase him [the learner] away. Maybe we need some parents to speak to..."

(ii) Enforce the school's Code of Conduct

Schools are legally obliged, in terms of Section 8 of the South African Schools Act, Act 84 of 1996 (RSA,1996a), as referred to in section 2.5.1, to adopt a Code of Conduct, with the aim of establishing a disciplined and suitable environment to facilitate effective teaching and learning in schools.

In School A the researcher could not obtain the Code of Conduct, but the deputy principal mentioned it [the Code of Conduct] as one of the school-wide measures employed by the school to control learner behaviour. He maintained, "We have a revised school Code of Conduct..."

Both Schools B and C had well drawn-up Codes of Conduct. In School B the principal also indicated that the Code of Conduct was communicated to the learners by means of the RCL structures and the TLO (Teacher Liaison Officer). He maintained that "...the TLO will discuss issues around that [Code of Conduct] with the RCL and make them aware of it". All three schools agreed that the School Governing Bodies should develop and revise Codes of Conduct for learners in cooperation with the educators, the learners and the parents. Apart from that they [parents], according to the principal of School C, should "...be part of the decision (makers) ...so that we become a triangle in the life of the child...". It is ironic that one of the three schools could not produce its own Code of Conduct although in interviews the deputy principal argued, "...we have a revised learners' Code of Conduct...".

In section 2.4.1.2 (b) the Department of Education (2000:12) is referred to as suggesting that educators should set the classroom rules jointly with their classes at the beginning of each year and place them in frequently visited areas, and also distribute copies to the learners on registration. The RCL chairperson of School A maintained, "A learner must obey every rule at school...". Rules should go hand in hand with the consequences of disobeying them. The RCL chairperson of School B agreed, "If punished I think anybody ...is able to do right things..." Observing compliance with the school rules should be the duty of all stakeholders at school. The RCL chairperson of School C maintained, "Learners must know that it's not only the teachers', or the principals' or the RCLs' responsibility to keep order...but each and everyone of us..." Educators also agreed that compliance with the Code of Conduct and school rules should be emphasized. Educator A of School B argued, "...enforcement of rules, exactly...there should be a Code of Conduct, there should be classroom err...what we call classroom rules."

(iii) Model good behaviour

According to the T.E.T model referred to in section 2.4.2.1 (a), an educator should be a model for learners' behaviour that reflects their values.

Educator A of School C maintained that, "If learners realize that educators and principals...don't have passion in what they are doing, learners tend to get out of hand". This is what Mayer (2002:87) referred to in section 2.4.1.2 (j) as modelling good behaviour.

Educator C from School C emphasized the need to close the gap between educators and learners, "...they must be very close to us...". She further maintained that, "...if they are close to you, they can be...they can say whatever they want to say...".

In essence, the South African Council of Educators' (SACE) Code of Professional Ethics demands that educators should maintain healthy relationships with their learners while, at the same time, conducting themselves in a professional way, as learners tend to act out the roles that they copy from their educators. Although Glasser, in his Reality Therapy Model, referred to in 2.4.2.1(a), agrees that the educator should set an example (modelling) by being responsible to others, he does not address this behaviour (modelling) as a specific step in working with a disruptive learner. Educator A of School A further argued that, "...as an educator you must always behave at your best level so..."

4.3.3.5 The role of stakeholders

- Departmental officials

(i) Visit schools

The principals of all three schools agreed that departmental officials need to visit schools from time to time and have talks with the stakeholders, especially the learners. The deputy principal of School A argued that departmental officials need to play a "...visible role..." and provide guidance to learners by "...coming to schools and.... motivate learners...".The principals of both Schools B and C emphasized the provision of departmental policies ensuring that workshops are held for educators. The principal of School C argued, "...departmental officials should...assist in making sure that...different acts...are available and the principal and educators are aware of the acts and the policies that we must follow." This was echoed by the principal of School B, who indicated "...the role that they can play is to...ensure that we have the rules, and we do understand the rules..."

Educators in all three schools agreed that constant visits by departmental officials to listen and talk to learners, as well as to motivate the other personnel such as the educators, may assist in the management of learner behaviour.

Educator B from School A argued, "...people from detention centres, ...prisons and so on...come and show practical examples of whatever misbehaviour they [the learners] commit that will end in them being inside other places...". Educator C of School B maintained, "We should invite somebody from the department...that will address the learners about the results of misbehaviour".

He further called upon officials to be part of school based campaigns that are aimed at managing learner behaviour, "... [School based] campaigns like adopt-a-cop shouldn't only come to school...they must be part of ...activities of the school...". Educator B of School C agreed, "...I think they need to come down [visit schools] and then maybe we have those campaigns...". In his comprehensive school's discipline plan (see section 2.6.3 (e)), Rubin (2004:16) argued that schools should ensure that every staff member receives written material on the educational support system that includes a list of all the services available to learners and their families.

All RCL chairpersons in all the selected schools agreed that departmental officials need to provide schools with support in as far as policy documents that relate to learner behaviour are concerned. Furthermore, the RCL chairperson of School C argued that it would be appreciated if they [departmental officials] can visit the schools and talk to the learners, "...we have seen that ...some of the officials ...come and talk to learners [of other schools]...so they need to come also, talk to [our] learners, encourage them...". Furthermore, according to Rubin's plan (2004:164), there should be ongoing, coordinated, skill-based training opportunities for all personnel areas, such as school discipline policies, procedures and practices, prevention strategies, distinguishing discipline from punishment, anger management, conflict resolution, and building social skills, as well as self-discipline and personal responsibility.

- Principals and SMT members
 - (i) Be visionary [proactive] leaders

Principals should ensure that all the personnel, parents and learners are aware of the learner behaviour policies. The message should be communicated to learners during morning assemblies, to educators during briefing sessions and during staff meetings, and to parents during parents' meetings and by means of circulars sent to them.

In section 2.6.4 (iv) it was mentioned that Colvin and Edwards (1993:3) maintain that the principal is the key leadership component to the effective and sustained implementation of a pro-active approach. He must be visible [move around the classes] and provide a supportive role in the development and implementation of a school-wide discipline plan. The RCL chairperson of School A agreed that principals should, "...gather themselves with educators and...make some copies of the rules...give each learner...so that they must know which step must be followed". Principals should also take the time to show the learners that they care about them.

The RCL chairperson of School C could not contain his appreciation for his principal, "...*bana ba utlwana li principale* [children like the principal]...he is positive...asking each and every learner how he/she feels...". Such an attitude from the head of the institution can change the climate of the entire school. The RCL chairperson of School B indicated, "They [stakeholders] must have positive attitudes...if we all have positive attitudes we can live in a positive world".

According to the research report by Chisholm and Vally, 1996 on COLTS, mentioned in section 2.5.3, the management of instructional processes by the principal and his/her SMT should be aimed at attempting to improve learner performance and to achieve more certainty about their learning, as well as managing various kinds of learning processes. For the prevention of discipline problems, the school management team should always provide active leadership by specifying the roles of the principal, the deputy principal, and the heads of department. According to the deputy principal of school A, "The SMT is the torch bearer of everything in the school..." The principal of School B, on the other hand, described his and the role of the SMT as that of "...dealing with serious discipline issues...such as assault, theft and bunking classes...". The principal of School C maintained that his role and that of the SMT are to ensure that educators and learners conduct themselves properly, and that parents are involved in all school-related issues.

(ii) Talk to learners

According to Jones and Jones (1990:399), as referred to in section 2.6.1, discipline should be viewed as a process of teaching learners and educators alternative methods of meeting their personal and intellectual needs. In this regard, learner management programmes should be focused on training learners in new methods of structuring the learning environment, learning, interacting and solving problems.

It is therefore important for school principals to continuously talk to learners about behaviour issues during assembly, at sport meetings, RCL meetings, and during their routine school rounds. Educator B of School C argued that principals should always talk to learners, "...principals ...during assembly should time and again talk to learners...".

- Educators

- (i) Be role models and control your emotions

In section 2.3.2 it was mentioned that Matodzi (2000:16) argues that educators may cause disciplinary problems by showing little regard for the learners' feelings, by ridiculing and humiliating them, by using corporal punishment excessively, by coming to class unprepared, by being drunk, late and improperly dressed, and by giving learners difficult assignments with unreasonable and inflexible deadlines for their submission. The principal of School C agreed "...educators must be constantly working...teaching...doing revision...reading, giving projects or assignments. Kids must be busy..." According to the principal of School B, "...learners need to know what a particular educator expects from them whilst he or she is in the class...". In other words, educators have to communicate their expectations in respect of behaviour to their learners. The deputy principal of School A indicated, "...teachers must play the role of being role-models and learners should feel that they want to be like them or even more..." The RCL chairperson of School C contended that "...educators...must try their level best not to come to school with their emotions [they should not be emotional]". In essence, they should treat learners with respect and avoid insulting the learners when they are angry.

- (ii) Reach out [be approachable] and teach rules

According to Jackson (2002:10), as referred to in section 2.3.9, if an educator is well-mannered, pleasant, and treats his learners with respect, they will generally respond in the same manner. The RCL chairperson of School C contended that, "...educators...must try their level best not to come to school with their emotions [should not be emotional]". Matodzi (2000:16) argues (see section 2.3.2) that educators may cause disciplinary problems by showing little regard for their learners' feelings and by ridiculing and humiliating them.

