

**THE PERCEPTIONS OF STAKEHOLDERS REGARDING
THE DISCIPLINARY SYSTEM IN A SOUTH AFRICAN SCHOOL**

by

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DEDICATION

I dedicate this Master's dissertation to my beloved father, Barend Jacobus Venter (1946 - present) whose passion and purpose is to see his children educated. I further dedicate this degree to my mother, Dana Jacoba Venter (1950 - present) who always drove me to strive for excellence and, who I know, is very proud of me. Lastly and most importantly, I dedicate this to my devoted wife, Lucelle Venter (1987 - present) who has lovingly encouraged me to complete my studies.

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Above all, I would like thank Jesus Christ for giving me the strength and endurance to complete this dissertation.

DECLARATION OF AUTHORSHIP

I, **BEN JACOBUS VENTER (26032946)**, declare that

- the research reported on in this dissertation, except where otherwise indicated, is my original work.
- this dissertation has not been submitted previously for any degree or examination at any university in this or any other country.
- this dissertation does not contain other peoples' writing, unless specifically acknowledged as being a source from other researchers. Written sources have been quoted, at times their words have been rephrased but the information attributed to them has been referenced.

Ben Jacobus Venter

Date

ABSTRACT

Schools are facing increasing challenges in their efforts to educate learners appropriately and safely. Learners who demonstrate inappropriate, anti-social, and/or disruptive behaviours are becoming more prevalent. School personnel are dealing with disruptive behaviours that occur more frequently and that affect staff and student safety and productivity. An assumption in managing problem behaviours in many urban schools is that punishment will change behaviour. Severe and penalising disciplinary policies frequently result in a negative school environment rather than improving student behaviour. In general, urban schools across the nation rely on suspensions, reprimands, withholding of privileges, and/or expulsion as the means of discipline. Unfortunately, these reactive procedures only help a small number of children learn to “comply with general expectations” and are insufficient for many students who exhibit more challenging behaviour problems.

In this research, the perceptions of the stakeholders towards the disciplinary system of one school was explored through conducting interviews with the principal and ten selected Grade 8 and 9 teachers; a focus group discussion with the parents and a questionnaire administered to the learners. The transcriptions of interviews were analysed using qualitative content analysis. The quantitative results of the questionnaires were analysed using descriptive statistics. The findings suggest that the disciplinary system is failing at this particular school. While all the stakeholders blame each other or shift their responsibilities, other stakeholders claim that another person in the management team should take charge of the discipline in the school, adding to the negative school culture surrounding the school's disciplinary system. The general approach to implementing the disciplinary system is to put the blame on others instead of implementing proactive measures to improve the school's disciplinary system.

KEY TERMS

Disciplinary problems; perceptions and beliefs; CCTV cameras; principal; teachers; non-teaching staff; parents; learners; content analysis; descriptive statistics

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CHAPTER 1: INTRODUCTION

1.1. Introduction and contextualisation

In South African (hereafter SA) schools it seems that acts of violence and disrespect are raging. An example of this would be the assault of a teacher in a Johannesburg Secondary School resulting in school authorities suspending a grade 8¹ learner who assaulted a male teacher. The learner faced a disciplinary hearing, but was not permanently expelled by the Department of Education, instead he was allowed to return to the school and resume his education. A classmate recorded the incident on his cell phone of the boy attacking a male teacher with a broom and a chair and posted it online (*Mail & Guardian*, 2013:1). In another article published on an online news site, the current state of disciplinary problems experienced in schools in South Africa was highlighted with the observation that

[t]here is no more respect for the teacher in the classrooms. Ask any teacher in the profession and you will be amazed how they manage to continue to try and teach these unruly learners (*Anonymous*, 2012:1).

Rossouw (2003) states that the most conspicuous issue that influences the everyday activities and effective functioning of a school in South Africa, is the behaviour of the learners. Closely related to the learners' behaviour is the level of discipline evident among the learners. Discipline is undoubtedly the most vital and the most problematic aspect of education globally, because if there is no discipline within a school then no effective teaching or learning can take place. Regrettably, many individuals have an inaccurate perception of what discipline really is and an erroneous understanding of why schools have the apparent lack of discipline as experienced in many modern day schools (Dreikurs, Grunwald & Pepper, 1982:80).

In an education system such as the one in South Africa where there is still a struggle to construct an ethos of teaching and learning, disciplinary problems can terminate all envisioned efforts to establish or generate an ethos of discipline within South African

¹ Grade 8 is the first year of secondary school in South Africa, it was formerly known as Standard 6. There are 5 grades in a South African secondary school namely grades 8-12

schools (Rossouw, 2003). What this breakdown in discipline ultimately reflects is the poor functioning of schools in South Africa, specifically in the former black schools and this trend is now also starting to occur in the former model C schools² (Christie, 1998). These schools are generally secondary schools (high schools, grades 8-12) and are often located in poor communities that may have been disrupted by the Apartheid policies of the past (Christie, 1998).

Oosthuizen et al. (2003:225-232) present detailed descriptions of the continuing breakdown of discipline in South African schools, which include: learners disrespecting their teachers, refusing to obey commands, making lewd comments during lessons, skipping classes without permission and having an overall careless attitude. Rademeyer (2011:3) states that respect for teachers has decreased extensively and that teachers feel “thrown to the wolves” on a daily basis. It has also become clear that dealing with the troublemakers and disrespectful learners is becoming an increasing challenge as the Department of Education forces schools to allow these learners to continue attending school, regardless of their misconduct and ill-behaviour (Rademeyer, 2011:3). Moloji (2002) further emphasises the fact that learners no longer show any respect for authority figures which, in turn, contributes to the misdemeanours in classes.

As a result of the above factors, schools experience a breakdown in their disciplinary systems, therefore violence, disrespect, frustration and many more negative consequences are prevalent. To understand the importance of a study of this nature, one needs to understand the rationale and purpose of the study, which will be discussed next.

1.2. Rationale and purpose of the study

I have been a teacher for the past five years and have experienced different disciplinary processes to be followed within a school situation. At my current school,

² Top government schools are partly managed and financed by parents and a governing body. These schools were given the label as ‘Model C’ schools during the time the Apartheid regime. The name has remained and the finest of these continue to offer excellent services and high standards in all aspects of education. Black learners were not allowed to attend Model C schools during the Apartheid era.

the context of my research, teachers are constantly told that they may not expel the most troublesome learners from school and thus they feel that they “are stuck” with disruptive learners in classes.

There are learners who swear at teachers, threaten teachers and whenever they are sent to the principal’s office, the teachers are told that nothing can be done without physical evidence. Teachers feel as if their hands are tied and maintaining discipline has become a nearly impossible goal to achieve. All the disciplinary measures that have been tried to date bear little fruit and do not change the situation as learners do not take these seriously, for example, learners do not arrive for detention and this apathetic attitude is evident in the way that teachers conduct a detention class, as there are no consequences for either the teachers or learners. As a result of this attitude, very few bother to earnestly try to maintain discipline with some teachers merely writing the work on the blackboard and refusing to teach the disruptive classes.

Many teachers in the school have formed the belief that nothing will be or can be done to discipline these disruptive learners and some teachers are also under the impression that the race of a learner plays an important part regarding the way in which a learner is dealt with. The learner’s race can result in some teachers being afraid that disciplinary measures will be seen as a violation the learner’s human rights or be interpreted as racist actions. This perception causes teachers to believe that there can be no consistency in dealing with disciplinary problems in the school, causing many teachers to adopt the careless attitude previously mentioned.

Our school has now decided to implement CCTV cameras as a way of establishing and maintaining effective discipline within the school. As a drastic, almost last-resort decision, this reflects the desperation experienced by almost all stakeholders. My research will focus on the perceptions and beliefs that teachers, non-teaching staff, parents and learners have of the disciplinary system in the school that I have sampled.

It is evident that teaching and learning cannot be effective in these conditions. The question is thus raised: How can teachers and principals restore discipline in schools? This leads to the primary focus of this specific study, namely what the perceptions of

the stakeholders are, regarding the disciplinary system that is or could be implemented in a South African school.

The purpose of this study therefore is to:

- Inspect and assess the present-day disciplinary methods that are implemented at the school that is situated within the Ekurhuleni North municipal zone.
- Examine the efficiency of the disciplinary methods within the school.
- Investigate and define all disruptive behaviours as they are experienced at the school.
- Investigate the effectiveness of the CCTV cameras as a disciplinary measure.
- Investigate the Human Rights violations that may occur in the school.
- Formulate recommendations on how to improve discipline at the school.

1.3. Research objectives of the study

The first objective of this study is to explore the perceptions that the stakeholders have regarding the disciplinary system in the selected South African secondary school. For this study a mixed method study will be conducted and viewed through a constructivist lens. A further objective is to present an honest report of the relevant perceptions and beliefs without my influencing of anyone's answers. Thus my ultimate objective would be to relay an honest view of the different stakeholders' perceptions and beliefs in such a way that it may be valuable for future research undertaken in the field of school discipline. By studying the perceptions of the stakeholders, I hope to gain insight into disciplinary systems and how improvements to the systems can be made to ensure that healthy school environments are created, leading to a culture of teaching and learning. This will hopefully enable other researchers to build on this research.

1.4. Problem statement

According to Sinclair (2013) and Hornby (2013), "discipline" can indeed have one or more of the following meanings: "training or conditions imposed for the improvement of physical powers, self-control, often using a system of punishment or chastisement, aimed at producing obedience to rules or the improvement of physical powers and self-control; the controlled, ordered behaviour resulting from such training" (Hornby,

2013:1-2); “the state of improved behaviour resulting from such training, a system of rules for behaviour and methods of practice, a systematic training in obedience to regulations and authority, a branch of learning or instruction; to train oneself in obedience; to punish or correct” (Sinclair, 2013:12).

Learner conduct refers to “what learners do” There is, however, no single definition or description of discipline that is acceptable to all teachers, although much of the current discussion in the available literature has shifted to the management of learner behaviour in terms of how teachers manage their “teaching space’s organisation”. Teachers convey their personal strategies according to their specific perception of the aims of teaching. Consequently, it is probable that any adequate description of discipline will be more extensive than the average definition (Haroun & O’Hanlan, 1997:2). For the purposes of this study, the term discipline will refer to the “training of individuals to obey the rules laid down by an educational institution” (Sinclair, 2013). Some schools in South Africa are increasingly starting to bear a resemblance to combat zones and it is becoming evident that neither are schools at liberty to teach nor are the learners at liberty to receive their education (Maree, 2000). The situation in present-day South African schools seems to present in terms of the effects of sensitivities to human rights and the elimination of the use of corporal punishment.

In present-day SA schools it is not unusual for teachers to be met with the challenge of learners that vigorously stand up for and defend their human rights as perceived by themselves, for themselves. This faith and confidence in the significance and worth of human rights within schools and daily life should be welcomed because it points to the formation and development of a democratic nation based on a reverence for human rights (Smit, 2013). However, human rights are often embellished or misinterpreted to serve an unsuitable purpose or to claim a debatable privilege. Rossouw and De Waal (2003) conducted a study in which they found that many learners overstress their rights, yet they fail to meet their own responsibilities, which in turn causes unnecessary conflict and disciplinary complications in South African schools.

Teachers feel as though they have lost their power and authority in the human rights milieu due to the fact that one of the traditional methods used to uphold order and discipline, namely corporal punishment, has been ruled out (South African Schools

Act, 1996c). The Constitutional Court has maintained, in the context of Christian Education, that corporal punishment is a harsh and degrading form of chastisement that violates a person's human dignity and thus trespasses against section 12(1)(e) of the Constitution (Christian Education South Africa v Minister of Education, 2000).

During the past fifteen years some the negative effects of this overall ban on corporal punishment in South African schools have become more obvious. Learner discipline has thus developed into a severe problem in South African schools (Wolhuter, Oosthuizen & Van Staden, 2010), resulting in many teachers blaming the uncertain state of poor discipline that is experienced in many schools, on the fact that teachers no longer have an effective preventive form of punishment available to them. The majority of teachers (58%) favour the re-establishment of corporal punishment in schools and many admit that they still make use of this specific disciplinary technique as a means to inspire discipline in schools (Wolhuter, Oosthuizen & Van Staden, 2010). Wolhuter and Van Staden (2008) determined in a study that they conducted that 85% of teachers are unhappy in their work and work environments due to the learners' disciplinary problems, and 79% have, as a result of the learner's poor discipline, at times considered to resign from the teaching profession entirely and pursue a new career path. The effects of disciplinary problems as a causal factor for malfunctioning schools will now be discussed.

Schools are meant to be places where effective teaching and learning takes place. A school becomes malfunctioning and inefficient when, due to irregular or diminished functioning, it fails to accomplish the true purpose of teaching and learning for which it was established. Malfunctioning schools are characterised by unsound management conditions; an unsuitable form of or absence of leadership; non-existence of a vision; an unwholesome school climate and culture; an ineffectual disciplinary system and low teacher and learner drive. Numerous communication obstacles undermine the overall performance and the functioning of the school. Teachers have lost assurance of as well as faith in the governance of schools. They have a tendency to violate educational standards, policies, and the expected principles regarding the minimum quality and extent of labour. Some teachers are guilty of truancy, unsanctioned and prolonged break and lunch times; disproportionate socialising during school hours; the interference of private difficulties in the school programme; not working according to the expected operational processes and strategies, and spending the least amount of

time on their work. In many instances the above are becoming commonplace. There is often an absence of favourable prospects, academic unity and thoroughness. As a result of unsuitable monitoring practices and the non-existence of instructional management, classroom tuition in general has no set structure and is academically unchallenging with an inadequate coverage of the educational syllabus. The result is that amongst learners, poor behaviour and lack of knowledge of rules are obvious. Learners usually under-achieve in the formal tests and tasks that are set for them. Many learners drop out of school at an early age and substantial numbers complete their mandatory education without obtaining the expertise required to enter and hold their own in the job market. In the words of Kovacs (in Wendel 2000), they are “ostracised, jobless, or work in minimum wage positions”.