The RCL chairperson of School B emphasized a positive attitude as an important character trait that educators need to have. According to him educators, "... must have positive attitudes." On the other hand, the RCL chairperson of School A emphasized the educators' roles of teaching learners class rules, "A teacher must teach a learner a certain rule, choose another...you must not do this in such a way... of doing this". Taylor (2004:58) agreed, as he called for the systematically teaching of rules to all learners (refer to section 2.4.3).

In section 2.6.1 (b) it was mentioned that Jones and Jones (1990:399) contend that educators do make a difference. It is therefore important that they be expected to implement effective instructional and management methods in the classroom. Educator C of School C maintained that learners must be very close to their educators and be free to discuss their problems with them without any fear. He argued, "Reach out to them...so that you can discuss with them...they must be free to... you...they must be open to you..." Educator D of School A agreed, "The educator has to ensure that there is...a positive relationship between the educator and learners." The principal of School C summed it all up when he suggested that the gap between learners and educators, as well as between parents and educators, must be closed. Educator C of School C emphasized the need to close the gap between educators and learners, "...they must be very close to us...". She further maintained that, "If they are close to you, they can be...they can say whatever they want to say...".

(iii) Engage in teaching activities

In section 2.4.1.2 (a) it was indicated that the Department of Education (2000:13) argued that educators should manage the learning process and the learning environment enthusiastically and professionally. The principal of School C maintained that educators should be constantly teaching. He contended that "...kids must be busy...". He further argued, "As long as children are busy there will be a minimal of disciplinary problems". As indicated in section 2.4.1.2 (a) by the Department of Education (2000:13), educators should ensure that there is always something to do for those who finish early.

Learners should be made to focus on classroom activities at all times so that they don't have opportunities to misbehave. Educator B of School C maintained, "If an educator goes to class being not prepared it will also have a negative effect". He further contended, "They [learners] know that not even if we just stay there and not do anything that ...teacher...won't say a word..."

- The parents

(i) Visit the schools

Vandergrift and Greene (1992:57), as referred to in section 2.5.4, contend that a popular notion of parental involvement is that parents are involved when they actively participate in school-sponsored activities, such as coming to parents' meetings, or when they help their children in ways visible to them [children] and others, such as reading to them or assisting them with homework. As they avail themselves to school to help solve their children's misdemeanours the parents should focus on positive interventions, namely: - forms of restorative justice, instead of punitive and judgemental approaches during informal disciplinary hearings. Furthermore, they should ensure that the hearings conducted are fair and to the satisfaction of all involved, by listening to all involved [due processes]. The deputy principal of School A indicated that some parents "...may say a learner...is not involved in certain misbehaviour but when doing a follow-up you'll find that the parent knows exactly..." The parents should talk to their children about the school's Code of Conduct, and how they are expected to behave themselves. The principal of School B further maintained that, "Once learners become aware that there is a gap that exists between educators and parents, they know that even if they misbehave within the school...parents will not know..."

According to the Western Cape Education Department (2007:1), parents should create quality time with their children, because time with family and parents is vitally important for the emotional and social development of their children. The RCL chairperson of School C mentioned that some parents never spend quality time with their children. It is therefore important that parents should avail themselves at school when requested.

The RCL chairperson of School C further maintained, "...parents [must] come and ask about their children... how he/she behaves and participates at school...". When they talk to their children, the parents should remember that adolescents want to be acknowledged and to give expression to their feelings. The parents should acknowledge this, listen with understanding, and only act as guides. It is on this basis that the Western Cape Education Department (2007:1) prefers that parents should listen rather than talk to their children. The RCL chairperson of School A preferred a round-table conversation where children would sit down with their parents and be open about their lifestyles. He argued, "...parents at home...should gather themselves. Sit down and talk about their lifestyles".

In other words, there should be healthy parent-child relationships, in line with the "closing of the gap between parents and children" that the principal of School B and educator A of School C spoke about. The chairperson of School B summed it up by saying, "...if we all have positive attitudes we can live in a positive world". Apart from being involved in school activities, the educators of all three schools agreed that there should be collaboration between parents and educators. Educator A from School C maintained, "Parents should be encouraged to attend parents' meetings, to attend book-viewing, open days. The parents should know what is happening in the school...". Educator B from the same school contended, "...if...the parent is not satisfied about the behaviour of the child the parent must contact that class educator and...if I am not satisfied I must contact a parent so that we can...help the learner". In School B educator A encouraged parents to participate in drafting the school's Code of Conduct, "...when you try to curb this misbehaviour... you need to involve learners, parents...all the stakeholders should own the document...". In School A educator C further maintained, "Even in the meetings with the parents we normally talk to them and tell them what it is that the school wants from their children and then...parents ...would send the message to their children...".

- The learners
 - (i) Be involved and exercise self-discipline

According to the Western Cape Department of Education (2007:5), as quoted in section 2.4.5, the learners are not only to develop the rules but also support them, thus, in the process, build their self-esteem and improve their learning. Learners should communicate with fellow-learners, and discuss their frustrations and fears in their RCL meetings.

The principal of School B contended that as members of the RCL, learners are used in most schools to curb misbehaviour. According to the principal of School B, “Members of RCL are expected to relay that [code of conduct] to other learners in the classrooms with the class teacher and...to behave in a particular way...”. Emphasizing self-discipline the RCL chairperson of School A maintained that, “...those who behave well...should gather themselves so that...other people could see a different way toward them”. According to the Department of Education (2000:14), as referred to in section 2.4.1.2 (j), educators should provide opportunities for the learners to be responsible.

Such responsibility would provide learners with a sense of self-worth, as well as with their ability to take responsibility, as alluded to by the RCL chairperson of School C, “...each and everyone of us can try to come into the picture...”, meaning that they have to take initiatives. In section 2.6.2 it was mentioned that Jan Borelli’s school-wide discipline plan (1997:69) departs from the widely-held philosophy that applauds, among others, the role of learners who are learning self-discipline. Self-discipline has to be emphasized. Educator A of School B argued that learners need to be properly guided in order to be able to exercise self-discipline. According to him, by means of a well-drafted Code of Conduct, developed through the tireless efforts of educators, parents and learners, which he called a “working document”, a learner will know exactly when doing something wrong. He maintained that this exercise would ensure that the learners develop holistically which means they will not only be academically competent but will also develop social skills as well. He argued, “We should allow them to grow as learners but we should guide them...”. According to the interviewees, learners have to be encouraged to exercise self-discipline by ensuring that they take full responsibility for their actions, that their obligations to adhere to the Code of Conduct are monitored, their continuous display of acceptable behaviour is rewarded, the educators set correct and acceptable standards of conduct, and that experienced and skilful orators are invited to mentor and motivate learners with regard to acceptable behaviours at school and in society as a whole.

4.4 SUMMARY

In this chapter the research findings in respect of the research questions formulated in Chapter 1, were discussed. The research findings were based on the observations that were done, on the documents that were analyzed, and categories and sub-categories that were identified and formulated from the individual interviews conducted with the principals and the RCL chairpersons, and the focus group interviews conducted with the educators.

The following last chapter, Chapter 5, will deal with the summary and conclusions of the research. It will also contain recommendations for educators to implement behaviour management strategies for the entire schools and the classrooms in particular. Recommendations will also be made for further study and investigations.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 INTRODUCTION

In Chapter 4 the researcher reported on the analysis of the data and the interpretation of the research results. The research findings in respect of the research questions formulated in Chapter 1 were discussed. These research findings were based on the observations that were made, on an analysis of the documents, and the main categories and sub-categories that were formulated from the individual interviews conducted with the principals and the RCL chairpersons, and the focus group interviews conducted with four educators from each of the three schools.

This chapter will focus on a summary and conclusions of the research. It will also contain recommendations for educators in respect of classroom and school-related aspects of managing learner behaviour, as well as recommendations for further study and investigations.

5.2 THE FOCUS OF THE RESEARCH

The purpose of this research was to investigate the management of learner behaviour in secondary schools. The assumption of the study was that there are alternative learner behaviour management techniques that educators may use, and also methods of managing discipline without inflicting pain on learners.

The research was guided by the following research question: - How should learner behaviour be managed to ensure the realization of effective teaching and learning in schools?

Additional questions were:-

- What are the factors that contribute to misbehaviour at school?
- How does misbehaviour impact negatively on teaching and learning activities?
- How can educators prevent and manage learner misbehaviour during teaching and learning activities?
- How should schools manage learner behaviour in a comprehensive manner?

The general aim of the study was to investigate ways of managing learner behaviour that would create classroom conditions that are conducive to teaching and learning. To achieve this aim the following objectives were identified, namely

- to explore and investigate the factors that contribute to misbehaviour at schools;
- to determine how misbehaviour impact negatively on teaching and learning activities;
- to determine how educators can manage learner behaviour in their classrooms;
- to identify and develop effective measures of managing behaviour in the entire school and in the classroom in particular; and
- to provide recommendations and guidelines to enable schools to develop whole-school learner behaviour strategies.

5.3 SUMMARY OF THE STUDY

The study dealt with the question of how school principals, educators and learners manage learner behaviour in the entire school as well as inside the classrooms for the effective and uninterrupted realization of teaching and learning.

In Chapter 1 the research study was introduced. The most important aspects discussed included, among other things, the statement of the research problem, and the aims and objectives, the clarification of a number of concepts, the design of the study and the methodology of the research that were to be used, a summary, as well as the division of chapters.

In Chapter 2 the literature in respect of misbehaviour, discipline and learner behaviour management in the school and the classrooms was reviewed in detail.

This entailed an in-depth study of the following three issues, which provided a theoretical framework for the study:-

- * factors that contribute to misbehaviour;
- * classroom-related aspects of managing learner behaviour; and
- * whole-school related aspects of managing learner behaviour.

Chapter 3 covered the use of a qualitative approach to research where the design and methodology of the study were presented.

This was done with reference to data collection and data processing, sampling and the selection of participants, the analysis of the data, and trustworthiness. A purposeful sample of three secondary schools enabled the researcher to obtain in-depth information on the topic under review. Participants in the data collection process were identified, measures to ensure the trustworthiness of the research, as well as ethical measures, were discussed and clearly explained. Individual interviews with the principals and the RCL chairpersons, and focus groups interviews with four educators in each school, participant observations, and an analysis of documents were used as the instruments to collect the data. Chapter 3 further served as the link between the literature review in Chapter 2 and the presentation and analysis of results in Chapter 4.

In Chapter 4 the research findings were discussed. The research findings were based on observations, the analysis of documents, and the main and sub-categories that were formulated from the interview data.

Finally, Chapter 5 consists of the summary and conclusions of the research. Also, recommendations for educators to implement discipline in the schools and classrooms effectively, and for further study on the topic are also provided.

5.4 SUMMARY OF THE FINDINGS

The important role of the educator in managing learner behavior in the classroom was prominent in this research. The responsibilities of educators in this regard, as highlighted in section 2.6, relate to preventing and remediating learner behaviour problems. Important aspects of classroom practice that educators have to deal with, as found in the research, are among others, the establishment of a sound classroom climate by means of the formulation of classroom discipline plans (see section 2.4.5). The research highlighted the fact that schools need whole-school discipline plans or programmes to manage learner behaviour properly. In terms of the research, for such plans to be successfully followed by learners, and for learners to respond with improved behaviour, the school and classroom climates have to be positive and safe, and the plan should be systematically taught and should correlate with the school's mission.

The following four key factors are crucial for the success of such pro-active discipline plans, namely the principal's active involvement and support, the display of a collegial spirit by all the staff members, the development of overall frameworks for the plan, and a specific step-by-step plan written and followed by everybody (Bowen, *et al.*, 2004:208).

In the following sections, the main findings of the research will be discussed.

5.4.1 Factors that contribute to learner misbehaviour

The research brought to the fore a number of factors that contribute adversely to the learners' behaviour, such as the abuse of drugs, the educators' poor management skills, the learners' family backgrounds, poor socio-economic factors, and inadequate school environments.

A number of learners continuously use drugs, especially dagga, at school during tuition time; some even sell such drugs to their school-mates. In section 2.5 it was indicated that Kgosana (2006a: 209) noted that gangs recruit members in primary and high schools, and gang wars often break out on the school grounds. The interviewees, specifically the principals, confirmed that the use of drugs in their schools by learners, and membership of gangs were prevalent (see section 4.3.3.1.i).

The research further found that learners are sometimes caught in gang fights where they compete for operational space, and where they have to belong to a specific gang for their safety to be guaranteed, and for survival.

The educators' poor classroom management skills were cited in this research as another cause of learner misbehaviour (see section 4.3.3.1.ii). In section 2.3.2 Matodzi (2000:16) is referred to as arguing that educators may cause disciplinary problems when they show little regard for the learners' feelings and by ridiculing and humiliating them.

All the interviewees, particularly the principals of all three selected schools, agreed that poor educator management skills, which include their inability to consistently apply classroom rules, failure to develop classroom discipline plans, a lack of challenge in their lessons, and their general attitudes towards the school system and the learners, are contributing factors to behaviour problems (see section 4.3.3.1.ii).

The research found that the family background of learners is another factor contributing to learner misbehaviour. Oosthuizen, for example, (2002:2) observed that in households where learners live with adults who are unemployed, where females or grandparents are heading these households, they [learners] become oblivious to discipline and order in the classroom (see section 2.3.7). The interviewees in all three schools concurred that because of family backgrounds where there is no proper management and discipline at home, where children assume more responsibilities than they are supposed to, anger builds up due to poverty, and all these issues contribute to learner misbehaviour (see section 4.3.3.1.iii).

School environments that are characterized by a lack of administrative support for staff members, a lack of staff agreement with policies, and the misuse of behaviour management procedures, were cited in this research as also contributing negatively to learner behaviour (see section 2.3.5). In the literature and empirical investigation it was found that some educators do not show compassion for their learners, some use vulgar language when emotional, others do not go to their classes during their lesson periods, while others publicly criticize their colleagues in front of the learners (see sections 2.3.2. and 4.3.3.1.iv). The research also cited a poor socio-economic situation as another contributor to learner misbehaviour (see section 4.3.3.1.v).

Pienaar (2003:281) maintains that the disruption of family life has brought an unstable network of social relationships (see section 2.3.8). The most apparent of these socio-economic factors, as referred to in section 2.3.8, are female and child-headed families, a lack of proper living space, and moral degradation. According to a research report commissioned by the Gauteng Department of Education (Chisholm & Vally, 1996), as quoted in section 2.5.3, high unemployment rates and rivalry over scarce resources in the surrounding communities contribute to social problems, such as theft and vandalism of school property, gang wars, and drug trafficking.

5.4.2 Classroom-related aspects of managing learner behaviour

The research highlighted a number of classroom-related aspects of managing learner behaviour, such as isolating the misbehaving learner, the formulation of classroom discipline plans, the educators' classroom management skills, and teaching the rules.

Isolating the misbehaving learner to a demarcated corner of the class is one of the measures cited as effective in the classroom management of learner behaviour. Glasser (Wolfgang, 1995:110), as referred to in section 2.4.2.1(b) contends that the use of isolating the misbehaving learner provides an opportunity for the learner to sit quietly and think about a plan to re-enter the classroom milieu. Furthermore, in section 2.4.1.2 (j) it was indicated that Mayer (2002:87) advocates for an instructional approach that educates youngsters how to behave, instead of reactive and punitive approaches. The interviewees agreed that misbehaving learners should be isolated to a place inside the classroom so that they cannot interfere with the flow of the lesson (see section 4.3.3.3.i). They also contended that misbehavers should not be removed from the classroom, but should rather stand a distance from the rest of the class, where they can listen to the educator (see section 4.3.3.3.i).

The research found that the use of a classroom discipline plan could provide a guide for educators to effectively manage their classrooms. According to Wolfgang (1995:252), as quoted in section 2.4.5, a classroom discipline plan must contain a clear statement of classroom rules, which should be visible in the classroom at all times. In terms of the South African Schools Act, Act 84 of 1996 (RSA, 1996a), as quoted in section 2.4.5, discipline must be maintained in the classroom to ensure that the education of learners proceeds without disruptive behaviour and offences.

The Western Cape Department of Education (2007:1), as quoted in section 2.4.5, maintains that the classroom discipline plan should consist of the purpose of the discipline plan, the classroom Code of Conduct, communication channels, discipline procedures and common area behaviour expectations. There were no specific classroom disciplinary plans or policies in any of the three schools, except for a few classroom rules in some of their classrooms (see section 4.3.2.4).

During the interviews the educators agreed that there exists a need for a discipline plan that will explicitly stipulate classroom rules that learners have to follow, the consequences of breaking those rules, as well as rewards for well-behaved learners (see section 4.3.3.3.ii). The educators' classroom management skills also featured well in the research study (see section 2.4.1.2). The research found that some educators are biased in their application of the consequences of breaking the rules (see section 4.3.3.3.ii). The RCL chairpersons maintained that educators need to be less emotional when dealing with learners, and should also be compassionate.

The interviewees contended that the classroom rules have to be explicit, and must be affixed to the wall for everybody to see, as part of the educator's plan aimed at bringing order in the classroom (see section 4.3.3.3.ii). Rewards should be consistently given to well-behaved learners.

The interviewees agreed that the learners need to be made aware of the South African Schools Act, the school's Code of Conduct, and the school rules in general (see section 4.3.3.3.iii). This has to be done by the educators teaching the rules in their classes, by the principal's constant reminder of the rules during assembly, as well as through organized campaigns where departmental officials and other stakeholders are invited to motivate the learners (see sections 2.4.1.2.b and 4.3.3.3.iii).

5.4.3 Whole-school related aspects of managing learner behaviour

The research identified a number of school-wide related aspects of managing learner behaviour, such as involving the parents, developing a Code of Conduct, and modelling good behaviour. The research found that parental involvement in school activities, both academic and non-academic, is of paramount importance (see section 4.3.3.4.i). The interviewees named parental involvement as one of the effective measures of curbing learner misbehaviour in their schools (see section 4.3.3.4.i).

The research further found that involving parents as part of the team that deliberates on the misdemeanours of their children, and of finding solutions on how best to redirect their behaviours, helps learners to change their behaviour for the better. The educators were of the opinion that parents should maintain appropriate discipline at home so that even when they are summoned to school for their children's misdemeanors their [parents] presence would remind their misbehaving children about their behaviour teachings at home (see section 4.3.3.4.i). Pienaar (2003:261), as quoted in section 2.5.4, mentioned that the involvement of parents is essential in maintaining discipline, both within and out of the school.

Furthermore, the Department of Education (2000:49) regards parental involvement as one of the most important factors leading to a successful schooling experience (see section 2.5.4). Although the interviewees disclosed that they only involve the parents specifically when their learners have misbehaved, the literature goes further than that namely according to Pienaar (2003:269) as referred to in section 2.5.4 parents can feature in a number of areas of involvement, such as becoming involved with the drawing up of the Codes of Conduct at the school; attending parent's evening at school, and helping children in doing their homework, assignments and projects; becoming involved in the governing body of the school; and also being involved with the discipline procedures.