In addition, schools and their management teams do not function in seclusion. School procedures and results are affected by the functioning of the educational system as a whole on all levels, and all other relevant social constructions are involved. Consequently, malfunctioning schools are indicative of the diminished functioning and requirements of the education system. Malfunctioning schools lack vision and do not enjoy structured support from the authorities. There is a lack of appropriate and dedicated parental involvement. Such schools lack the support of other interested parties such as the employment sector, and they are at the mercy of teacher organisations with their pernicious influences (Pretorius, 2012). In these malfunctioning or dysfunctional schools, where an ethos of teaching and learning is lacking, transgressions incurred by the teachers may also have an undesirable impact on the way in which the learners will behave in the school (Rossouw, 2003:416). In contrast to malfunctioning schools, the characteristics of a well-disciplined and functioning school will now be discussed.

Scholars have frequently found that schools that have a high level of discipline are the schools where there are high levels of communication in various forms. There is also strong collaboration with the people to whom they deliver an educational service, especially the parents. In a school such as these, the parents have been motivated to participate in the realisation of the school’s aims and objectives and the school community is kept informed of school activities and undertakings. Gottfredson (1989) established that the best way to improve the order in malfunctioning schools would be

through increased parental involvement and support. All staff members need to commit themselves to the establishment and maintenance of acceptable learner behaviour as it is an essential part of the educational system to ensure that effective learning can take place and that there will be a successful discipline plan. All the rules and procedures need to be established with contributions from learners and should be made available to all the stakeholders of the school. Scholars (Ambrose & Gibson, 1995) have found that a sense of proprietorship will be created amongst learners if they were to be allowed to participate in the development of a school discipline programme. Extensive propagation of plainly stated rules and procedures will ensure that all the stakeholders understand what desirable and undesirable conduct entails. It is also very important that the atmosphere in the school and its impact on discipline should be addressed. A kindly communal environment, characterised by teachers who take an interest in every individual learner, is distinctive of schools that have an effective disciplinary system. In such schools, teachers and school managers also take an interest in the different aspects of the lives of the learners and will support them in their educational and extramural undertakings (Nelson, 2002:42).

Problems exist when there is an absence of an efficient and functioning disciplinary system: a school may become malfunctioning thus leading to underperforming learners who may end up unemployed. Teaching and learning cannot succeed in a dysfunctional school with an ineffective disciplinary system. The questions that inform this study have been framed in such a manner that they should be able to gauge the perceptions and beliefs of the stakeholders in the school to determine possible causes and solutions to this ensuing problem.

1.5. Research questions

1.5.1. Primary research question

- How do the stakeholders in a South African secondary school perceive the disciplinary system of the school?

1.5.2. Secondary research questions

- How does the principal perceive the disciplinary system of the school?
- How do the staff members perceive the disciplinary system of the school?
- How do the parents perceive the disciplinary system of the school?
- How do the learners perceive the disciplinary system of the school?

1.6. Concepts and definitions

“Definitions are used to facilitate communication and arguments. They enhance the understanding of concepts in an easy, apparent manner in order to prevent vagueness or ambiguity gain a better understanding of the study, the following key concepts will be briefly explained; teacher, school, school governing body, secondary school, learner, school violence, CCTV camera systems, discipline, perceptions and human rights” (De Vos et al., 2005:32).

- Teacher

The Employment of Educators Act (no. 76 of 1998) defines the term teacher as the following:

An individual, who imparts knowledge, explains all relevant subject content and instructs other individuals in terms of performing certain actions or activities. A teacher may also be defined as someone able to provide specialised scholastic assistance, as well as specialised treatment and related emotional assistance, at any government school, private school, college and other institution providing education for learners

from grades 10-12, centres that provide education for adults and post matric learners as well as any individual employed as a teacher under this Act.

The teachers who form part of this specific research are only the selected government high school teachers (either permanently employed or on a contractual basis) within the Ekurhuleni municipal zone.

- School

Burton (2008:1) states that a school can by and large be perceived as an institution where learners are equipped to fulfil a role that they will perform within society. Schools are essentially the establishments where persons go to acquire knowledge, develop their skills and talents as well as receive the teaching they require to prepare them to face the future in this country.

In SA many of the schools are former Model C schools such as the selected school for this study, former Model C schools are public schools that are governed and essentially financed by a governing body consisting of various stakeholders. Many of the best schools in the country would fall into this category and their school fees vary between those of a regular public school and those of a private school. During the Apartheid years, these schools were strictly for the attendance of white children whereas children in the black population had to attend schools providing Bantu Education³.

- School governing body (SGB)

Squelch (2000:139) states that the SGBs need to make sure that all the applicable human rights are expressed within all the guidelines of a school. They also have the responsibility of ensuring that human rights are protected and enhanced within the general school situation. An SGB normally comprises of various stakeholders including the school's principal, parents (chosen by some of the parents at a specific

³ The **Bantu Education Act, 1953** (Act No. 47 of 1953; later renamed the **Black Education Act, 1953**) was a law that was enacted in South Africa as part of the segregation laws of the Apartheid regime and it was meant to ensure and enforce the racial segregation of all educational institutions.

school), teachers as well as learners and some may also include community members (they are not automatically parents). SGBs need to ensure that the school is properly managed in terms of the discipline, policies, procedures and the funding and financial situation of the school (Department of Education, 2003(b)).

- Secondary schools

For this specific study only a single government secondary school was sampled. Secondary schools are the establishments where the concluding phase of the learners' required schooling occurs. In South Africa these schools are branded as high schools and comprise of grades ranging from grade eight up to grade twelve (Van Jaarsveld, 2011:7).

- Learner

The South African Schools Act (no. 84 of 1996) describes the term learner as an individual who is offered schooling as specified by the act. In this country, learners are required to attend school from the onset of the year in which the learner will be turning seven years of age until the final school day of the year in which the learner turns fifteen years of age or has completed grade nine, whatever may be the earliest (Department of Education, 1996:3).

A learner can usually be categorised as an individual who attends school between the ages of six or seven to eighteen. Learners' ages may vary, depending on when exactly the learners began their education while the age of some learners in a grade may be affected if they had to repeat a specific grade that they did not pass. The learners in this research are only those members of the specifically selected grade 8 and 9 classes of the selected secondary school within the Ekurhuleni North metropolitan area.

- School violence

Violence in a school can be classified as "any behaviour that violates a school's educational mission or climate of respect" (Department of Juvenile Justice and

Delinquency Prevention (DJJDP), 2002). There is an exhaustive list of infractions constituting violence within a school and this includes stealing; destruction of school property; harassment; aggressive behaviour leading to fighting; sexual harassment or assault; rape; mugging; provoked physical attacks; intimidation with or without the use of arms; threats of or attempted murder and even, in worst case scenarios, murders that have been committed (Manganaro & Longoria, 2004:18-22; Turk, 2004:18-22).

The World Health Organisation (WHO) terms violence as “the intentional use of physical force, threatened or actual, against oneself, another person or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal-development or deprivation” (in Antonowicz, 2010: 14).

In this research, school violence will include all above-mentioned types of violence. It is the violence that occurs during the normal operational and working hours of the school as well as the time period just before or after school hours which may also disturb the discipline within the school and which was also considered as disciplinary problems during this study.

- CCTV camera systems

CCTV systems are camera systems that collect video graphic images which are then transferred to a device that will record them, thus making the images accessible for viewing and reviewing as well as providing the option to archive the recordings (Gill & Spriggs, 2005:1). In the case of schools, these may be stored as video material and much of the video material may include audio recordings if the cameras in specific areas have been equipped with microphones with which to record speech and sounds.

- Discipline

As previously mentioned, for the purposes of this study discipline will refer to “training individuals to obey the rules laid down by an educational institution” (Sinclair, 2013).

- Human rights

Human rights are the rights that all people in the world should have regardless of their nationality, race, gender, national or ethnic heritages, their place of habitation, skin-colour, sexual preference, religion, or any other societal characteristic. Every single person is thus equally eligible to enjoy human rights without any form of discrimination. These human rights are all interconnected, inter-reliant and inseparable (Office of the High Commissioner for Human Rights, 1996:1).

The human rights that are universal are frequently articulated and ensured by an edict, through accords, global ruling, wide-ranging values and various other foundations of global ruling. The global human rights edict lists the specific responsibilities that Governments have to conduct themselves in certain ways or to abstain from engaging in specific deeds, in an effort to uphold and safeguard human rights and the essential liberties of all human beings (Office of the High Commissioner for Human Rights, 1996:1).

1.7 Preliminary literature review

The purpose of this preliminary literature review is to explore relevant information concerning the variety of factors that may cause a breakdown or an improvement of a school's disciplinary system. In Chapter 2 I will expand on these issues in terms of the policies and measures implemented to curb the disciplinary problems in schools as well as gauge the perceptions of the stakeholders regarding discipline in schools, however, limited studies were found in terms of discipline from the perspective of the learners within any school.

According to Bulach et al. (2006) there is a growing mismatch between the accomplishments of the learners that schools are producing and the needs of the economy. This literature review is based on recent trends in establishing a disciplinary system from which learners, teachers, parents and the Department of Education will benefit. The following factors influencing a school's disciplinary system are discussed:

- Discipline in schools
- Factors contributing to a school's discipline
- Types of disciplinary problems experienced in schools
- The influence of the principal on a school's disciplinary system
- The influence of the teachers on a school's disciplinary system
- The influence of the parents and community on a school's disciplinary system
- The influence of the learners on a school's disciplinary system

1.7.1 Discipline in schools

Discipline in schools is an indispensable component of school management because discipline is a means to living in harmony with the rules that society has laid down which are to be followed and applied by all members of society in their individual lives. If a community does not abide by these rules, there will be certain negative consequences associated with the transgression. Having discipline is perceived as a method of educating people in a manner that promotes progress and improvement (Imaguezor, 1997). Discipline aims to aid a person to be able to adapt to circumstances, achieve contentment and be valuable to civilisation as a whole.

The principle of discipline in schools, according to Barrell (1978) and Nolte (1980), is based on the idea that the authority figures in school are “acting in the parent’s stead” (*in loco parentis*) which grants the powers that be in schools, full responsibility to share in the rearing of children as well as the right to enforce discipline and control when the parents are absent. Consequently, teachers may legally discipline learners who disregard the rules laid down in a school. Discipline denotes methodical instructions to and training of a learner to adhere to a particular set of rules. Regrettably, the phrase ‘to discipline’ also carries an undesirable implication (Koopman & Engelbrecht, 1996). This is due to the fact that the implementation of order in terms of guaranteeing that the teacher’s instructions are carried out is often controlled through reprimand or rebuke (Nakpodia, 2010:145). Thus, in terms of child development, discipline denotes techniques to demonstrate integrity and behaviour requiring restraint and suitable conduct. Thus being disciplined may be seen either as an asset, which may be stated

as being subject to disciplinary procedures or as a euphemism for being reprimanded which may then also be referred to as the disciplinary procedures or the disciplinary system (Reyes, 2006). School discipline refers to the guidance that is given to the learners in terms of acceptable and unacceptable behaviours and the preservation of the set standard ('guidelines') in schools. These guidelines may, for example, state the required criteria in terms of the attire that the learners may wear, punctuality, behaviour in social situations and proper work ethics. The term may also be applied to reprimand which is the result of an indiscretion in terms of the rules of conduct. School discipline therefore at times indicates that learners are penalised, rather than conducting themselves within the parameters set by the school rules (Nakpodia, 2010:145).

1.7.2 Factors contributing to a school's discipline

Three contributing factors will be discussed as these are relevant to the research at hand.

1.7.2.1 Rules

Rules are the arrangements that are made between two parties in terms of acceptable and unacceptable behaviour which is conducive or not conducive to an appropriate situation. In schools where rules are successfully enforced, learners are probably able to learn and at the same time enjoy being at school. Teachers commonly believe that one needs to establish and set up clear rules for the classroom in terms of acceptable and unacceptable behaviour to ensure the development of a sound disciplinary system (Nelson, 2002). It is extremely important that learners should, at the beginning of a school year, be informed regarding the exact way in which a classroom will be managed (Lee et al., 1998). This should ensure that learners do not have any misunderstanding regarding the behaviour that is acceptable as well as the behaviour which is not acceptable. Rules are often laid down in anticipation of problems that the teachers believe they may experience in the functioning of their classrooms and therefore they establish rules to ensure that their classrooms will function efficiently. Rules will further ensure that the learners will be acquainted with precisely what the school authorities expect of them (Lee et al., 1998).

Some teachers make use of role-play as an illustration of the suitable rules and procedures. Paul and Elder (2001) have made the suggestion that learners should participate in these role-play periods in order to demonstrate the implementation of rules visually and experientially, since the learners will not always comprehend the point of the rules that were set, if only explained to them. Just as learners comprehend and may misinterpret, at varying levels, the content discussed and taught in the various subjects, so learners also comprehend and interpret rules in different ways (Nelson, 2002). It is therefore vitally important for learners to be well-informed about the importance, intention and implication of, as well as the penalties attached to rules that have been set for the classroom. Lessons designed to teach the learners the rules should cater for the different age groups to ensure that the rules are understood whether they are displayed and discussed or enacted in role-play situations (Nelson, 2002:28-30).

A study that was conducted of numerous high schools in urban areas determined that the learners who said they felt involved in the rule-making processes in their schools were less likely to display behavioural difficulties and problems (McPartland & McDill, 1977). A very important factor in the encouragement of productive learner behaviour is to create a sense of ownership and create the feeling that the learners share in the successful functioning of schools. Teachers may feel vulnerable as they may believe that learner involvement in the rule-making process will cause the learners to challenge the teacher's authority in other aspects of their classroom management and teaching activities, such as the teacher's knowledge of the subject contents as well as the manner in which assignments and tests are evaluated. Most learners however usually acknowledge the fact that teachers have superior proficiency in these specific capacities so participating in listing rules should not mean that learners will undermine the teacher in future. Thus rules for the classroom and the school in general, along with the penalties for breaking these rules, ought to be set collectively by all the stakeholders of the school.

In a study of high schools situated in urban, suburban, and rural areas (DeCocco & Richards, 1994), learners conveyed a solid interest in participating in the planning for classroom management and activities with their associated rules; the policymaking

procedures as well as the disciplinary system of schools. In reality though a staggering number (81%) of the learners made the claim that teachers violated their rights to have their ideas respected. The same scholars asked vast numbers of learners in New York City, as well as California, specific questions and discovered that one in five learners indicated that they were rarely allowed to voice their opinion in disciplinary cases which involved them.

There are a number of ways to heighten awareness of the school rules, namely, school rules could be displayed on a poster in the school hall, along with the consequences for breaking them; the rules can also be mailed to the parents; they could also be printed in the learners' study guides or be published in the school newspaper. There are some schools that have produced a DVD or video describing and explaining the rules of the school; this method is used to introduce the learners to the rules in order to ensure they know exactly what is expected of them in terms of their conduct in school. The conception, creation and publication of the rules described above can all contribute to a very constructive school environment and atmosphere. Rules alone can be presented either graphically or verbally and yet form a very small part of a school's overall climate, atmosphere or milieu (Nelson, 2002:28-30).

1.7.2.2 School Climate

A strong school climate contributes to efficient education, knowledge acquisition and sharing, and should ensure that there are fewer disciplinary problems. One of the greatest challenges that teachers need to deal with on a daily basis is the creation of a supportive atmosphere in schools that aids in promoting teaching and learning throughout the school. Fixed, constant, and unceasing dedication to the learners and their learning is the basis upon which scholastic features combine to create a climate which embraces orderliness and clear guidelines for teaching and learning: a milieu that empowers and builds up the learners; encourages reciprocal trust between teacher and learner; acknowledges uniqueness, and observes the disciplinary procedures and actions in a school.

According to Burbach and Kauffman (1997), the initial reactions of teachers to the ever-increasing disciplinary problems and violence in schools should not be to resort

to drastic measures such as the installation of metal detectors, the implementation of zero-tolerance policies, or by hiring additional security guards, but the reaction of teachers should be to focus on the creation of a climate of courteousness in the classroom and the school as a whole. The discipline and climate of a school are two of the aspects that are constantly changing for those people who are involved in a school on a continual basis. Walker (1995) made the suggestion that it is a good idea to create a sense of proprietorship of the school amongst the community by allowing the learners to beautify their school buildings and school grounds. Furthermore, a caring attitude towards the grounds could be shown by the prompt mending of any and all damage done to the premises, which may discourage repeated damage being caused in the future (Walker, 1995). In pursuit of bringing about a transformation in the school's environment, mechanisms for data collection about the environment could assist schools to make informed and significant changes to improve the school (Freiberg, 1998).

Furtwengler and Konnert (1982) have observed that the actions undertaken to create a school climate conducive to discipline, a sense of order, and efficiency will also include three chief orientations or attitudes: the orientation of the stakeholders to the school as the breeding ground for disciplinary troubles; the orientation of the stakeholders to the school's responsibility for refining the disciplinary system, and the orientation of those who form part of the management team who need to deal with solving the disciplinary problems. These scholars are of the opinion that the above-mentioned actions may reflect the attitudes of stakeholders towards disciplinary issues.

The school's management can avoid contributing to disciplinary problems, or reduce their negative role, by ensuring that the number of learners in classes is kept as low as possible in order to avoid overcrowding and ensuring that learners' needs are addressed and also to ensure that effective communication with the learners and their parents can take place. According to Huber (1993), all the stakeholders of the school need to determine their level of responsibility for improving the discipline, regardless of the origin of the disciplinary problems. An important indicator linked to the efforts of the stakeholders to improve the school's discipline is if teachers and managers believe that they can in fact bring about change; a commitment to action would then also be

indicative of a keen sense of responsibility. The occurrence of inappropriate behaviour in a school may decrease if the staff members accept accountability for tolerating misbehaviour and are committed to act to change it. If the staff would also participate in goal setting, greater responsibility will be shared amongst them. Evertson et al. (1998) state that school discipline is a shared issue and all the stakeholders should embark on taking action together and work in unity in order to improve the situation in a school before any change will become visible. When all the stakeholders can reach agreement in terms of bringing about change and exert a measure of authority over events, a climate that is conducive to the improvement of school discipline (Freiberg, 1998) should be the result. As soon as the issue of a school's climate has been addressed, the distinct behaviours of learners can be scrutinised.

1.7.2.3 Class Size

According to Barker and Gump (1964), Heck, Larsen & Marcoylides (1990), the size of classes makes a significant difference in terms of the disciplinary problems experienced in schools: classes that have fewer learners can be more effortlessly handled and will have fewer disciplinary problems than the classes that have larger numbers of learners. A constant finding in the field of ecological psychology has been that where there are fewer learners in a situation, they will be more easily persuaded to participate in activities that may seem unusual to them; they also gain an increased sense of fitting in and of self-worth. These learners will display positive behaviour by being more prompt, not missing classes without permission, and by participating in a wider array of school-based activities (Huber, 1993; Sergiovanni, 1994).

In 1995 Noguera stated that learners who needed more support such as those from minority or low-income backgrounds, benefit more from attending smaller classes. These findings were in results from a study conducted in Wisconsin which revealed that the learners who came from lower income backgrounds and who attended smaller classes achieved significantly higher marks in Mathematics and Reading in comparison to learners from similar backgrounds who attended classes that had a larger number of learners. According to Skiba and Peterson (1999), since class sizes have been reduced in the state of California, the number of learners that have been suspended in three of the suburban school districts within Sacramento has been

reduced by 19%. Gottfredson and Gottfredson (1985) directed a thorough study regarding safer schools and the general safety in schools, publishing their recommendations in their paper entitled *Victimisation in Schools*. They made use of an organisational perspective and survey techniques to enable them to reach a conclusion in terms of violence within schools. Their recommendations include a reduction in school sizes as well as reorganising the institution to ensure that teachers are able to deal with a reduced number of learners more methodically.

Raywid (1997) observed a connection between the size of schools and disruption of classes. She found that smaller schools have fewer disciplinary problems, lower drop-out rates of learners, higher levels of participation amongst the learners, and steadier educational advancement. According to Gettinger (1988), a study known as Learner/Teacher Ratio (STAR), was conducted in Nashville, Tennessee by Pate-Bain and colleagues in which they investigated three thousand learners from pre-school up to learners in the third grade who came from specific country, residential, and inner-city schools from 1985 through to 1988. This study cost twelve million dollars and the learners were arbitrarily allocated to classrooms that were labelled as smaller (comprising of 13 to 17 learners) in comparison to the regular sized classroom (comprising of 18 to 25 learners). The findings were that the learners in the smaller classes had unfailingly achieved more in terms of accomplishment and rudimentary abilities examinations, with fewer class disturbances and disciplinary issues.

The research was funded by two American organisations. Pate-Bain and her colleagues later went on to research the accounts of the original participants from the STAR Project's study who were in the tenth grade (NEA Today Online, 1998). The proportion of learners who had attended classes with lower numbers of learners and who were held back before grade 10 was half that of their peers who had attended in regular sized classes (17 % versus 30% - 44 %). This is a strong indicator that the learners in small classes are more likely to be able to complete their high school careers as established by Pate-Bain (NEA Today Online). Teachers with smaller classes are able to pay more attention to their learners on a personal level; this improved familiarity results in teachers being well-equipped to be able to intercede in circumstances that could involve any form of school violence and other disciplinary problems (Nelson, 2002:33-35).

1.7.3 Types of disciplinary problems experienced at schools

There are common and severe types of disciplinary problems in schools.

1.7.3.1 Common types of disciplinary problems

Lewis (1991:4) differentiates between different coinciding types of misbehaviour which are viewed as difficulties for the teacher to have to deal with in the classroom. These are specifically: misbehaviour that constrains the learner's own learning, misbehaviour by one learner which is damaging to the learning of other learners, and misbehaviour which is rude, insolent or offensive to the teacher. According to Lewis (1991:9), the misbehaviour can be carried out deliberately or inadvertently. The table below illustrates Lewis' views.

Table 1 Types of Misbehaviour

Intent	The behaviour impedes only the learner's learning	The behaviour disrupts the learning of other learners	The behaviour is to the detriment of the teacher
The learner did it intentionally	Sara is doing Mathematics homework during an art lesson.	Jean is yelling abuse at Eric.	Kevin, when asked to move, says "I won't. Try to make me"
The learner did it without intent	Agnes is day-dreaming, looking out of the window.	George accidentally drops his pencil case, and everything spills out.	Tracy, in a bid to get the pencil case back, ignores the teachers' appeal to sit down.

Lewis (1991:39) describes circumstances in which the learners' actions can develop into genuine discipline difficulties for the teachers and this can have a negative

influence on their self-confidence. He categorises these problems as teacher-owned problems and they are as follows: a learner constantly comes to class long after the other learners have already arrived and then interrupts the course of the class; he or she discusses irrelevant things with fellow learners even though the teacher is speaking to the learners; he or she makes drawings on the school's property; one learner incessantly shouts out disruptive words in the class; a learner is not paying attention and will ask questions that have already been responded to earlier in the lesson; a learner challenges the teacher and does not listen to the teacher's instructions; a learner incessantly walks around in the classroom to the extent that he or she becomes a disruption.

Rosen (1997:51-52), from the United States of America, has distinguished the next ten types of discipline problems which may well result in a learner being suspended: insubordination to the school rules; not showing up for detention; not attending classes held on a Saturday; disrupting classes; absenteeism; aggressiveness; the use of bad language; destroying the school's property; violating the codes of conduct in terms of appropriate attire, stealing, and intentionally leaving the school premises without any authorisation.

The added types of disciplinary problems that are experienced frequently in American schools, as revealed by Donnelly (2000:1-3), include aggressive bouts between learners, rebelliousness, a lack of support for teachers, a general lack of respect within the school community, and a lack of trust for the school's management. From my own personal point of view, I do believe that the above-mentioned types of disciplinary problems are precisely the same as those that occur daily in the teaching situation in many South African secondary schools.

Hayward (2003:11) maintains that it is a saddening situation to hear the manner in which learners speak to young teachers nowadays, clearly showing them no modicum of respect. He has given this phenomenon the apt title of "the human rights disease", where learners claim only their rights causing teachers to feel restricted, possibly also causing many teachers to leave the teaching profession early in their careers. Wilson (2008:225) has confirmed that the achievements of learners as well as the contentment of teachers in their work situation is largely dependent on whether the

teachers have constructive rapport with their learners. There are also severe types of disciplinary problems experienced in schools which will be discussed.

1.7.3.2 Severe types of disciplinary problems

In *The Sowetan* (2006:6) the headline proclaimed “Battlefields: two more learners die in South African Schools”. This article provides the harrowing account of the deaths of four school learners from Gauteng and Limpopo who had been stabbed to death on their school premises. This was apparently the result of an altercation the boys had. On 9 October 2006 a similar incident occurred when a nineteen-year old boy was stabbed to death by a fourteen-year old boy in their high school. The article in *The Sowetan* (2006:6) questions the overall safety of schools in South Africa as a result of the violent reports of school deaths at school. In a television programme, named “Azikhulume” that aired on SABC 1 in 2006, a lengthy discussion was held on the issue of violence within many schools in South Africa. Numerous incidents of learners dying as a result of being stabbed or shot to death across schools in the country were highlighted. The same television programme also noted the fact that many learners brought dangerous weapons to their schools on a daily basis.

Moodj (in Smith 1999:211), a scholar from the Netherlands, differentiates between the kinds of culprits committing acts of violence within schools as those making themselves liable for assault through the use of harsh words (belittling someone, producing chaos, harassment); more serious behaviour, including causing damage to property, stealing, intimidation; shakedowns, or making use of a dangerous arms on the school grounds; deliberate viciousness, including physical assault with weapons on or off the school grounds; and girls being sexually harassed or raped.