The research found that the Code of Conduct was one of the measures of curbing learner misbehaviour considered to be effective by the participants (see section 4.3.3.4.ii). Section 8 of the South African Schools Act, Act 84 of 1996 (RSA,1996a), as quoted in section 2.5.1, compels the School Governing Bodies of public schools to adopt codes of conduct with the aim of establishing disciplined and purposeful environments to facilitate effective teaching and learning in the schools. Matodzi (2000:20) contends that the Code of Conduct is not a permanent document, but should be reviewed on an on-going basis (see section 2.5.1). All the interviewees agreed that the School Governing Bodies should develop codes of conduct for learners in cooperation with the educators, the learners and the parents (see section 4.3.3.4.ii). However, when the documents were analyzed it was found that only two of the three participating schools had Codes of Conduct (see section 4.3.2.2.).

Modelling good behaviour appears to be another effective measure of curbing learner misbehaviour, according to this research. According to the T.E.T model, as quoted by Wolfgang (1995: x) in section 2.4.2.1 (a), educators should model behaviour that reflect their values and their philosophies of life to the learners.

The interviewees maintained that the educators' behaviour should be exemplary, as they are the learners' role-models (see section 4.3.3.4.iii). Furthermore, the interviewees argued that the educators should create healthy relationships with their learners, so as to make it easy for learners to confide in them (see section 4.3.3.4.iii). In other words, relationships of trust and honesty should be nurtured between educators and learners.

5.4.4 The school-wide discipline plan

School discipline involves more than simply educators in the classrooms, it involves a holistic approach in which a number of people are involved. A school-wide approach is more effective than any single classroom programme in addressing the challenges of maintaining discipline and reducing problem behaviour in the school setting.

The classroom-based and school-based factors of managing learner behaviour, as discussed in sections 2.4 and 2.5 respectively, provide the basis for an ideal, integrated school-wide discipline model. These factors include *preventative practices*, which are a common denominator in all four school-wide discipline models discussed in section 2.6, as well as *remediating discipline problems* through a holistic approach to a whole-school discipline plan. In essence, the school-wide discipline model should be based on the widely accepted philosophy of the school, which is derived from the vision and mission statement the school has developed.

The whole-school discipline plan should include, among other things, the total staff commitment to the school-wide discipline philosophy towards managing behaviour, the school-wide rules, common area routines, a system for organizing expected learner behaviours, a description of the consequences for infractions, a system for communicating instructions and information to learners and educators respectively, and a plan for training. The success of any school-wide discipline plan depends on the level of cooperation among all the staff members, including the school administrators, the parents, the learners, and other important stakeholders, such as departmental officials and the family members of misbehaving learners, as referred to in section 4.3.3.5.

The following is a conceptual model of how the holistic school-wide discipline plan could function.

SECTION A: PREVENTING DISCIPLINE PROBLEMS		
Responsible person	Roles and responsibilities	Various activities
School Management Team.	Provide leadership.	Launch awareness campaigns and implement discipline policies.
Educators.	Create healthy learning environments and prepare well for lessons.	Encourage group-work; run smooth teaching lessons and expect cooperation.
SGB and Parents.	Provide direction on policy issues.	Revise the Code of Conduct and hold regular meetings with parents.
Representative Council of Learners.	Promote positive learner spirit, culture and good discipline.	Organise social activities; promote learner involvement and hold regular meetings with learners.

SECTION B. REMEDIATING LEARNER DISCIPLINE PROBLEMS		
Responsible person	Roles, responsibilities	Various activities
School Management Team.	Involve parents.	Organize interviews with parents about the behaviour of learners
Educators.	Apply discipline fairly.	Punish in accordance with the school's and the classroom's Code of Conduct.
The SGB and parents.	Conduct fair hearings.	Focus on positive intervention (restorative).
Representative Council of Learners.	Communicate with fellow learners.	Discuss learner frustrations and fears.
Class Monitors and Prefects.	Liaise with educators.	Liaise with class educators about learner issues and their grievances.

Table 5.1. A conceptual model of a school-wide discipline plan

This school-wide discipline model has two sections, section A which deals with the prevention of discipline problems, and section B which deals with the remediation of discipline problems. It is the responsibility of all stakeholders to prevent discipline problems from occurring, and to remediate such problems when they occur.

Section A: Preventing discipline problems

(a) The SMT

In preventing discipline problems the School Management Team should always provide active leadership by specifying the roles of the principal, the deputy principal, and heads of department.

(i) The school principal: - He/she should ensure that all the personnel, the parents and the learners are aware of the learner behaviour policies. The message should be communicated to the learners during morning assembly, to the educators during briefing sessions and staff meetings, and to the parents during parents' meetings and by means of circulars sent to them. Furthermore, the policies should also be communicated in the school newsletter, and be put on notice boards throughout the school. The principal should also see to it that the discipline policies are implemented. This could easily be done following on staff development sessions on learner behaviour management and orientation programmes for new learners at the school.

(ii) The deputy principal: - He/she should be responsible for the application of discipline, and support the principal in promoting a positive culture of discipline. He/she should also be in charge of the RCL and the prefects.

(iii) The heads of department: - They should frequently hold meetings with the grade heads or senior educators and the phase leaders, and discuss disciplinary tendencies and concerns in the whole school. They should also consult with community organizations, such as the community policing forums (CPF), and non-governmental organizations (NGOs). The grade heads or senior educators should organise meetings with the grade, learning area or phase educators, and identify possible referrals to the whole-school support team.

(b) The educators

The educators should create learning environments that allow focused and supervised discussions between learners. They should monitor the learning process and encourage learner co-operation, present well-prepared lessons, and provide feedback to learners during lessons.

The educators should also anticipate misbehaviour, and be able to deal with it promptly, fairly and consistently. They should teach the class rules, so that everybody may be familiar with them. It is important for the teacher not to sit while teaching, to avoid learners losing interest in the lesson, and misbehaving.

(c) The SGB

The School Governing Bodies should develop and revise the Codes of Conduct for learners in cooperation with the educators, the learners, and the parents. It is the duty of the SGB to create disciplined and goal-orientated school environments by ensuring that schools have proper and realistic mission statements around which school philosophies should be created.

(d) The RCL

The Representative Council of Learners should encourage their fellow learners to take part in the sound functioning of the school by means of the roles in the sports, academic and administrative functions that were allocated to them. The Representative Council of Learners should hold regular meetings and discussions with fellow learners around issues that affect all of them [learners] around the school.

(e) The prefects

Class monitors and prefects should promote good discipline inside the classrooms and on the school premises, while, at the same time, promoting classroom pride, and ensuring a clean and tidy classroom. They should also monitor class attendance, as they assist the class educator in his/her daily classroom management chores.

Section B: Remediating learner discipline problems

(a) The SMT

As member of the School Management Team, it is the duty of the principal to hold interviews with the parents about the misbehaviour of their children.

- (i) The principal: - When deliberating about learner behaviour problems the principal should ensure that all cases are dealt with fairly and consistently.

(ii) The deputy principal: - He/she should support the principal in the application of the discipline measures as contained in the school discipline policy.

(iii) The heads of department: - The HoDs should provide feedback to the SMT regarding the recommendations and interventions of the school support team. The role of the grade head or senior educators is to manage and control the administrative system of discipline referrals and interventions, and to keep record of discipline problems, referrals and interventions, in order to monitor school discipline tendencies for future planning and evaluations.

(b) The educators

The educators should not punish the whole class for the deeds of the few unruly learners. They should rather ensure that the offenders bear the consequences of their behaviour, as contained in the classroom and school Codes of Conduct.

(c) The SGB

The members of the School Governing Body should ensure that the disciplinary practices of the school are conducted within the framework of the South African Constitution, Act 108 of 1996 (RSA,1996b), and the South African Schools Act, Act 84 of 1996 (RSA, 1996a). Disciplinary hearings should be fair, and focus on positive intervention as a restorative option.

(d) The RCL

While they may not be part of the disciplinary hearings, the Representative Council of Learners should participate in the activities of the School Governing Body, promote positive communication with the educators and the school management, and make use of the communication channels available to discuss learner frustrations and fears.

(e) The prefects

The class monitors and prefects should liaise with the educators on learner issues and grievances through the relevant channels of communication.

5.5 CONCLUSIONS

How the research succeeded in addressing the research questions as stated in Chapter 1, will be discussed in the following section.

5.5.1 The factors that contribute to learner misbehaviour at school

It is clear that a number of factors contribute to misbehaviour at schools. These include socio-economic factors such as the abuse of drugs and the learners' family background, and within the school, the classroom management skills of the educators. The application of punitive measures at school to manage learner behaviour, with some educators not attending positively to their learners' social or academic behaviour, further promotes the learners' anti-social behaviour. Such negation of positive, social and academic behaviour are likely to promote learner aggression. Schools can contribute to minimizing the in-school factors by adhering to policies such as the Code of Conduct, and by following the school's operational procedures.

5.5.2 How the misbehaviour of learners impact negatively on teaching and learning activities

From the research it can be concluded that the misbehaviour of learners has a negative effect on a number of issues relating to a culture of teaching and learning. The poor school attendances of learners result in poor performances in class, which ultimately leads to a high failure rate. The research found that the schools which perform poorly during the final matric examinations, are often those with misbehaving learners (see section 4.3.3.2.ii).

Contextual factors such as academic failure, large and overcrowded classrooms, and rigid and unnecessary rules, trigger school environments that promote anti-social behaviour, which further leads to poor school attendance, and subsequent misbehaviour.