In a school community, disciplinary problems as well as many other aspects of school life may be influenced or impacted upon by the context of the school and the stakeholders. Whatever the level of disciplinary problems in a school, it is important to investigate the influence of the various stakeholders of the school on the disciplinary system in the school.

1.7.4 The influence of the principal on a school's disciplinary system

The principal plays an extremely important role in the leadership of the school in terms of establishing a sound disciplinary system through means of effective administration and his or her personal example. Principals should encourage teaching and learning of a high standard, and support teachers with ideas and suggestions on how to put efficient discipline into practice. If principals have the desire that the learners in their schools should be well-disciplined, they need to be highly visible role models to the learners. According to Duke (1999:53) principals should involve themselves in “administration by walking around on the school premises”, welcoming greeting learners and teachers and informally monitoring possible problem areas to ensure they are dealt with promptly before a problematic situation might escalate into a serious situation. One may ask what the characteristics of an efficient school leader and principal may be. According to Day (2000), an accomplished principal is a person who is able to remain calm and maintain his or poise in the midst of numerous challenges without ever sacrificing his or her values and personal code of conduct. The abilities to encourage and serve the school community are also essential. Twelve principals were involved in a study conducted in 1998, resulting in Day reporting that the management style of successful principals includes having the ability to visualise the school's future, prioritise, persuade people to agree on the decisions they have made and then to follow the principals' instructions. Such principals should be constantly reviewing their actions and decisions and reflecting on them. They should make sure that all the things that are of significance to them are safeguarded. Apart from all the obligations and responsibilities of a principal, discipline of learners is the dominant duty and responsibility. Day (2000) states that discipline can only exist within a school if all the stakeholders have mutual respect for one another, and there should be an atmosphere that is favourable for teaching and learning, with measures being taken to guarantee the safety of learners in all respects.

In order to be an effective principal one needs to be respected rather than feared by the learners and other stakeholders. The effective principal is also able to communicate an unwavering concern and esteem for learners; yet firmly observe and further the school's disciplinary programme. Being attentive towards increasing the infrastructure for communication at all times between all the stakeholders would also

benefit principals greatly. When teachers are under a great deal of pressure it would help them immensely if they were kept up-to-date and if there was effective two-way communication, especially if they are included in the decision making. This in turn will increase the teachers' sense of having a greater measure of control (Klipps-Vaughan, D., 2013). In a 1998 study, Blasé and Blasé (1999) held interviews with well over eight hundred teachers from various schools in the United States of America in order to gauge their viewpoints on efficient management and the levels of discipline within a school. Questionnaires with open-ended questions were set and the teachers were asked to provide a detailed description of the principals' attributes or tactics, deeds, attitudes and objectives that had an influence on the atmosphere in the respective schools represented. Teachers were encouraged to describe both harmful and uplifting characteristics. In their findings, Blasé and Blasé (1999) state that a principal was made very ineffective in his or her position if there was a desire to control teachers with bureaucratic "snooping". A principal will be much more successful if he or she is a compassionate, caring manager who inspires people to work together as a team and to reflect on their own development as professionals as well assisting staff in disciplinary matters.

The principal should set the example as a lifelong learner and work consistently towards improving the standard of education provided in his or her school. He or she should incorporate various approaches to developing exploration, data, syllabus, programmes and time management into a fusion of schooling. There are common factors among all discipline plans that may be incorporated and used as key factors to success in a school as every discipline plan may not be suitable to every situation (Nelson, 2002:40-41).

A key role that a principal should play in a school is to provide support for the teachers. The role of a principal in providing support to the teachers can be challenging at times, but it is without question an extremely vital role. At the heart of all the duties that principals may have, the duty to support and mentor teachers, especially the younger, less experienced teachers are constantly the most important aspect of their work. This may be done by official observation of the lessons teachers present or by having a conversation whilst drinking coffee in the school's personnel room, but whatever the method, this supportive work, which should be done daily, will impact greatly on the

successes of teachers, their learners and the school community. By guiding the direction that teachers take, the principal will be supporting them to develop strategies that should become a part of the school's ethos of high standards of teaching and learning. In this way all the stakeholders will be enabled to work steadily towards developing a professional educational community (Dabbs, 2012).

1.7.5 The influence of teachers on a school's disciplinary system

A teacher's influence on establishing a disciplinary system in terms of the manner in which a classroom is managed and the teacher's personal characteristics will now be discussed. In terms of managing a classroom, Woolfolk (2004:397) states that the purpose of managing a class is to maintain an encouraging and industrious educational situation. She provides specific objectives that should be envisaged in order to develop an efficient administrative system to ensure the smooth running of the classroom. These are the maximal use of the allotted time for education; making involvement in learning more available to the learners, and developing learners who will have the ability to manage themselves. Creating a climate which is conducive to achieving these objectives may be challenging and teachers sometimes fail to achieve this ideal situation. Cullinan (2007:210) points out the fact that teachers are occasionally and involuntarily at fault by dwelling on and prolonging the emotional and social problems that learners may display. He further states that teachers may have actually become predictors of disappointment because they do not take the learners' uniqueness and individuality into account and they may have unrealistically low expectations of what the learners may be able to accomplish and the levels of performance that learners may be able to achieve. The teachers may lack the necessary skills to be able to manage an individual's or a group's behaviour and thus they assign tasks that are completely beside the point and worthless to the learners.

Cullinan's (2007:210) perception of teachers implies that teachers may at times have a dearth of the necessary skills to be able to determine the different capabilities of the members of a class and thus they use the same approach to a lesson's delivery, resulting in exasperation for the intellectually challenged learners and boredom for the intellectually strong learner if too straightforward; there needs to be a differentiation in the way lessons are presented to incorporate all the learners in a class. Mbatha (2008)

agrees with Cullinan (2007), and mentions the teachers that cannot plan properly as a reason for many of the discipline problems experienced in the classroom. Besides wise lesson-planning to ensure the proper management of the learners, teachers should also have a flawless understanding of what is required by the syllabus and the appropriate teaching approaches and strategies, prior to entering a class. Having a detailed strategy in terms of the expectations of achievement in a specific lesson, which will ultimately lead to the effective completion and teaching of the curriculum will also provide teachers with the ability to organise the work properly for themselves and for the learners.

Strauss (2006:21) argues that disciplinary problems can also surface in classes where a strict disciplinary system and orderly planning are in place. The manner in which teachers manage classrooms and their workloads may have an influence on learners' behaviour. An uncompromising application of and adherence to the syllabus and the teacher's dependence on chastisement and punishment to change unmanageable conduct oftentimes will lead to resentment from the learners (Mabitla, 2006). Coetzer et al. (2010:10) are of the opinion that the pace at which a lesson is presented is very important in the prevention of disciplinary problems. Lessons that are taught too quickly or too slowly may have a negative impact on the learners, therefore there needs to be a balance to ensure all learners can follow what is being taught in the classroom. Thompson (2009) believes that teachers do not always listen to their learners' worries or questions which, in turn, causes learners to lose interest in the lesson presented by the teacher. Furthermore, teachers could succeed in maintaining the responsiveness of all their learners if their lessons do not have too great a variety of activities.

The rules of a class are an indispensable element of classroom management as these rules guide the behaviour and code of conduct which are satisfactory to both the learners and the teacher in the class. According to Mokhele, classroom rules should be compiled co-operatively, by the teacher and learners themselves (2006:155). Rules can only serve as preventive measures if the necessity for having rules and the penalties for disobeying them are accepted and appreciated by the learners. On the subject of the individuality of teachers, it must be borne in mind that teachers need to ensure the proper sharing and dissemination of information and decisions regarding

the education within schools among themselves; it is vital that they recognise their part in directing the progression of teaching and learning in their respective schools, and their ability to deal with disciplinary issues in their classes.

Coetzer et al. (2010:7) provide the following classification of teachers' behaviour which offers a clear understanding of the impact and influence that a teacher's demeanour and approach may have in terms of involuntarily causing discipline difficulties in the classes:

Firstly, teachers sometimes fulfil the role of an observer. They are not aware of what is happening in their immediate vicinities. These teachers typically have their heads in the clouds as they are absorbed with their own considerations and personal aspirations. These teachers may also lack self-assurance, and they find it very difficult to form a rapport with the children they teach and with their fellow teachers. Teachers such as these will have a tendency to reprimand those inactive learners who appear to be daydreaming during class.

Secondly, teachers who believe strongly in their own authority is may consider themselves to be superior. The learners are seen as minions who need only to follow their orders without argument or any questions. These teachers impose their will on others who often do not accept it and who do not want to be manipulated into following another person's will in that way. The approach if these teachers may lead to an increase of unease in the classroom and cause unnecessary conflicts that will impact upon the behaviour and achievements of the learners in the class.

Thirdly, teachers who are perfectionistic are those who will involve the learners in situations that ensure a victor and a loser which will prove the teacher to be the victorious party. They take pleasure in revealing the flaws of others and then strike a comparison between the accomplishments of the children they teach and their own children.

Fourthly, teachers who seek approval from others will usually have a distorted image of themselves and their own worth. These individuals are afraid of any form of criticism and continuously pursue the affirmation of others. They are not consistent in their

approach to the discipline in their classrooms. Learners may often exploit situations in which the teacher is being tolerant, which in turn will create the perfect opportunity for them to misbehave.

Finally, routine-oriented teachers view administrative tasks as very serious and important. They follow processes and strategies very strictly. They anticipate accurate, comprehensive responses to their questioning in their classes as well as to various assessments such as examinations and tasks. Their inflexible demeanour occasionally causes pressure due to the fact that the learners' inventiveness and their liberty to express themselves are inhibited because these teachers have irrational expectations and do not offer to assist learners in any way. They expect the learners to be able to cope on their own: completing their tasks and finding solutions on their own. They do not show compassion for learners who may be shy or introverted.

It is clear from the above that the different attitudes and approaches of teachers can have a significant influence on the method in which they relate to their learners. Respect is the most important characteristic that a teacher should have, since having respect for others results in earning respect for oneself. Learners will disrespect teachers who behave incompetently and who disrespect the learners (Lethoko et al., 2001:312). Mokhele (2006:155) points out the fact that learners will be provoked to indulge in acts of aggression if a teacher constantly makes sarcastic comments and acts disrespectfully towards them.

It is important to pay attention to the influence of teachers' behaviour on the learners' behaviour, with a number of views being discussed. Thompson (2009:43) makes the statement that learners will also be provoked into acting insolently in cases where the teachers are impolite and display an attitude of being superior to everyone else. Zondi (1997:26) elaborates on this point by stating that if teachers reprimand learners and offend them or challenge their capabilities, it may result in the learners becoming impudent or violent towards the teacher.

Teachers who have become demotivated may also negatively influence the disciplinary system of the school. Rossouw (2003:416) asserts that underqualified teachers cannot ensure and maintain discipline in their classrooms. This is however debateable due to the fact that many qualified teachers also experience discipline

problems in their classes. Mbatha (2008:22) and Mokhele (2006:155) agree that teachers who have become demotivated will not arrive at their classes promptly and in some cases will often not even go to their classes to teach. This conduct promotes a sense of indifference amongst the learners due to the lack of stability in and continuity of the lessons as well as the fact that they are unable to achieve the same level of work and education as their peers in other classes. Teachers who have become demotivated are also reluctant to compensate for any time that has been lost. This is a poor example that is then modelled to the learners.

Research that has previously been done indicates that learners will also behave in an unacceptable manner when the rules are not consistently applied by the teachers (Strauss, 2006:21; Thompson, 2009:43). Those teachers will be blamed for showing preferential treatment when they tolerate certain conduct from some learners, but employ the rules strictly towards others who behave in the same way. The learners will retaliate when they feel victimised due to the teachers “picking on them for no reason” (Thompson, 2009:43). According to Naidoo (2011:100), teachers who lack the capability to manage their personal stress may display antagonism in their classrooms, which in turn may cause increased tension between themselves and the learners that they teach. Teachers who have personal domestic problems may also have trouble in harmonising their school responsibilities with their situations at home. These individuals are typically intolerant of trivial disobedience which would usually be overlooked. Regardless of their credentials and know-how, teachers may still come across complications in dealing with discipline as a result of an absence of conversational and social abilities. Disciplinary problems may be intensified in cases where the teachers do not show any regard for the opinions and wellbeing of their learners but merely view them as units that can easily be managed (Masekoameng, 2010:21). Learners want the opportunity to express their views and become involved in the class. If such keenness and passion are continuously ignored or not suitably dealt with because the teacher does not have the skills to efficiently integrate the learners’ contributions into their lesson plans, the possible result could be a display of the learners’ frustration and resistance towards the teachers. The learners’ behaviour will most likely be very negative in such a situation.

A teacher's voice, the volume and tone of which, is an irreplaceable skill in the maintenance of discipline within the class. Coetzer et al. (2010:15) make the statement that teachers will often have very noisy or restless classes if they tend to raise their voices to address minor misbehaviours. This can create a negative atmosphere which will confuse the learners as they will not know why the teacher may be angry. The teacher and learners need to decide upon an acceptable level of noise at the beginning of the year in order to ensure that learners are aware of the point at which they will have crossed the acceptable boundaries. Teachers who have a low but authoritative intonation in their voices will be able to create calm and peaceable classes. Many teachers are of the opinion that during teacher training, the skills to deal with disciplinary problems are not dealt with sufficiently. Consequently, when the trainees are employed as teachers at schools, they do not have the sufficient expertise and understanding to be able to handle the problems that they may experience in terms of classroom discipline. Strauss (2006:20) confirms that teachers are not taught how to deal with the complications that may arise, this in turn may provide an insight into the reason why teachers are unintentionally participating in the learners' misbehaviour.

1.7.6 The influence of the parents and community on a school's disciplinary system

A well-disciplined school will have stakeholders that are fully involved with the activities and processes of the school as well as parents who support the school. Sergiovanni (1994:87) states that building the community should ultimately be the focal point of any efforts to improve a school. Frosch and Gropper (1999) propose that the parents and community of the school are essential partners in all endeavours to create an effective disciplinary system and there needs to be constant communication with parents regarding occurrences and events in the classrooms, as well as recommendations on ways to deal with their own children regarding their discipline. All the stakeholders involved in the school have an important part to play in creating a positive change in the school's situation. By taking the initiative and working cooperatively with all the stakeholders, the opportunity is created to establish a climate that nurtures respect as well as possible companionship amongst learners who may not have had the opportunity to interact with each other (Smylie, Crowson, Chou & Levin, 1994). Certain scholars (Battistich et al., 1989; Kohn, 1990) have stated that the justification for the promotion of the involvement of the stakeholders of a school

has been apparent since a programme that was launched in 1981 in the United States of America was observed. Eight districts worked collaboratively to encourage the learners' societal, ethical, and scholarly improvement and then integrated feedback was received from the stakeholders. The schools recounted that the more the stakeholders (parents and members of the community) became involved within the school and its functioning, the more the learners said that they enjoyed school and saw education as a prized possession. These learners were also more inclined to show concern for the needs of others and more capable of conflict resolution in certain situations than those learners who had described themselves as not feeling part of the community. Discipline also had a tendency to be much less problematic at the aforementioned schools (Battistich et al, 1989). Kohlberg (1975:99) observed that constructive alterations in learner behaviour could be ascribed to the fact that a feeling of belonging and unity developed from the processes whereby conflicts were decided through impartiality, justice and a communal verdict. Teachers complained that the parents of the so-called problematic learners, especially those from the poorer neighbourhoods seemed to refuse to become involved in the efforts of the school to curb negative disciplinary problems or to aid in the establishment of a preventive plan for these situations (Duke & Meckel, 1980). Every so often parents may feel apprehensive about paying a visit to school managers and are now and then aggrieved by the fact that the school would only contact them when a predicament arose. Harmin (1995) states that teachers believe that recurring problems can be greatly reduced with the increased involvement of parents in the firm decision to eliminate disciplinary problems. Critical aspects include constant communication, carefully considered procedures, and rules laid down for the various areas of life. Williams and Chavkin (1989) concur that regular and significant communication will lead to an improved relationship amongst all the stakeholders and help to support the education of learners and their social and emotional development. The positive effects of role modelling will become evident as the community members become more actively involved in the school. The pride that is felt by both learners and the school community for the school and their development of school spirit would inspire the learners to pressurise their peers to start following the rules and supporting the school; in time this would make the school a better place (Nelson, 2002:27-28).

Parents have the most important role in shaping their children by instilling good morals, values, discipline and respect from an early age. The skills that parents have will be extremely varied from one parent to the next. Many of the parents are not consistent with their childrearing, others are too punitive, some are also more concerned and pre-occupied with their own worries and their work and will therefore exhibit a lack of care for their children whereas other parents are too tolerant towards their children (Lawrence, 2007: 74). However, a hefty percentage of parents still possess decent and reliable capabilities in terms of child rearing (Lawrence, 2007: 74). It is not always the fault of the parents if their children do begin to display certain objectionable behaviours or become delinquents. Parents can try their very best to rear their children in a fit and suitable way by creating an affectionate and compassionate home atmosphere, however they cannot always protect their children against the influences of their friends or the mass media (Lawrence, 2007: 74).

Parents may ensure that the odds of their children involving themselves in disruptive behaviours are reduced in the following three ways:

- Stay alert and be aware of the influences that friends and the media may have on their child or children. Ensure that they are aware of and know who the child's or children's friends are.
- Ensure that there is regular and constant communication between parent and child. Inspire their child or children to share the things that are happening in and to them in their lives and ensure that they are actively listening.
- Engage with their child or children by finding out what problems they may be facing in their lives at school or socially as well as the decisions that they will be expected to make. It is vitally important that parents establish a good relationship with their child or children (Lawrence, 2007:74).

Parents ought to become involved in the lives of their children as well as in their schoolwork and school activities. Discipline and respect begins in the child's home and parents have a duty to accept the responsibility to ensure that they teach their children to respect teachers and other members of society. Respect and discipline should be taught at home; this will contribute to the stake-holders' role in the creation of a better, safer and more disciplined school environment (Van Jaarsveld, 2011:35).

According to Lawrence (2007: 165), many people believe the rights of learners are afforded too much importance in modern society. Many of the disciplinary issues are the result of a shift in the equilibrium in the rights of a teacher and the rights of a learner. The situation may arise where teachers do not want to take any disciplinary action against learners due to the fact that they are afraid that they may face certain accusations made by learners and the parents of the learners regarding their human rights (Lawrence 2007:165).

Learners and their parents need to begin to realise that all rights and privileges also have certain duties that need to be fulfilled and responsibilities to be met. Both learners and the teachers should be respected on the school premises and in the community in terms of their rights and duties. Learners however, need to be taught their duties before they can start claiming their rights (Lawrence, 2007: 166).

The purpose of the implementation of certain disciplinary measures in a school is to create a non-violent, protected environment that would be a favourable milieu in which teachers are able to teach and learners are able to learn, with the added benefit of the improvement and growth of both the teachers and the learners (Van Jaarsveld, 2011:35).

1.7.7 The influence of the learners on a school's disciplinary system

Children perceive punishment differently at their various developmental stages and at their different ages. While smaller children may regard all punishment as unfair, the older children will accept the punishment as being fair and acceptable as long as it fits the transgression (Cotton, 1990). A study of learners' perceptions was conducted by Masciarelli (1998) in order to gain understanding of what school discipline entails, from the learners' point of view, in the state of Colorado in the United States of America. A total of 51 learners in grade seven were questioned on the topic of learner behaviour. It was found that a small number of these learners saw discipline as a means to learn to manage themselves and they actually regarded discipline as the consequence for any and all disciplinary problems and as rules to prevent problems in the future. Overall learners provided different reasons for obeying school rules and these are:

(a) to avoid the penalties they would face at home,

- (b) to avoid the penalties at their school,
- (c) to gain acknowledgement at their schools and homes, and
- (d) to avoid the penalties in a court of law (Masciarelli, 1998).

Supaporn (1998) engaged in research aimed at the exploration of misbehaviour from a learner's perception within a physical education class comprising of fourteen learners in grades seven and eight during a module of basketball-training that lasted a fortnight. The data was gathered in the form of video tapes of recordings made in the classroom; revision of certain precarious occurrences; observations of the teachers; and interviews conducted with the learners. The learners classified disciplinary problems as doing something that they were not meant to or not doing something that they were meant to.

A majority of the learners admitted there were times when they behaved inappropriately within the two-week period. When the video recordings were reviewed, it was discovered that the teacher's slack sense of responsibility and the absence of intervention created the opportunities for the learners to be able to behave badly in the classes. The inadequate teaching methods and the lack of organisation, as well as the haphazard distribution of educational assessments, appeared to be the greatest causes for the learners to behave badly (Supaporn, 1998). Teachers lose large portions of their teaching time when they need to manage and deal with the behaviour of disruptive learners. Deutsch (1993) made the statement that schools should focus on a curriculum that inspires calm situations and then teachers would be able to focus on the customary characteristics of education such as reading, writing, and mathematics. Teachers and managers would have the liberty to achieve their scholastic undertakings without wasting their time on being engaged in disciplinary actions with the unruly learners (Nelson, 2002).

1.7.8 Conclusion of the preliminary literature review

In the preliminary literature review I focused on the following topics:
the concept of school discipline in a secondary school,
factors contributing to a school's discipline,
types of disciplinary problems experienced in schools,

the influence of the principal on a school's disciplinary system,
the influence of the teachers on a school's disciplinary system,
the influence of the parents and community on a school's disciplinary system,
the influence of the learners on a school's disciplinary system.

The purpose of this preliminary literature review was to find all the relevant information concerning the variety of factors that may cause a breakdown, or an improvement, of a school's disciplinary system as well as the influence of the various stakeholders' perceptions and beliefs on a school's disciplinary system. Parental involvement was also conceptualised as referring to the school-home relationship. The school should understand the background of the learners and work with parents to assist each other for the well-being of learners. In Chapter 2, I will expand on these issues in terms of the policies and measures that may be implemented to curb the disciplinary problems in schools as well as further gauge the perceptions of the stakeholders regarding discipline in schools.

1.8 Preliminary conceptual framework

Modern-day Australian syllabus theoreticians who embraced the principles of Habermas (1976) and Giroux (1982) established the foundation for the creation of an alternative conceptual framework for discipline (Kemmis, Cole & Suggett, 1983). In their development of an alternative theoretical framework they attempted to pinpoint four orientations towards school discipline namely traditional, liberal progressive, socially critical, and laissez faire, within the framework of more comprehensive social and scholastic values regarding the way in which control and power are disseminated within schools (Johnson et al., 1994). The four orientations that were adapted from analyses of Kemmis et al. (1983) are not exceptional or unusual. As Kemmis et al. (1983) admitted, there was nothing predominantly novel about these specific orientations. They signify a broad-spectrum view about education and the role it plays in society; each has its own critical past and literary works that are associated with it (Kemmis et al., 1983:8). To understand the work that had been done on in the field of discipline, however, the various systems created to deal with the disciplinary problems will now be discussed.

1.8.1 Systems that have been designed to curb disciplinary problems in modern-day classrooms

In their endeavours to create an organised, dutiful, and predictable school environment, some schools have started implementing what is known as school-wide behaviour management systems. An example of the aforementioned system is Lee Canter's (1976) Assertive Discipline. This system has been continually updated by the author. The system as it was updated during 1992 will be described.

1.8.1.1 Lee Canter's Assertive Discipline (1992)

Canter (1992) associated the key to Assertive Discipline as praising and rewarding learners who are abiding by the school's rules and code of conduct, recognising them as being supportive especially when they behave suitably, and ensuring that they realise that the rules are valued, on a daily basis. He purported that it is vital that teachers should have a methodical disciplinary plan in their classrooms which explains the penalties for misbehaving. An effective disciplinary plan is one that is applied equally to all learners. The teacher should provide detailed instructions for each and every situation in the classroom. Canter recommended that a disciplinary plan should include a set number of five penalties for misbehaviour, however teachers should only decide on penalties with which they are satisfied. Teachers should also be responsible for constructive support for appropriate and diligent behaviour and disciplinary penalties for disorderly or persistently lazy behaviour. In a previous study, Canter (1989) made the statement that managers need to understand that Assertive Discipline is not an undesirable exercise, however some negative teachers could misuse it. Additionally, he reported that managers should guide teachers and train them to forego their negativity and start implementing constructive support for learners.

Canter (1987) suggested three steps dealing with behaviour management in order to establish a constructive disciplinary system. In the first place, if teachers want their learners to obey specific orders, they should teach them those specific behaviours. Next, teachers should use affirmative reiterations to strengthen the learners when they obey the instructions that were given. Finally, if a learner is disobedient after a teacher

has him or her aware of the exact guidelines and has used affirmative reiterations, then the teacher should simply make use of the negative penalties.

The backing of parents is very important in teachers' endeavours to create a disciplinary system (Canter, 1984). When teachers do not receive parental support they tend to become frustrated and give up. Canter suggested that teachers need to be trained in ways to communicate effectively with parents. Assertive Discipline plans inspire teachers to create personalised disciplinary strategies for those learners with extreme behavioural problems and record the lingering learner misconducts. Canter (1995) made the statement that there may be numerous learners in a class on whose behaviour the usual disciplinary plan will not have any impact. Managers ought to empower the teachers with the necessary permission and abilities they require to enable them to deal efficiently with difficult learners and to increase accomplishments. Assertive Discipline is the management system that can be used to ensure successful teachers, learners, and schools (Canter, 1995:77).