Learners who find themselves in these situations miss valuable teaching and learning activities, as well as the opportunity to learn, and to catch up on what they do not understand. This further leads to poor performance during assessment activities, with a low average pass-rate for the school.

5.5.3 How educators can prevent and manage learner misbehaviour during the teaching and learning activities

The research highlighted the fact that educators need to be pro-active in their daily dealings with learners in the classrooms.

Preventative measures have to be in place to assist educators in preventing classroom discipline problems such as, for example, by ignoring minor incidents, attending to misbehaviour incidents without disrupting the lesson, and by maintaining the momentum of the lesson without consulting notes. The research emphasized the importance of the educators' ability to personally deal with discipline problems, and not to refer every misbehaving learner to the principal. Principles of classroom management, such as monitoring classroom activities, marking learners' work, providing feedback through conversations with them, as well as having realistic expectations in terms of their behaviour and their learning, can help educators to minimize problems of inattention and misbehaviour. Unanticipated problems sometimes do occur, even after the application of preventative measures. As a measure of classroom management, educators should build good relationships with their learners, and ensure that they understand their obligation of adhering to the classroom discipline plan. In such an environment a healthy classroom climate will prevail, where every learner will be proud of being a member of that specific class.

5.5.4 How schools should manage learner behaviour in a comprehensive manner

The research emphasized the need for schools to develop school-wide discipline plans that involve all the relevant stakeholders, to be able to effectively manage learner behaviour and to prevent school discipline problems. School discipline involves more than just educators in the classrooms, it involves a holistic approach in which a number of people are involved.

This research highlighted the effectiveness of a school-wide discipline approach, more than any single classroom programme, in addressing the challenges of maintaining discipline and reducing problem behaviour in the school setting.

5.6 RECOMMENDATIONS

The following recommendations are made for educators to effectively manage learner behaviour both in the classrooms and in the entire school, so that a culture of learning and teaching can be realized.

5.6.1 Recommendations in respect of classroom-related aspects of managing learner behaviour

- Educators should develop classroom discipline plans that include classroom rules, the consequences of breaking the rules, and rewards for good behaviour. Also, school policies, Codes of Conduct for both learners and educators, and RCL policies with clear instructions should be developed.
- Educators should know and understand the family backgrounds of their learners, and keep contact with the parents or guardians. In cases where the learner's family problems affect his/her school-work, the social services officials should be contacted immediately.
- Furthermore, educators should model good behaviour by displaying exemplary conduct.
- They should sharpen their classroom management skills, such as preparing well for lessons, foreseeing discipline problems before they occur, and they should be able to resolve them, and redirect misbehavers to their class tasks without interrupting the lessons.
- Educators should, furthermore, teach learners the rules in their classes, during assembly, and during organised campaigns.

5.6.2 Recommendations in respect of whole-school learner behaviour strategies

- The School Management Teams should employ the services of counsellors, such as psychologists, immediately after discovering the abuse of drugs by learners.
- They should create school environments that are conducive to learning and teaching. This could be realized if all the school policies are in place and consistently enforced, if there exists agreement among educators about policies and procedures, if the staff members and administrators support each other, and if there is no bias when implementing procedures and resolutions.
- Schools should set expectations for learners that are possible to attain, both in respect of the academic and non-academic activities of the school.
- The School Management Teams should develop regulations on school attendance and the non-attendance of classes.
- Educators should involve parents in all school activities, including learner discipline hearings, parents' evenings, school book viewings, School Governing Body activities, and in individual meetings or interviews with educators.
- Educators should embark on a whole-school discipline plan (see section 5.6) that will involve educators, parents, community leaders, professionals and learners, as well as persons who are able to help schools to prevent or reduce problem behaviour, and to increase learning across the entire school environment.

5.7 RECOMMENDATIONS FOR FURTHER RESEARCH

It is recommended that researchers undertake studies to bring about more insight into how the school environments exacerbate learners' problem behaviour, and how it can be addressed. Such research could provide guidance and recommendations for schools to nurture organisational cultures and climates that would provide them with environments conducive to teaching and learning, without the hindrances of problem behaviour.

5.8 CONCLUDING REMARKS

The significance of this study is that there are learner behaviour management techniques available that schools and individual educators can apply so that effective teaching and learning can take place.

This study, furthermore, signifies the importance of developing discipline plans and adhering to them, as well as comprehensive school policies and procedures that learners are made aware of.

Apart from planning, organizing, and creating a positive learning climate and environment, classroom management has become the key factor that includes classroom teaching, the facilitation of learning and teaching, learner motivation, the arrangement of space inside the classroom for easy movement, managing learner behaviour, and lesson and time management. The school principals have to increase their visibility and their informal involvement in the school, as well as their interactions with the learners. It is expected from the principals to encourage the educators to handle all the classroom discipline problems that they can, and to support their decisions, and enhance their skills as classroom managers and disciplinarians. The educators will then realise that a classroom climate based on mutual respect, where the learners feel safe, will decrease the need for disciplinary action, and will develop learners' abilities to practice self-discipline.

Finally, the achievement of a sound culture of teaching and learning depends on the active involvement of all the departmental officials, the school principals, educators, learners, the parents and the community members in all the school activities. Taylor (2004:57) advocates for a pro-active school-wide discipline plan that could be utilised by the whole school, to prevent behavioural problems. Colvin and Edwards (1993:3) further contend that a comprehensive school-wide discipline model that is designed to address discipline at school is still needed, as there exists no single model that can successfully work for all the learners at all times.

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APPENDIX 1

Interviews with the School Principals

1. How would you describe the general behaviour of your learners?
2. What would you say are the factors contributing to learner misbehaviour at your school?
3. What negative impact does the learners' misbehaviour have on their overall learning?
4. What common school-wide measures do you employ to manage learner behaviour in the entire school?
5. What do you think should be the role of the SMT and the principal in particular in learner behaviour management at school?
6. What do you suggest should educators do to manage and control learner misbehaviour in their classrooms?
7. If you were in charge of the JC Motaung Circuit, what learner behaviour management strategies would you recommend for the other schools?
8. In your opinion, what role should each stakeholder (departmental officials, SGB, parents and learners) play in curbing learner misbehaviour?

APPENDIX 2

Interviews with the RCL Chairpersons

1. In your opinion, what makes learners misbehave?
2. How does the background of the learners contribute to their misbehaviour?
3. In your opinion, what are the negative consequences of learner misbehaviour at school, and particularly in the classroom?
4. What is the contribution of the RCL in drafting the school discipline policy?
5. What should be done to promote positive learner behaviour?
6. In what ways can each stakeholder (departmental officials, principals, educators, parents and learners) assist the school to curb learner misbehaviour?
7. Which behaviour management strategies do you consider effective in the classroom and the school in general?
8. Some people argue that if education officials could return to the old ways of forcefully enforcing the school rules discipline in schools could be restored. What is your opinion on this point?

APPENDIX 3

Focus Group Interviews with Educators

1. What would you say are the main factors or causes contributing to learner misbehaviour?
2. How do the school, home and society contribute to negative learner behaviour?
3. What is the negative impact of learner misbehaviour on the school culture of teaching and learning?
4. How does learner misbehaviour affect classroom order?
5. How do you deal with learner misbehaviour in the classroom?
6. What are the most common strategies that you employ to curb misbehaviour in the entire school?
7. Some classroom behaviour control measures, such as detention, picking up papers and sending the misbehaving learner out of the classroom are considered as ineffective in some schools. How would you make them work in your school?
8. Among the behaviour control measures that you currently employ, which ones would you say are effective, and why?
9. What role should each stakeholder (departmental officials, principals, educators, parents and learners) play in curbing learner misbehaviour?

An example of an interview transcript with the Principal

Interviewer: *If we may begin Sir, how would you describe the general behaviour of your learners?*

Principal: Yah...I would say basically we don't have serious behavioural problems, yah...the discipline is there at a better percentage although yah...one or two you'll find that now because of family backgrounds misbehaviour of some drugs, some weapons, generally we are happy.

Interviewer: *What would you say are the contributing factors to learner misbehaviour at your school?*

Principal: Err...sometimes if children are not kept busy they misbehave. Sometimes children have inner problems that you might not see from outside. You'll find out now because of the background children from home there is no proper management from home, there is no proper discipline from home. Parents do not look after them well, others stay all by themselves, other are heading families as children and that really a child can not be a child anymore, he becomes...he assumes more responsibilities than that of a child therefore you'll find that now sometimes the anger in children also contributes, based on poverty from home that now I don't have the following needs that I must have like all other children.

Interviewer: *You said if they are not kept busy. Kept busy by...?*

Principal: Educators in the classes, that now...if the class has discipline problems then you must check on the classroom management of the teacher whether it is well they're kept busy because as long as children are busy there will be minimal disciplinary problems.

Interviewer: *Ok, what negative impact does their misbehaviour have on their overall learning?*

Principal: Definitely, they can not prioritize, you'll find that now, most of them especially those who might be members of the gangs, they... gangsterism, discipline and education do not go along, definitely. Therefore you'll find that now their performance drops. Yearly...yearly it drops. You'll find that now a child comes in here at grade 8 being above average but because of some intermingling with other characters which are not err... err...up to scratch like criminals there are those delinq...delinq...criminals that now.... You find that they influence one another and at the end of the day you find that this child can not even reach grade 10 or grade 11 because performance drops every year, year in and year out.

Interviewer: *Ok, what common school wide measures do you employ to manage learner behaviour in the entire school?*

Principal: Application of the school [code of] err...conduct, the learner conduct that now punctuality is virtue, that now they must always be at school, there must always, ...the measures that we,...although the penalties are not as many as we would like to have but minimal as they are like detentions, like giving them some manual work here and there. You know that's one way or the other of trying to...to...to control discipline within the institution and also the involvement of the parents. We have what we call the intervention form that when a learner misbehaves grossly we refer the case to the parent, the parent must come in. Until the parent comes in the learner can not be allowed in the classroom. For the sake that now when they fear not to be in class they bring the parent and then the parent becomes aware of their misconduct.

Interviewer: *Does the abolishment of corporal punishment has an impact on their misbehaviour?*

Principal: Definitely, I can say yes because there is nothing to fear. Children are immature. Children need to fear something so that they can not do that.

Interviewer: *Ok, alright. What do you think should be the role of the SMT and the principal in particular in learner behaviour management at school?*

Principal: The principal and the SMT, they need to work hand in hand to ensure that now teachers also conduct themselves properly, learners conduct themselves properly, there is involvement of parents in the discipline and policy of the institution. In fact in all the school policies that are available parents must be part thereof so that now even at home parents are able to encourage learners that now this is the route that they must follow from your school.

***Interviewer:** Ok, what do you suggest should educators do to manage and control learner misbehaviour in their classrooms?*

Principal: They must be constantly working in any form, maybe the teacher teaching; maybe they are doing the revision, then reading, giving even the project or assignment. Kids must be busy. Yah...and the classroom rules must be explicit. They must be on the wall. They [learners] must be reminded now and then that this is how we behave in the classroom, definitely. Therefore discipline is something that you must fight for. Now and then you remind them, you drill it in them, yes!

***Interviewer:** In a way discipline must be taught?*

Principal: Discipline must be taught, definitely?

***Interviewer:** Err...number seven, if you were in charge of the JC Motaung Circuit what learner behaviour management strategies would you recommend for other schools to use?*

Principal: Mhm...it is err...very, very costing this one. I think the thing is, copying from what we are doing from our institutions that now, err...err...the kids must be proud of their own institution. Like for instance our motto says, "nothing but the best", reminds them that we need nothing but the best and educators also should drill it in our children that now discipline, punctuality, those are virtue. They are very important and there must be...you must always try to raise the standard every year, particularly using grade 12 results as a measure stick. You need to find that now every year we need to improve more than last year so that we give others motivation...children motivation. Even teachers get motivated in realizing that ...they are producing up to the maximum so that they can give out.

Interviewer: *The pride of the school. Teachers also talked about it, is it something that you preach to your teachers and learners?*

Principal: Definitely, definitely err...that's...we cannot. It is our verse that we read from the bible here at school. It is very important that we should not forget our own aim of being here and we shouldn't...we should always remind them that now, there are ... five high schools in the township. They are not just one of the schools but they are second to none. They must...they must maintain that!

Interviewer: *Alright, ok. The last one sir, in your opinion what role should each stakeholder play in curbing learner misbehaviour, departmental officials, SGB, parents and learners?*

Principal: I think departmental officials should just assist in making sure that now the different acts like SASA and all other acts are available and the principal, SMT and educators are aware of the acts and the policies that we must follow. Then the SGB should be part of decisions that we take here for infrastructure, for the buying of textbooks, for the payment of school funds, all activities of the school and different committees of the school. The SGB must be part thereof so that we become a triangle in the life of a child that now we are all together. We are all in that. Yah in whatever business that we are doing, we share the responsibility. And the learners should also, like for instance, this is a secondary school whereby our learners, the RCL is represented within the SGB that there are certain decisions that they must take, certain initiatives that they must come up with, like for instance now, they are planning to have Letsema as children that now they must clear their own premises, yes, therefore in that way you teach them responsibilities and accountability that now it is not only teachers and parents who must look after the school, all of us must look after the school because it is your school, it must be healthy, it must be happy to be here, it must be safe to be here. Therefore they must just take part.

Interviewer: *Talking about learners' meneer, I realize that there are RCL and there are head boys and head girls, what is the difference between the RCL and head boys and head girls?*

Principal: It must be part of it. The head boys and head girls are leaders of the RCL. And we also have political youth activities like COSAS. Cosas is very active here, but it is political but it has been given platform to practice their own activities but not influencing the manner in which the school should run. It is only the RCL that has a legal stature in the running and governing of the institution.

Interviewer: *Ok, thank you very much for your time, that is the end of our interview.*

An example of an interview transcript with the RCL Chairperson

Interviewer: *Err...if we may begin with our interview. In your opinion what makes learners to misbehave?*

RCL chairperson: Err...I think as learners we are coming from different family backgrounds. Some of our parents (they) never had good quality time to talk to us...to teach us how to behave. Another thing I think also teachers, like in our school there is (are) some teachers who don't treat learners equally because that thing makes learners to...misbehave.

Interviewer: *How does the background of a learner contribute to misbehaviour?*

RCL chairperson: Mhm...like as I said we are coming from different backgrounds so some of the learners...they end up using those kinds of things that they used to do at home at school like for example we had some cases of learners who are stealing some are smoking...even some are...they coming with weapons at school.

Interviewer: *In other words you are saying if at home a learner's behaviour is not taken care of it will go on to the school.*

RCL chairperson: Because once at least...*hape le nto ya ure prinsipale are* (Sotho phrase for if the principal can say) you know if you do something like this end up going so far or maybe parents...they try to teach them some of the thing and they end up not doing them. So if learners...parents (they) didn't teach them they come up with that behaviour.

Interviewer: *Ok, then. In your opinion what are the negative consequences of learner misbehaviour at school and particularly in the classroom.*

RCL chairperson: Like ...in our school...we have to tell...we tell them like...we used to...we are working at an advantage...so if like these learners they misbehave first we start at the classroom they are going to fail that's the thing and another thing is they are not going to understand the basics of the subject that they are doing and at the end of the day they are going to fail teachers...teachers are not having quality time with them, they are not teaching them and that thing will also drop the percentage of the school.

Interviewer: *Ok, alright. What is the contribution of the RCL in drafting the school discipline policy?*

RCL chairperson: Err...last year we had the same thing...we are, each year actually drafting the learner discipline policy. Like...in our disciplining policy we...we don't like children to like...these forms, what do we call these forms [*intervention forms*].

Interviewer: *Consent forms. [These are actually **intervention forms**]*

RCL chairperson: Yah, consent forms [*intervention forms*] to go and sit at home because...there is no time...the syllabus must be done in June so there is no enough time you see. Yah...we are trying our level best that learners if they misbehave maybe they can get those disciplinary (*intervention*) forms to give parents.

Interviewer: *Mhm...in other words if the learner misbehaves the punishment that he/she gets is the one that others know because you took part in drafting the discipline policy, alright. What should be done to promote learner behaviour at school?*

RCL chairperson: Mhm...eish this one. I am not sure but I think as learners we need to acquaint to be...to that one...we need to be positive like another thing...another thing...like our school is nothing but the best, so that motto includes all learners to try their level best to promote this...learner behaviour.

Interviewer: *Ok, I get your point. Err... In what way can each stakeholder assist the school to curb learner misbehaviour? By...by stakeholders I mean departmental officials, principals, educators, parents and learners. How can each of them contribute or assist the school to...to stop learner's misbehaviour?*

RCL chairperson: Like I said before, parents...they need to set a good example to their children and learners for them to try to come to school each and every month or whenever they want to be available, to come and ask about their child (ren) how she/he behaves or participates at school and another thing to educators...they must...(try)... their... their level best not to come with their emotions at school... whether...once a learner misbehaves you tell her all those kinds of goods that are harmful to learners.

Interviewer: *In other words when the educator is dealing with learners, he must not be...angry he must not show emotions.*

RCL chairperson: Yes

Interviewer: *Ok, and then the principals*

RCL chairperson: And then the prince...*bana baya tlwana li principale* (Sotho phrase for... learners like their principal) the way he is positive. If he keeps on being like that...try the level best...asking each and every learner how he/she feels, how are we going to manage, because I think once we are all together...once we are trying something...becoming united... it's going to be nice at school.

Interviewer: *Ok, then the officials of the department in the APO?*

RCL chairperson: Err...I think the officials now...they need to come once again...to come to schools and look what's happening at the environment of the school because we have seen that in some cases some of the officials at school did not... like...come and talk with learners...especially from the location (townships) so they need to come also, talk with learners, encourage them. That thing can also put something...the positive thought.

Interviewer: *Err...number seven. What behaviour management strategies do you consider effective in the classroom and the school in general?*

RCL chairperson: Mhm...I think...we know... we have class reps and class reps are also working with RCL, so our class reps are the ones who are in charge for like...misbehaviour or those kinds of behaviour in the classroom. So, I think that also, learners must know that it's not only teachers or the principal or RCL's responsibility to keep order or whatever in the classrooms but each and everyone of us can try to come in that pic[ture]...*a kere the English proverb ere (Sotho phrase for...the English proverb says) charity begins at home...whatever goes she needs to know that he/she is the eyes of the admin...*

Interviewer: In other words, learners must also be self disciplined.

RCL chairperson: Yah, self disciplined.

Interviewer: Ok, ok, ok. Err...the last one. Some people argue that if education officials could return to the old ways of forcefully enforcing the school rules discipline in schools could be restored. What do you think of this point?

RCL chairperson: Yah, ok, ok, I can agree with that one, but you see once we take those...we return that kind of...like for example....Bantu education...those kind of education or that education was for apartheid but somehow it was...learners were (much) disciplined because they were beaten. Now, because they are not beaten, learners know we have rights as learners but don't forget that each and every right goes with a responsibility. So, I think for that education to be returned somehow it will be difficult for some of us but somehow it can also help.