The successes of disciplinary programmes rely on the classes where learners are able to achieve and be content in their school work. William Glasser (1993) created a disciplinary programme that addresses these specific needs. Glasser's theory of discipline aims to teach learners how they need to make effective choices and this theory will now be discussed

1.8.1.2 William Glasser's Choice Theory (1993)

In the 1960s, William Glasser incorporated certain features from his Reality Theory (Glasser, 1992b) in order to create a series of programmes for schools. Glasser planned and created his Reality Theory, and all of his school exercises, around an old-fashioned reason and consequence theory that he once named Control Theory, but it is now known as Choice Theory, which endeavours to expound on both the mental and physical conduct of learners. He made the claim that people will choose all their behaviours to gratify a set number of hereditary "needs" which are similar for all people. The number of these supposed needs, as described by Glasser, varies from simply two in 1965, to the present-day total of five. These include the following: to or for love, control, liberty, pleasure, and the need to survive (Glasser, 1993). He

explained that these requirements are part of a person's hereditary composition, and from infancy, one devotes all behaviour in an effort to gratify them. Another statement made by Glasser was, "Quality is anything we experience that is consistently satisfying to one or more of these basic needs" (Glasser, 1993:19). Research based on aspects from the Reality Theory, created by William Glasser, was conducted in the year 1975 in a primary school situated in Knoxville, Tennessee. The six teachers employed at the selected school chose the learners who displayed the most disruptive behaviour to take part in the research. A multiple reference point design was utilised in which intervention tactics were instituted at diverse stages for every learner. Through this research it was determined that the individualised method resulted in an escalation in learners' suitable behaviour and a decline in unsuitable behaviour (Cates & Thompson, 1975). Glasser's (1992b) perspective on behaviour leads to the following deduction: If a learner causes a disturbance in school, the school environment is to blame. The adults in the school should create an environment that satisfies all the learner's needs, then the learner will not be disruptive. In the book that he wrote known as *The Quality School*, Glasser states that schools should invest their time in ensuring that all the dedicated staff members learn exactly what a quality school is made up of and start putting the following three elements into practice in their school. These are

Firstly, urging all learners to consider what quality schoolwork is and what qualities there are in their own lives. With this knowledge, they will start to gain a sense of the importance of making quality an integral part of every one of their undertakings.

Secondly, urging all learners to assess the quality of all their actions in school.

Thirdly, managing both learners and teachers without the need for any form of intimidation. In Quality School terms, transforming entirely from management as a superior to management as a leader (Glasser, 1992b:297).

Glasser contended that a school will not be able to become a Quality School unless the principal puts in considerable effort to lead the school and its staff towards the accomplishment of the three key elements as mentioned above (Glasser, 1992b). The school, the classes and the environment in general need to be rearranged by the staff

in order to ensure that the needs of all learners can be met simultaneously. Disciplinary problems will become a thing of the past if teachers are able to achieve this feat.

A programme created by Harry Wong in 1998, a former science teacher in a secondary school situated in California, addresses the issue of school discipline and it places a focus on classroom tactics, unwavering customs, and everyday management to enhance discipline in the classroom. This programme will now be discussed.

1.8.1.3 Harry Wong's Classroom Strategies (1998)

Harry Wong is an inventive teacher, who also started writing and making appearances on a national level to discuss aspects concerning the concept of school discipline. He has made a video series based on the concept of classroom management, as well as having written several books. He gives presentations alongside his wife Rosemary on the significance of effective approaches for the successful classroom. Wong and Wong (1998) recommend three crucial learner behaviours that should be imparted in the beginning of the new school year or term namely: the acceptable disciplinary behaviour expected from the learner; the disciplinary procedures that will be followed and are utilised by the school; and the routines for good behaviour, such as, lining up before classes; allowing girls to enter the classrooms first and other routines to improve the efficiency of the school's disciplinary system. Wong says, "The effective teacher invests time in teaching discipline and procedures, knowing that this will be repaid multi-fold in the effective use of class time. The key to success therefore is using time wisely by managing it effectively" (Wong & Wong, 1998:143).

Researchers have recognised that the schools that are considered to be the most efficient seem to have a highly-structured environment and great educational prospects (Albert, 1996; Curwin, 1992; Glasser, 1992b). Wong and Wong (1998) are of the opinion that classrooms will be effective when the teachers have a clear understanding of the expectations for the learners and the learners in turn have no doubts as to what the teachers expect of them. Wong and Wong (1998) states that rules are comprised of unambiguous anticipations in terms of acceptable learner behaviour and that these should be made available before the onset of school. Every type of communication about the behaviour that is acceptable and expected, with the stakeholders involved with the school, is vital. Wong and Wong make the claim that

good behaviour is much easier to sustain than it would be to transform the inappropriate behaviours once they have become established and are accepted as the norm. The authors state that a school with clearly established rules from the onset will be able to establish an environment that promotes a strong work ethos. A key element of this disciplinary plan is that it can be applied generally. Regardless of where the learners may find themselves, they would come across the identical disciplinary plan and the fundamental element to its success would be school-wide uniformity. As the exact same plan is incorporated throughout the school, the learners will have no doubt of the expectations of them and all members of the staff will be able to assist and support each other efficiently.

An additional principle of the Wong and Wong (1998) disciplinary plan, is that educational behaviour is not a part of their guidelines, as the plan deals exclusively with behaviour and not with the educational work. Educational issues such as the completion of schoolwork, writing with a certain colour pen such as a blue pen, and the submission of assignments form part of the domain of procedures and educational performance. Wong and Wong also recognise that rules ought to be stated in a positive manner whenever possible.

Another person who abandoned the teaching profession to become a writer and spokesperson on the subject of discipline in schools is Alfie Kohn. In his book, *Beyond Discipline - From Compliance to Community*, Kohn (1996) disapproved of the disciplinary practices used by schools throughout the nation and he made the suggestion that a school ought to be treated, essentially, as equal to a community.

1.8.1.4 Alfie Kohn's Caring Communities (1996)

Kohn (1996) proposes that learners will be able to commit themselves more readily to making decisions in all contexts of a democratic society when they are given the opportunity to participate in the decision-making processes at a school. He explains that learners show a greater interest in learning and also display greater self-confidence when they receive their education in the classes of the teachers who control the learners to a lesser degree and allow and provide backing for the learners' autonomy. Every single characteristic of life within a class provides an opportunity to

reflect on the decisions that might be entrusted to learners, or discussed with learners, individually and as a group (Kohn, 1990). Kohn believes that programs aimed at the management of classrooms should include single-mindedness, non-restrictiveness, and flexibility, as well as appropriateness in terms of a specific age group and finally learner participation (1996). The suggestion was made that a class ought to be given the opportunity to decide upon good disciplinary practices and the behaviours that are acceptable and unacceptable to everyone in that specific class. Class meetings can provide learners with a chance to come together and take part in the procedures associated with decision-making in the class and sometimes the school as a whole. It would be healthier if the method that describes class assemblies is replicated during the course of the day as well (Kohn, 1993). Kohn (1996), believes that a class or school ought to be treated as a community that may possibly be recognised as a home in which learners have the impression of being cared about and are stimulated to care about one another. Here learners may experience a sense of value and respect; the learners are important to each other as well as to the teacher. In this situation there will be a “connectedness” that forms and they will regard themselves as a unit and as a part of an “us” (Kohn, 1996).

Some of the most significant work in terms of putting into words, investigating, and applying the idea of caring communities has been done in association with a programme in schools which is known as the Child Development Project (Battistich, Solomon, Watson, Solomon, & Schaps, 1989; Kohn, 1990; Solomon, 1992; Watson, 1989). The people involved with the Child Development Project, in the United States of America, worked in eight different school regions, both in the interior of California and beyond its borders, to support learners’ development in all aspects of life. An abundance of academic writings was found relating to disciplinary strategies and methods designed by teachers and managers who have since retired and the topic of learner behaviour has been extensively studied by means of perspectives from influential community members, parents, managers, and teachers.

Furthermore, it is not only the policies, philosophies and procedures that curb disruptive behaviour, it is also the physical environment factors which impact on a learner’s conduct.

1.9 Research design and methodology

I decided that the research method adopted for this study will be a single in-depth case study, after having carefully considered the different types of case study designs and where my study would fit into them in order to select the most suitable one. Different scholars indicate that there are different kinds of case studies. Yin (2003) differentiates between three kinds of case studies, namely, the critical case, which allows a better understanding of the circumstances; the unique case, which focuses on clinical studies, and lastly the revelatory case, which exists when a researcher has the chance to witness and investigate an occurrence previously unreachable for any scientific exploration. In this study the critical case was employed.

In this study, the case study design should allow the principal, teachers, non-teachers, learners and parents to voice their experiences in order to establish cause and effect. Finally, this study will link theory and practice in an attempt to comprehend how the theories underpinning the study relate to the perceptions and beliefs regarding the disciplinary system in the sampled school. This qualitative case study is a research method that enables the investigation of a phenomenon within its specific setting whilst also providing the researcher with the opportunity to make use of a variety of sources for data collection. This guarantees that the specific subject is not examined from a single perspective, but rather a variety of perspectives which in turn will allow for numerous features of the situation to be exposed and understood (Baxter & Jack, 2008:544). A characteristic of case study research is the use of numerous sources of data, this also heightens the credibility of the data (Patton, 1990; Yin, 2003). Possible sources of data may consist of, but are not restricted to, documents, archives, interviews, material artefacts, observations that are done directly, as well as participant-observation. This qualitative approach provides the exclusive opportunity to be able to gather and incorporate quantitative data through the use of questionnaires in order to enable an all-inclusive understanding of the occurrence that is being investigated. In case study research, the data gained from these various sources are then joined when they are analysed rather than dealt with on an individual basis. Each data source is only a single part of the conundrum and each source is a vital part which contributes to the researcher's understanding of the phenomenon (Baxter & Jack, 2008:546).

Due to the fact that multiple sources of data will be used, namely: interviews with teachers, the principal and non-teaching staff, focus group discussions with parents and questionnaires administered to learners, the chosen research design will be perfectly suited to this study. This study is also a mixed method study (Creswell 1994) which is explained in detail in Chapter 3.

1.10 Methodological assumptions

There are certain noteworthy assumptions to which a qualitative researcher is not unsusceptible. Firstly, in qualitative investigations the assumption is made that the reality of life is personal and that societal atmospheres are personal concepts created by an individual's understanding and therefore they cannot be generalised (Gall, Gall & Borg, 2003); these views are entrenched in constructivism rather than positivism. Consequently, the assumption is that a reality does not exist that is generalizable or measureable for a larger populace than a singular event. Qualitative researchers have the assumption that a thorough explanation and an unfathomable comprehension are suggestive of their specific methodology, which hints that other research models are not as detailed and expressive (Sechrest & Sidani, 1995). Qualitative researchers also hold the belief that research is not only affected by the principles of the researcher but also by the philosophies, propositions or the context that the researcher makes use of in specific circumstances (Tashakkori & Teddlie, 1998).

Context is a primary concern and focal point in qualitative research. Qualitative research makes the assumption that in the absence of a clear comprehension of the circumstantial nature of a research study, the described data cannot be generalised (Sechrest & Sidani, 1995). Generally, qualitative researchers believe in the contextualised perspectives as well as those which are varied, interpretative, and unrestricted (Cresswell & Miller, 2000). To qualitative researchers, the entire globe is "shifting, changing, and dynamic" (Filstead, 1979:34).

Although this study will be conducted from a mixed-methods point of view, the qualitative component that was now described will be emphasised because of the

understanding that the school situation is dynamic and ever-changing; however, realities are created by the individuals involved in the school environment. Therefore, it is important to understand the individual's perceptions and beliefs of the disciplinary system to truly try to understand the school situation as it is being studied. There is also a quantitative part to this study, namely the questionnaires which will be used to enhance the understanding of the perceptions of the stakeholders gained from the interviews and it should also provide a means to gauge the perceptions of the learners regarding the sampled school's disciplinary system.

1.11 Significance of this study

Rossouw (2003:413-435) states that "even though disruptive behaviours are a serious problem in South Africa (SA), it is definitely not limited to the SA public school system but is rather a universal problem." Such behavioural difficulties cause extraordinary tension among teachers and obstruct the learners' capability to function efficiently when they come into school. Behavioural problems surface and become established at an early stage of development (Bergin & Bergin, 1999). Mathe (2008:1-2) states that "discipline, safety and security are crucial issues, as school management embarks on creating safe and secure, disciplined school environments".

The available research places an emphasis on creating safer schools and ending school violence and not as much focus is given to increasing a school's discipline as can be seen through the research done by Lazarus et al. (2012: 134-147), Bergin and Bergin (1999) as well as Merrett and Taylor (1994). The absence of research on classroom discipline is problematic due to the fact that there is a wide range of opinions and very little data to back or disprove those opinions. Some researchers would contend that respectable teachers would make use of assertive discipline, whilst others would shudder at the term discipline and believe that good teachers direct learners (Canter, 1989 Gartrell, 1997; Hitz, 1988).

The existing literature and studies that have been conducted clearly have gaps that need to be filled. The gaps that have been identified are that learners' and the other stakeholders' perceptions regarding the disciplinary systems and how these perceptions affect the disciplinary system in schools have not been explored in earlier

studies that have been conducted in the field of discipline. This study therefore, will attempt to fill these gaps by approaching the topic of discipline from a new perspective to expand the available information and enhance future studies in the area of discipline.

Furthermore, in the literature pertaining to the implementation of CCTV cameras, it becomes evident that CCTV cameras are installed in schools as a safety measure to improve the safety of schools and their status as safe schools but there is a clear gap in the literature regarding the use of CCTV cameras as a tool to enhance discipline in schools. There is very little empirical research of any nature that exists regarding the role of CCTV cameras in the use of disciplinary systems in schools. This study may add value to further research in investigating the use of CCTV cameras as a disciplinary tool.

The issue surrounding Human Rights and the implementation of CCTV cameras as a disciplinary device will also be explored. This study will therefore examine the relationship between discipline, disruptive behaviours, CCTV cameras and human rights. This study might add value to the field of discipline as many new areas are examined and explored which have not been taken into account in prior investigations and studies of this nature.

1.12 Overview of the chapters in this study

My study has five chapters. Chapter 1 provides the introduction and contextualisation of the study; the rationale and purpose; the research objectives; the problem statement; the main and secondary research questions; the important concepts and definitions; a preliminary literature review; the preliminary conceptual framework and related theories; the research design and methodology; and the significance of the study. I present all these in order to ensure a full understanding of the study that is to be undertaken.

The second chapter of this study deals with the literature that has been reviewed during the study by providing the full literature review in order for the reader to gain a clear understanding of the gaps that exist in the literature which may be filled by new

studies of this nature. The literature dealt with includes discipline in modern-day classrooms, strategies to curb disruptive behaviours, the role of CCTV cameras and Human Rights.

The third chapter deals with the research methodology, by providing the research design, the mixed method approach, the research instruments, the data collection tools, data analysis and ethical matters.

The fourth chapter deals with the findings of the research based on the analysis of the data collected. The sections of this chapter will deal with the findings from the data, including the questionnaires administered to the learners; the interviews that were conducted with the teachers, the principal and non-teaching staff; the focus groups held with the parents and the literature and documents that were reviewed. The qualitative data were analysed through the process of qualitative content analysis and the quantitative data were analysed through quantitative descriptive statistical analysis.

The fifth and final chapter of this study will provide the conclusion of this dissertation and will answer the research questions with a summary of the findings; the strengths and weaknesses of the study; a summary of the contributions that were made in this research field, as well as suggestions for possible future research.

1.13 Conclusion

In this chapter I have contextualised the research problem and research questions by providing the rationale and the purpose of the study. The key theoretical concepts were discussed as an introduction to the study. A preliminary literature review contextualised the research problem. The significance of the study is evaluated. The research design and methodology were indicated and the chapter is concluded by providing the outline and purpose of the forthcoming chapters.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter of the study deals with the literature that has been reviewed. By providing a more complete literature review, the reader should gain a clear understanding of the gaps that exist in the literature which may be filled by new studies of this nature. The literature dealt with includes the following: learner discipline in modern-day classrooms of SA; possible explanations for learners' disruptive behaviour; strategies that may be used to curb disruptive behaviour in school; the perceptions and beliefs about the discipline systems in schools; the implementation of CCTV cameras in SA classrooms and abroad; the response to CCTV cameras in the schools by teachers, non-teaching staff, learners and parents; human rights in education and, finally, human rights and the use of CCTV cameras.

At present, one of the most noticeable features affecting the education milieu in SA schools is the behaviour of learners. This country has a schooling system that is still trying to establish an ethos of teaching and learning, mal-behaviour can counteract all the efforts made to establish or generate this ethos (Rossouw, 2003:414). Andrews and Taylor (1998:1) point out the fact that learners who behave badly tend to achieve below par in school and have a tendency to be absent from school regularly. These researchers also made the statement that "adding to this, discipline at school relates to learner truancy". Concerning studies associated with school discipline that have been conducted in SA, Mloi (2002:2) remarks that "the learners [have lost] a culture of respect and trust towards the teachers". Learner safety, security and achievement in education are often unfavourably influenced by disorderly conduct or other forms of misdemeanours associated with learners (Rossouw, 2003:414).

Special mention has been made of forms of learner-misdemeanours that have the most noticeable impact on discipline; the probable reasons for these; preventive or hands-on methods taken to re-establish or sustain learner discipline; methods that are driven by values in order to ensure discipline; methods that might be academically unreliable and the perceptions of the stakeholders involved in the school. Reference

is also made to the implementation of CCTV camera systems as disciplinary tools and not only safety measures, as well as human rights and their effects on discipline.

There are clear gaps in the existing literature regarding the improvement of school discipline as the research that has been done focuses mainly on creating safer schools (Merret and Taylor, 1994; Bergin and Bergin, 1999; Lazarus et al. 2012: 134-147) and not on the possible strategies to improve discipline. The use of CCTV cameras as a means to improve discipline has not been investigated in any previous research as all the research, done to date, only considers CCTV cameras as a measure taken to improve the safety in schools and not as a measure to improve the discipline in a school (Garcia, 2003; Bracy, 2011:365-395). Furthermore, the impact of these cameras on a person's human rights has not been investigated in previous studies in SA although the impact of human rights on discipline has, in fact, been investigated in previous studies (Rossouw & De Waal, 2003; Smit, 2013). These gaps regarding the improvement of school discipline will be investigated and the following areas will be addressed in this chapter:

- Learner discipline in the modern-day classrooms of South Africa.
- Possible explanations for learners' disruptive behaviour.
- Strategies that may be used to curb disruptive behaviour in school.
- Perceptions and beliefs about the discipline systems in schools.
- The implementation of CCTV cameras in South African classrooms and abroad.
- The response of teachers, non-teaching staff, learners and parents to CCTV cameras in the schools
- Human rights in education.
- Human rights and the use of CCTV cameras.

Firstly, the literature study will focus on discipline in modern-day classrooms in SA, where after possible causes and factors influencing the behaviour of the learners will be discussed with reference to the role of economic and social structures; the role of the cultural background of a learner; bullying and other causal factors. The focus will then shift to possible solutions and prevention strategies to improve learners' behavioural problems with reference to parental involvement; the role of the school

and policies and procedures that may be implemented such as a policy of zero tolerance and of restorative practices. Hereafter the physical, environmental factors of the school will be discussed with reference to the effect of a clean and attractive school environment and an analysis of crime patterns. Thereafter the safety and security measures implemented in a school will be considered with reference to the effect of incorporating restricted access to a school such as the turnstiles installed in the sampled school in order to restrict the access of persons to the school grounds. Admission can only be gained after one has been registered on the security system and can provide one's fingerprint for the turnstile to open and allow one access to the school grounds. Apart from turnstiles, access may also be restricted as a result of the employment of hired or contract security guards for a school and rules that govern a learners' attire and their possessions allowed on the school premises.

The literature review will then focus specifically on the perceptions and beliefs that stakeholders have regarding the discipline system in schools, in particular the use of CCTV cameras which the sampled school has installed as a means of improving the discipline in the school. Finally, human rights will be discussed with a specific focus on how the CCTV cameras may affect or be perceived to affect human rights. These different perspectives might lead to an understanding emerging of the complex scenario that has been described thus far, with evidence that dramatic changes have occurred in South Africa more recently, with regards to the education system. The birth of democracy in 1994 impacted on all terrains in South Africa, including education (Badenhorst et al., 2007). There has been a complete shift in the focus of school policy from an authoritative pedagogical system towards an Outcomes Based Curriculum which was characterized by the objective of learners participating directly in the work (McDougall, 2003:2). The Outcomes Based Curriculum underwent changes and teachers had to deal with the Revised Curriculum Statement. The RCS was implemented for a few years and recently a curriculum that is referred to as Curriculum Assessment Policy Standards (CAPS) is the current approach that has to be followed. These changes have had an impact on the manner in which teaching and learning is being approached by teachers within schools and can lead to a breakdown in discipline and good classroom management.

2.2. Literature review

2.2.1. Learner discipline in the modern-day classrooms of South Africa

The discipline of learners is a key problem within South African schools. One of the most demanding difficulties for teachers, is by what means they ought to create and maintain discipline in schools, and especially to make the decision regarding whether preventative or corrective approaches are to be preferred (*cf.* Geyser & Wolhuter, 2001; De Wet, 2003a; De Wet, 2003b; Van Staden, 2003).

Problems that arise from poor discipline can be described as “disruptive behaviour that significantly affects fundamental rights to feel safe, to be treated with respect and to learn” (Mabeba & Prinsloo, 2000:34). Even though it is a severe problem in SA, problems regarding discipline are, as may be anticipated, not restricted to the education system in only either the government or private schools of SA (Rossouw, 2003). Van Wyk (2001:196) postulates that “the prevalence and gravity of discipline problems in schools is a universal concern”. She goes on to say that the global response to these problems is the amplified use of responsive and corrective approaches. Some of these approaches are neither efficient nor academically comprehensive due to their violation of the human rights of a learner.

One of the approaches that many schools adopt is the setting up of a school code of conduct. A school’s code of conduct serves the purpose of creating a well-ordered school environment by informing learners about the way in which they ought to behave and of the type of disciplinary measures that will be applied to correct disruptive behaviour (Squelch, 2000). The list of unacceptable learner behaviour is almost unlimited and includes, for example, truancy, smoking, fighting, theft, burglary, murder, disobedience, substance abuse, rape and intimidation (*cf.* De Wet 2003a; Mphande 2007; Ngcukana 2007).

In some schools, teachers have the added pressure of having to cope with substance abuse. Learners come to school under the influence of alcohol which may result in inappropriate sexual behaviour and gang violence (Capazario 2006). In worst case scenarios which seem to be on the increase, learners sometimes die at the hands of

their schoolmates (Capazario 2006). The magnitude and burden of learner misbehaviour in SA should thus not be taken too lightly (Rossouw, 2003). Studies that have been conducted by Maree (2000:1) highlight the fact that some schools in SA “are increasingly beginning to resemble war zones [where] it has become clear that in many schools, teachers are not free to teach and learners are not free to learn”. For these reasons many schools are revising their disciplinary systems and policies in terms of the strategies that need to be incorporated to manage the disruptive behaviour of learners. The next section will explore some of the reasons for disruptive behaviours.

2.2.2. Possible explanations for learners’ disruptive behaviour

There are multiple factors which cause learners’ disruptive behaviour, such as a poor teaching and learning culture, insufficient learning materials, poor motivation, inadequate role models and the negative influence of peers, the community and the media (Masitsa, 2008). There are numerous reasons for the disruptive behaviours that are taking place within schools everywhere in the world. It is nevertheless vital not to focus on one reason only or blame one feature, but instead to look at the situation from a holistic perspective (Van Jaarsveld, 2011:30). There are a number of other aspects that may also add to the violence within schools as well as other disturbing conducts (Van Jaarsveld, 2011:33). Moore et al. (2003:313) have concluded that severe aspects of a lack of discipline such as using or abusing various substances (drugs and/or alcohol), poor school performance, selling drugs, mental disorders, being a member of a gang, having been molested as a child and the lack of finances are contributing factors. Capozzoli and McVey (2000:23-24) explain that aspects in the environment such as pressure, ineffectual parents and the influence of media (e.g. TV, films, books, PC games, songs and the internet) can also increase the prevalence of violence and other disruptive behaviours in schools. Altogether these aspects may influence a learner to display criminal tendencies and use violence in school, in addition to becoming a troublesome, ill-disciplined learner (Capozzoli & McVey, 2000; Moore et al., 2003).

Some of the factors that contribute to undisciplined behaviour have been suggested by observers, academics and researchers (see among others Vogelmann & Lewis,

1993; Capozzoli & McVey, 2000:23-24; Dulmus & Sowers, 2004:113) and include: the role of economic and social structures, the culture of the learner and bullying. Researchers have also recognised how the current phenomena of increasing societal and financial inequity and ethnic segregation have combined to yield unparalleled suffering and pressure on families that have a middle to low income and in coloured and black communities for a number of societal reasons (Koon, 2013). Studies that have been conducted suggest that children living in neighbourhoods of extreme poverty reveal trauma indicators and have adopted coping-mechanisms that may be interpreted as being disturbing in schools. Some of these are nervousness, being hyper-vigilant, and displaying a “harsh facade” to defend against any additional ill-treatment (Koon, 2013).

Governmental, financial and other societal changes also have a noteworthy influence on education and on the learners who are present at a school (Van Jaarsveld, 2011:30). Their peers and teachers however do not always realise this fact. The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 1996) has reported that in some underdeveloped countries where there is an increase in poverty levels, many people no longer have the funds to pay for schooling, and along with the organisational modification procedures the value of schooling has been lowered dramatically.

Additional aspects that have also been studied are the issues of drug abuse at school, the role of the parents and the disciplinary system in the school.

2.2.2.1. The role of new economic and social structures

Speedy societal changes (whether constructive or destructive) seem to create uncertainty, which may result in violent actions as well as other disruptive behaviours on the school grounds (Moore et al., 2003). UNESCO (1996) has pointed out that the social and cultural constructions in certain nations such as SA have also undergone changes as a result of the transitions taking place on the road to a democratic society. New-fangled governmental structures have had an influence on the amendment to or introduction of changed educational programmes or methods of education, alongside various other modifications to social structures. Some of these modifications have

resulted in an increase in unemployment; changes in the structure of families and the progression of societal marginalisation (UNESCO, 1996). Such governmental, financial and societal changes can have a substantial effect on schooling and on the learners who are attending school (Van Jaarsveld, 2011:30). People are not always aware of this effect on the learners' education. These social and political changes within South Africa have had adverse effects on the respect that many people should have for value of education in schools, in addition to the importance of the disciplined behaviour of learners.

The democratisation of the education system in SA, in keeping with the new democratically representative constitution ratified upon the achievement of freedom in 1994 from the strictures of the previous SA regime, has carried with it an increased emphasis on the task of respecting and safeguarding the rights of all youth under the age of eighteen. As a signatory at the Convention on the Rights of the Child, SA is duty-bound to ensure that appropriate legislation is put into place and that societal, scholastic and executive actions are taken to ensure the protection of the children in this country. As a result, disciplinary methods such as corporal punishment have been outlawed. Section 12 of the South African Constitution, Act 108 of 1996 states that "everyone has the right not to be treated or punished in a cruel, inhuman or degrading way". In keeping with the Constitution, the National Education Policy Act of 1996 (Republic of South Africa, 1996a: A-47) states that "no person shall administer corporal punishment or subject a learner to psychological or physical abuse at any educational institution". All schools must devise plans to implement efficient alternative methods that are effective in the management of disciplinary problems. It is clear that many schools find themselves faced with a predicament as they try balance their respect for the rights of the learners and, at the same time, find satisfactory and meaningful methods to deal with learners' disciplinary problems, without trespassing on their rights inadvertently (Chisholm, 2007).