Interviewer: Ok man, that's the end of our interview.

An example of an interview transcript with a focus group of educators

Interviewer: *Err...colleagues, if we may start with our...our interview, I'll start with the first question. What would you say are the main contributing factors or causes of learner misbehaviour at school? Things that make learners to misbehave.*

Teacher A: Mhm...firstly, socio-economic factors. By socio-economic factors...maybe a child has got problems in socialising with others. By economic factors mostly learners from poor backgrounds... when they are in the mist of other learners they tend to be naughty and misbehave. So the socio-economic factors can bring disparities that can actually lead poor learners to misbehave.

Teacher B: Sometimes it may be the family environment itself, maybe the learner comes from a dysfunctional family.

Teacher C: And one other thing...if there are rules and regulations at schools.

Interviewer: *Ok, ok. Err...thanks. Let's go to the second one. Err, do the school, home and society contribute to negative learner behaviour? I am not sure if you want to add because I think the first question...the first answers that you gave touched on these three.*

Teacher A: (concur) Like for instance...what madam (Teacher B) talked about...yah, the home, the background of the learner. You'll find that there is lack of behaviour; the child will manifest negative behaviour at school because of lack of discipline back at home. And that dysfunctional family will lead to a lack of discipline.

Interviewer: *Ok, ok.*

Teacher A: From the schools point of view also if the school does not exercise discipline it will create a laissez faire kind of a situation for learners and eventually there will be a lack of behaviour.

There should be an exercise of discipline in the school, the home...the parents should also help the school and the society. I mean it depends from which society these learners are coming from.

Interviewer: *By emphasizing on discipline at school do you mean err...sticking strictly on the code of conduct.*

Teacher A: Enforcement of rules exactly...there should be code of conduct, there should be classroom err...what we call classroom rules.

Teacher D: (Interrupting) And sometimes they...you know...when you discipline them at school while they are...they are doing this because simply because they miss attention because they don't get that attention from their homes so they feel comfortable when we discipline them...they normally told us..."You know teacher, I love you because my mother is irresponsible, she doesn't care about me" so ...you know?

Interviewer: *Err...thanks colleagues, let's go to number three. What are the negative impacts of learner misbehaviour on the school's culture of teaching and learning? How does their misbehaviour affect the culture of teaching and learning at school?*

Teacher A: Their misbehaviour will impact negatively on them. Such a culture of teacher and learning will affect....as a result will affect the results and performance of the school. The performance of the school vis a' vis the performance of the learner because if they perform poor the school will (be judged as having) performed poor (as well) and that will affect the culture of teaching and learning of the school.....

Teacher B: Sometimes when you...you know sometimes you take time to...to pay attention to the one who is misbehaving, it means you waste precious time for those who are behaving.

Teacher A: So, you spend a lot of time trying to correct the misbehaviour...it affects the other learners.

Interviewer: *Ok colleagues, If we may go to number four, how does the learner misbehaviour affect the classroom order, then?*

Teacher C: If other learners misbehave there is no order around.

Teacher A: Obviously if they misbehave there is not going to be order in the classroom, there is going to be chaos, if there is chaos then that will affect the culture of teaching and learning. You are not going to create a conducive learning environment because of this misbehaviour...a chaotic kind of a situation.

Interviewer: *Ok, ok. Anyone who wants to add on question number four?*

Teacher B: Sometimes other learners... you know...take from others especially when they misbehave. They take such kind of behaviour from others; you'll find that some of them even if they were well behaved just because they see the other one they follow and the whole class really become disrupted.

Interviewer: *Mhm...question number five colleagues (Teacher C interrupts)*

Teacher C: Sorry, and the learner also who is spending classroom time may...he must use that methodically affecting the performance of other learners who are performing well.

Interviewer: *Ok alright. Mhm, how do you deal with learners' behaviour then in the classroom? Which strategies or methods do you apply when you encounter such conduct from learners?*

Teacher D: Sometimes we give that punishment that err...maybe after school so that you can give that punishment when others...when they go home. You would then call that child in order to clean the staff room and you have to supervise that child. I think that child will feel that punishment because he is alone.

Interviewer: *Sometimes educators tend to complain because when a learner is punished in that way the educator stays behind ...to monitor [the detained learner].*

Teacher B: So, sometimes you find that, that kind of a punishment is not effective because you...you punish them but you don't supervise them because now it is going to take a lot of your time. So they are unsupervised, so for them it will be very nice thing to misbehave, they will be unsupervised after school.

Interviewer: *And continue with their behaviour!*

Teacher D: You know, normally, I... normally make a list and then I give it to our helper and then normally when they (misbehavers) normally tick their names nhe! And then while they're finished doing that they also have to sign there and then I normally make follow up nhe! And then I think they feel it a lot because they know even if that child doesn't want to co-operate. I went to an extent that I used to call their parents. I make a note that you should write everything that you were supposed to do and then failed to do that. I normally...I make it.

Interviewer: *Ok, alright.*

Teacher B: Sometimes just to not waste time and to save those who are well behaved, we check them out of the class and they feel it. For the period you chuck him out of the class so that you don't waste time for the others who are really into the mood.

Interviewer: *You don't get complaints from the management or from the learner body for infringing...their rights?*

Teacher B: *(boldly)* No! No!

Teacher A: *(Interrupting)* That is why I believe in...when you have to deal with the misbehaviour of the learners number one; you have to do it there and then after the act itself and stick to...to the rules, the class rules or general (code) of conduct, stick to it but sometimes like ma'm has said you sometimes waste time on somebody who is just seeking your attention.

You need to be able to decide that sometimes some of the misbehaving learners you don't have to need to attend to, you...ignore then, they will correct themselves because they are just seeking attention but some as ma(da)m alluded before this problem in some is recurring from home, so this attention seeking part of it is like they feel like you are representing the positive mother figure that they can always cry on but now get your attention so you won't be able to confirm that this is the kind of behaviour...this is what is happening.

Interviewer: *Ok, alright guys, thanks.*

Teacher C: If you can give that learner a role to play in the classroom choosing him to be a leader of the activity.

Interviewer: *Some sort of responsibility.*

Teacher A: Sometimes when they misbehave you give them responsibility...then that will teach them to be resourceful because now they've got a job...so they are in charge...so that's the other way.

Interviewer: *Mhm...number six says, these questions may seem to repeat themselves, what are the most common strategies that you employ to curb misbehaviour in the entire school.*

Teacher A: It's the same as the last one...this...in the entire school but you definitely go back to the code of conduct and you make sure that...learners are aware of the South African Schools Act, they are aware of the code of conduct, the school's code of conduct and the classroom rules. Everybody must be aware, this must be communicated through the (school) structures...the RCL...so that everybody is concerned we have an offence and a punishment you can be suspended you can be...if you do a serious offence you can be suspended if it's not serious offence you can be...I don't remember the other things but...the punishment. I mean the offence and the punishment for the school, the entire school should use the South African Schools Act, the code of conduct and the classroom rules to be able to manage learners better.

Interviewer: Which prompts the school now to issue these codes of conduct every time during January...every time learners start (their) schooling you issue them with the...

Teacher A: (Interrupts) with a code of conduct.

Interviewer: Do you usually do that here at school?

Teacher A: We do it through the RCL. The RCL takes it down to class representatives which form the general body and then the class representatives will communicate it to the ...to the individual learners, but at some point I think we are not doing enough because...because one might say I was...I was not informed.

So it means as a school we need to do a lot to make sure that each and everyone of them understands it and...and take for instance we extend it to subjects (learning areas) like life orientation and some...whereby we emphasize the importance of (a) code of conduct and you conduct yourself in the school premises and staff like that so that everyday you engage them.

Interviewer: Ok, guys ok then err...let's go to number seven. Some classroom behaviour control measures such as detention, picking of papers and sending the misbehaving learner outside the classroom as ma'm has alluded are considered as ineffective in some schools, how can you make them work in your situation?

Teacher A: It depends on the type of the offence the learner has committed like also you must be able to...not to make it a trend...because learners will take advantage of picking papers err...it will be like "I am not going to write the class work, I know that I will go and pick the papers", and for them I mean it is so effective.

Interviewer: (Interrupting) it's something that they enjoy!

Teacher A: It is something that they enjoy and if I was supposed to write a class work and I am aware I will pick up papers the learner will go...be aware because they have this attitude towards (one) another...and staff like that. They will definitely bunk that class because they are going to pick up papers so the type of punishment should be...how can I put it, (together with Teacher B) should match the offence.

I don't mean you must kill...but the seriousness...the punishment should be... [The punishment should match the offence]. (If) they don't write class work they go and pick up papers, they don't write homework, I mean to them it will be a hobby. So you must make sure that the offence and punishment are related...

Interviewer: *I get your point, Meneer. I saw your code of conduct on Wednesday when I was here; it says exactly what you are saying.*

Teacher A: *(continues)* that...well there is.....they should go and...the other ones they will...for instance we have a problem of late coming. Its one...two...two gangsters that will encourage them not to come late (early) but like, for instance during winter time you close them (gates) and after thirty minutes you open the gates and say don't come late again. In fact I know the gate the gate will be closed but at some time...ten minutes they'll be open...

Teacher B: *(Interrupting)* you'll find that the whole class is outside...it just happens...and it's a must that it (gate) must be opened.

Teacher A: *(Interrupts)* because you can not close them out for the whole day...but we must find an effective measure to curb late coming because closing of the gate(s) obviously won't work. You close them out but you have to open again!

Interviewer: *It's also a problem with our school because we even bought a taxi (minibus) in fact we got it as a donation (sponsor) and we thought with the arrival of the taxi (minibus) late coming will come down (decrease). We thought that we will go around the township and collect them but didn't work.*

Teacher B: They're waiting for the taxi, now they're not coming to school.

Interviewer: *Ok colleagues, let's go to number eight.*

Teacher A: (*Intervening*) before! before, one thing like ma'm was alluding...you see...sometimes at school level we are trying to address the mhm...how can I put it...we don't address the roots, we address the end-product...the behaviour...only to find out if we can just go back and find out what the cause, like for instance...let me say as black people we have that thing...in terms of time if you have realised to our black people it's in our genes to say two (o'clock for half past ...two)

Interviewer: (*Interrupting*) what has now known as an African time!

Teacher A: (*concur*s) what has now known as the African time, and so if we don't... like emphasize as teachers, the importance of time... like for instance the importance of time...like attending our classes say for instance my class starts at quarter to eight but they (learners) know that I am not there at quarter to eight I will be there around ten, it gives them a liberty it gives them time for them also to say he is not there by ten minutes he'll also be there (by) in eight minutes, so sometimes we address the end product rather than addressing the root. We should exercise time as a school...time is important but you find that sometimes we don't do that.

Interviewer: *In other words as teachers we need to be exemplary. Err...number eight, among the behaviour control measures that you currently employ which ones would you say are effective and why are they effective?*

Teacher C: Behaviour control measures...which ones would you say are effective?

Interviewer: *Yah, For instance there are a number of them that you mentioned, as we went on with our interview. Which ones do you think are effective and why are they working so well for you?*

Teacher B: Did we mention expulsion and summoning the parents to school because that is one of the effective ways.

Interviewer: *Yah, ma'm mentioned the summoning of parents, why are they effective?*

Teacher B: Mhm, sometimes they misbehave...they think they'll get away with it at school...their parents won't know but when we call a parent they really...the learner becomes aware that I am not just at school...the parent is involved. If the parent is the strict parent they'll know that they'll get disciplined at home.

Teacher A: Because the school cannot do it alone...the school cannot do it alone without the home, society and so if all the stakeholders are involved, if discipline is a societal school at home then we can be fine.

Teacher B: One person that makes this activity...sometimes... parents take a day or two (attending school issues) and they (learners) are to stay at home...until that they (parents) come at school so they realise that time has been wasted.

Interviewer: *Ok, ok.*

Teacher A: And, that one of detention, you see when you detain, they make sure that they don't enjoy detention. If you detain them and say err... you'll remain after school for thirty minutes or for an hour without doing nothing...so you detain them but they still have to do something to keep them...or do their homework starting from the day they were given homework (exercises). Educators should make sure that at the end of detention homework's are done. So it would be pleasure but still you'll have done something beneficial. So detention, the period of detention must be used effectively by giving them extra-work or giving them homework to be completed. So normally...like...many would say...

Interviewer: *In other words in detention they should do something that will benefit them.*

Teacher A: Exactly, it's not like we are trying to...to...they must benefit. I must be something that is going to benefit them.

Interviewer: *Ok, colleagues, lastly, what role should each stakeholder that is departmental officials, principals, educators, parents and learners play in curbing learner misbehaviour. Somebody once talked about support from departmental officials but if we say they should support us what kind of support because we are the ones who are working around these misbehaving learners?*

Teacher A: You see, here you need, and you need to be really involved to see what role each stakeholder should play. Everyone from us execute his/her responsibilities, principals, educators and learners. We are expected to execute our responsibilities, like for instance, in a...I don't know how to call this committee, for instance what would the department of education actually do whereby we are to involve the parent, the learner, once we have the entire subjects like disciplinary committee and so on. There should also be...the learners should be part of that committee, parents and teachers and part of them.

Interviewer: *All members ...all stakeholders.*

Teacher A: (Agrees) all stakeholders...draft a code of conduct with each and everyone particularly...the learners will participate through the learner...somewhere. This is the working document that they are going to use for the disciplining (of) learners.

So everybody should own it, they should not be like again..."that was for teachers" so they were not part of...when you try to curb this misbehaviour you err...you need to involve learners, parents, all the stakeholders should own the document and each and everyone...

Interviewer: *(completing the sentence) each and everyone should play his/her relevant role.*

Teacher A: That will say...a learner will know exactly when doing something wrong...ah...ah...I won't touch this You'll keep gambling their checks and the balances because you'll also have to allow them to grow and while they grow they experiment so...so... we are not going to be that strict, we should allow them to grow as learners but we should guide them with very, well...well documented guidelines that will help them to grow in totality.

Interviewer: Ok, alright.

Teacher C: We should invite somebody from the department or the parents that will address the learners about the results of misbehaviour.

Interviewer: *In other words, they shouldn't stay in their offices or expect us to do the work even things that they should address themselves.*

Teacher A: Like campaigns like adopt a cop...adopt a cop shouldn't only come to school...they must come and be part of...let's say today activities of the school. Learners should know that... I mean.... you are...at school.

Interviewer: *Ok colleagues, oh thank you very much, that brings us to the end of our interview. I thank you a lot.*

Teacher A: You are welcome

APPENDIX 4

Letter to the Area Office Manager

PO BOX 1325
KLERKSDORP
2570
4 MARCH 2010

The Matlosana Area Office Manager
Dr Kenneth Kaunda District
Matlosana Area Office
Private Bag A23
Klerksdorp
2570

Dear Sir/ Madam

Re: Request to conduct research

I am a Master of Education student at the University of South Africa. My research topic is ***Managing learner behaviour: a collective case study of three effective secondary schools***. I humbly request your permission to conduct my research at three of the secondary schools under your jurisdiction. The study will involve conducting interviews with the principals, and the RCL chairpersons, and focus group interviews with four educators at each school, as well as the analysis of relevant documents, and observation.

I trust that you will find this request in order.

SV TIWANI (MEd Student)

Ref: 0780-0169

Deputy Principal: Inyatelo Primary School (JC Motaung Circuit)

Permission letter from the Area Office Manager

APPENDIX 5



education

Lefapha la Thuto
Onderwys Departement
Department of Education
NORTH WEST PROVINCE

Alabama Secondary School Hostel
1 Nieuwenhoudt Street,
Alabama 2577
Klerksdorp
Private Bag A23, Klerksdorp
Tel. No.: (018) 467-9300
Fax No.: (018) 467-9309
e-mail: mot@tantic.net

DR KENNETH KAUNDA DISTRICT

MATLOSANA AREA OFFICE

TO: THE PRINCIPALS

FROM: THE AREA MANAGER

DATE: 04 MARCH 2010

SUBJECT: PERMISSION TO CONDUCT RESEARCH

This memo serves to confirm that **MR. S.V. TIWANE** has been granted permission to conduct research

MR. S.V. TIWANE is currently studying for a *Master of Education Degree in Management* at the University of South Africa. He is given permission on the following conditions:

1. Teaching and learning must not be compromised.
2. All research ethics must be observed.
3. The results of this research must be shared with the DoE on completion.

I take this opportunity to wish him well in his self-improvement efforts.


THE AREA MANAGER
DR. MA MOTAUNG

"Together, through Education, doing more, better!"

An example of a letter to the Principal

APPENDIX 6

SV TIWANI

PO BOX 1325

KLERKSDORP

2570

13 APRIL 2010

TO: THE PRINCIPAL

Dear Sir/Madam

Re: Request to conduct research

I humbly request your permission to conduct research study at your school. The research will involve the principal, RCL chairperson and a focus group with four educators in each school, the analysis of relevant documents and observation.

.

The Matlosana Area Office Manager has granted me permission to proceed with the research study. However, the research cannot be ethically accepted if the principals of participating schools do not grant the researcher written permission for the study.

It is therefore on the basis of the above paragraph that I humbly request your permission to conduct this study.

Thanking you in advance for your co-operation

SV TIWANI (Med Student)

Ref: 0780-016-9

An example of a permission letter from the Principal

APPENDIX 7

P.O. BOX
ORKNEY
2620

TEL. (018)
FAX. (018)

DATE : 16 APRIL 2010

TO : MR TIWANA S.V.

FROM : THE PRINCIPAL

SUBJECT : PERMISSION TO CONDUCT RESEARCH

This serves to confirm that permission has been granted to conduct interviews involving the Principal, LRC chairperson and four educators at the school.

I hope that on completion of your studies you will be able to share the results of your research with us.

Wishing you well in your studies.

Yours faithfully

PRINCIPAL

An example of an informed consent form

APPENDIX 8

My name is SV TIWANI. I am a researcher on a research topic entitled: - *Managing learner behaviour: a collective case study of three effective secondary schools*. The study is supervised by Prof AG Kruger of the University of South Africa. He may be contacted at any of these numbers (012) 429 4593/072 562 7382 should you have any questions. I appreciate your willingness to participate in this research project. I would like to reassure you that as a participant in this project you have the following rights:-

- (i) Your participation in this interview is entirely voluntary*
- (ii) You are free to refuse to answer any questions at any time*
- (iii) You are free to withdraw from the interview at any time.*
- (iv) This interview will be kept strictly confidential and will be available only to members of the research team.*
- (v) Excepts of this interview may be made part of the final research report, however, your name or identifying characteristics will not be included in the report.*

I would appreciate it if you could sign this consent form as an indication that you have read and understood its contents.

Signature: -----

Print name: -----

Date: -----

SV TIWANI (Med Student)

Ref: 0780-016-9