Studies indicate that disciplinary problems are increasing at a great rate in SA schools and in, certain instances, it is alleged that some learners have taken the lives of other learners on the school grounds (Harber, 2001; Zulu et al., 2004). Essentially, there are many cases regarding disciplinary problems caused by learners in schools that have been described and this has elevated apprehensiveness about the security of schools

and in the classes in general. In research conducted by Zulu et al. (2004) the cases of learners' disciplinary problems in secondary schools situated in KwaMashu within Northern Durban were reported. In almost the same vein, Allie (2001) recounted a severe increase of cases of suspensions and expulsions of learners from schools in the Western Cape. Reasons given for learners being suspended or expelled include corporal and oral skirmishes, stealing, abusing various substances such as drugs or alcohol and viewing pornographic materials (Allie, 2001). These instances of learner misconduct have had a negative effect on the education in the schools (Zulu et al., 2004). Reported instances of learners that are wounded or murdered within the boundaries of schools are on the rise in SA schools. Media statements continuously alert the public to the fact that there is a serious issue regarding the rise in the number of these types of cases of misbehaviour (Thompson, 2002).

Another factor that is causing social change within communities is the advancement and development of technologies. Technological advances and the speed at which they are emerging are accelerating and causing dramatic changes around the globe, profoundly affecting the lives of learner. Nevertheless, it is vital for teachers as well as learners, to become accustomed to these changes in society (Spearman, 2000). It may often seem that the distraction of cellular phones (hereafter, cell phones) owned by learners has become a real problem in schools, affecting the teaching and learning within schools and adding to the disciplinary problems of the learners in the schools in SA. The bulk of high school learners are in possession of cell phones. An increasing number of learners from rural and urban areas alike, take their cell phones to school. While the use of a cell phone can be of value (e.g. for educational purposes, in an emergency and for communication with their parents and their peers), it can also impact very negatively on the entire education process (Maphalala & Nzama, 2014). Schools all deal with the use of cell phones, within the school premises, in different and numerous ways. Some schools have placed a downright ban on all cell phones while others will permit their use only during certain periods. Regrettably, there is not much literature available on the use, or otherwise, of cell phones in schools in South Africa (Maphalala & Nzama, 2014). It has been found, in practice, that cell phones cause disruptions to the educational environments of schools on a daily basis. Learners will not be able to benefit fully from the teaching in a class if they are side-tracked by the arrival of an SMS (short messaging service) or the vibration caused by

an incoming call. Cell phones that are being used for cheating is another major concern (Trump, 2009:1). The availability of cameras on cell phones creates the opportunity for learners to use the cameras in their cell phones to photograph portions of tests thus aiding them or their friends in cheating. Managers are also concerned about the use of the camera feature of cell phones to take and disperse unsuitable photos of learners in bathrooms or in other compromising positions. In addition to this, the threat of learners falling victim to cyberbullying because of the technology found in cell phones, may present difficult issues for schools to deal with in terms of discipline (Trump, 2009:1).

In the past few years in SA, teachers, parents, administrators and the public in general have raised their apprehensions about the destructive consequences related to the increase in undisciplined cell phone usage by learners in schools (Maphalala & Nzama, 2014:461). This had generated a much discussion concerning the pros and cons of the learners' use of cell phones within the school grounds. Krevitt (2013) reported that cell phones were prohibited in schools in New York City under their Mayor Bloomberg, citing disturbance and possible double-dealing as the reasons for the ban. In SA the National Association for School Governing Bodies (NASGB) has asked for the prohibition of cell phones in SA schools, citing that cell phones are a "disturbance that leads to the breakdown of the educational environment" (NASGB, 2013). Advancements and developments in technology have caused schools to have to deal with increasing dilemmas in order to maintain discipline by implementing policies and strategies to manage the use of these new technologies, within their school premises (Maphalala & Nzama, 2014:466).

In many instances, a learner's socio-economic status can play a critical role in determining the personality and motives of a prospective delinquent (Van Jaarsveld, 2011:30). It has long been believed that violence and other disruptive behaviours occur among persons who are underprivileged, in contrast to the rest of society, in general. In many instances, however, this is no longer the truth of the matter. Violence and numerous examples of unacceptable, disturbing behaviours are also found among more affluent sectors of society (Moore et al., 2003: 252). The role of differing cultures among learners and its impact on discipline in a school will now be discussed.

2.2.2.2. The role of a culture of poor discipline

It is believed that violent actions and other disturbing conducts in schools are caused by group values which lead to, sustain and have a mandate for violent actions and disturbing conduct (Moore et al., 2003:253). In South Africa (SA), the prevalence of the above has been labelled as the 'culture of violent behaviour' (Vogelman & Lewis, 1993). This has been attributed to the constant increase in violent acts (individually in terms of politics and criminality) that has been experienced in the nation over the past twenty years – causing intensified levels of violent behaviour, which people have tacitly agreed to tolerate and this behaviour is considered to be a standard occurrence of daily life (Simpson, 1993). Resolving struggles and difficulties through violent acts has emerged as a fundamental component of SA culture for many years, resulting in violence being used as a means to solve conflict and achieve objectives within schools too (Vogelman & Lewis, 1993). Learners seem to have modelled their conduct and reactions to difficult circumstances on occurrences at their households and in society in general. Consequently, this social approval of the use of violent acts will cause learners to likewise use acts of violence as a means of solving matters (Vogelman & Lewis, 1993).

The divide between the culture of grown-ups and children under the age of eighteen might have an impact on the part that their respective cultures play on the establishment of a culture of violent action. If parental figures are absent from their children's lives, they will not be capable of instilling in them the true values of an adult such as self-control, compassion and respect for all people, perseverance, self-sufficiency and kindness. In the absence of a grown-up's care and encouragement, learners may become remarkably susceptible to the perilous guidance from friends, television and other related sources. Peer pressure, incapacity to differentiate between what is real and what is not real (i.e. magicians, vampire-ism, lycanthropy) and self-denial (because their bodies are not as diminutive as those that they may see on TV screens) (Moore et al., 2003:253), might be the result.

The communication gap between grown-ups and the youth also prevents managers and teachers from understanding the learners. This gap results in disagreements and complaints going undetected and unsettled and permit groups, bands and oppositions

to develop unrestrained and without being seen or until an outburst of violent acts indicates the growth and existence of these circumstances (Moore et al., 2003:254). For that reason, this gap needs to be reduced. However, be mindful of the fact that the gap may never be entirely sealed and it would be better if it is not fully sealed, as the expansion of society depends on new age groups being capable of distinguishing themselves from their mothers and fathers (Moore et al., 2003:254). The impact of bullying on the discipline in a school will now be discussed.

2.2.2.3. Bullying

Bullying by and large is regarded as a “form of aggression in which one or more people intend to hurt, distract or pester another person (the target or victim) who is perceived as being unable to defend himself or herself” (Dulmus & Sowers, 2004:113). Bullying can be either a physical action or warning, or a verbal “attack”, by mocking, using demeaning words, coercion, rejection or any combination of these (Neser et al., 2005:3). An essential aspect of bullying is the fact that one party will have the power and control while the other party is left powerless and without control, indicating an imbalance in the powers. This imbalance may be corporal, mental or societal (Dulmus & Sowers, 2004:113).

It is vital that the stakeholders of a school, never permit bullying to be accepted as a standard part of developing learners or as relevant in any way (Lawrence, 2007:20). Bullying ought to be totally counteracted in schools and those persons who bully ought to be penalised. Bullying must not be ignored because ultimately bullying can become hazardous, as it can deteriorate into violence in school and in certain instances, the victims of bullying may turn to violence themselves, as a solution (Govender & Dlamini, 2010:66). Two situations may result from bullying, namely, the bully who moves from bullying to more severe violent acts, or the target of the bullying who eventually strikes back as a consequence of being unceasingly bullied (Govender & Dlamini, 2010:66).

Certain aspects that contribute to disruptive behaviours may be reduced when disciplinary measures are introduced to reduce and prevent of some of the disturbing behaviours taking place in the school and the aspects that contribute to it. In the next

section some of the possible strategies used to curb disruptive behaviour will be discussed.

2.2.3. Strategies that may be used to curb disruptive behaviour in school

Schools across the country are most certainly in need of efficient methods to ensure that there is good discipline within their premises. Regardless of the fact that many unlawful acts that take place on school premises do not always result in physical harm to the learners or teachers, such as the destruction of property and stealing, these aforesaid acts can be very destructive to the school's climate (Van Jaarsveld, 2011:67).

For disciplinary methods to be efficiently applied it is important that every school understands exactly what circumstances and situations may be threats to them and what types of unacceptable conduct is taking place at their schools. Thereafter the most suitable discipline methods need to be employed. These methods ought to be distinctive and adapted for that specific school, with consistent and ongoing evaluations of the threats (Van Jaarsveld, 2011:67).

Lamplugh and Pagan (1996:96) emphasise that dealing with threats efficiently and in an organised way will lead to an improvement in the security within a school, making it a safer school. When there is also a reduction in the amount of wastage as well as an increase in the effectiveness of the school, the school will ultimately be a much more joyous place.

Reid (1993) and Kazdin (1993) argue that the most efficient method for intervention in the case of learners who display behaviour problems is to counsel and teach the parents about nonaggressive and efficient disciplinary methods. If the parents can be provided with more efficient techniques for managing children with disturbing conducts, the parents' pressure will diminish and the child's self-confidence will be improved (Eisenstadt, et al., 1993). Similarly, these results can also be achieved with the teachers and learners. The organisation and milieu of classes (including day-care) are a dominant social power in learners' lives. If the teachers therefore were to

implement efficient disciplinary methods, they would be able to curb behavioural problems that form during the development of young children.

Hitherto, there is very limited information about discipline in the school setting (Bergin & Bergin, 1999). Distressed parents, learners and legislators in the USA believe that teachers need to react to disciplinary complications more efficiently (Horner, 2000; Jackson & Panyan, 2002) by integrating additional policies in terms of the supposed hard-hitting and zero tolerance policies (Lewis-Palmer et al., 1999). Nevertheless, it would appear that these retributive and reactive disciplinary methods may actually intensify the prevalence and relentlessness of the type of conduct they are intended to reduce (Lewis & Garrison-Harrell, 1999; Turnbull et al., 2002). There is a prevalence of progressive ways in which to substitute old-fashioned disciplinary methods by using positive behaviour support (PBS), which distinguishes a wide-ranging set of applicable variations that could have an impact on an individual's conduct (Kennedy et al., 2001). As is the case with the biological view in terms of emotive/social conditions (Hobbs, 1975), the aetiology of behaviour is not observed as prevailing uniquely within a single person, but is regarded as *contact* concerning the environs and the learner (Jackson & Panyan, 2002).

PBS intervention strategies are intended to be proactive, to avert problematic behaviour by changing a condition before problems intensify, and at the same time to teach the use of suitable substitutes (Carr et al., 1999). PBS aims to “apply behavioural principles in the community in order to reduce disruptive behaviours and build appropriate behaviours that result in durable change and a rich lifestyle” (Carr et al., 1999:3).

Dedicated teachers are prepared at all times to guide their learners, among other things by employing the practice of demonstrating appropriate behaviours (Oosthuizen et al., 2003). Learners need an organised method in terms of a global view that will allow them to become familiar with and have a desire to adopt that way of life (Oosthuizen et al., 2003). Academic structures should be infused with love, empathy and honesty, which fundamentally are the physical features of a value-driven method of education. If this is not present, then education will merely impact on the thoughts of learners and not their emotions. Van Brummelen (1988:29) is of the opinion that

education will then be “relatively ineffective in guiding learners to become responsible adults, as persons who understand and live out a value-based worldview”.

It is vitally important that schools make use of unified disciplinary methods to prevent disruptive behaviours in schools. The disciplinary issue in school is not a secluded problem as it is linked to aspects within the community, the climate of the school, the general organisation of the school as well as the environment. Therefore, to efficiently manage the discipline of a school efficiently, one should take the learners’ societal background into account and how learners interact within the societal situation, as well as identifying learner characteristics that encourage violent acts. Hostility as well as the school atmosphere and environment must be studied as these may contribute to chaos, violence and disturbing behaviours (Van Jaarsveld, 2011:67). The violence ought also to be seen as a problem for the well-being of learners as it may result in medical, monetary and private expenditures owing to wounds that are incurred and instances in which learners may lose their lives (Lawrence, 2007:163).

Safe and secure schools with appropriate discipline methods need to be created to ensure that they become environments that are free of fear, viciousness and coercion; where learners can study and teachers can impart their knowledge in an environment that is safe and hospitable (Stephens, 2004:66).

In the literature the following successful strategies seem to be the most prevalent, namely: parental involvement which has already been discussed in the preliminary literature review: the role that the school needs to play in the learner’s life; the policies and procedures that are suggested to be in place at the school such as a zero tolerance policy and restorative practices. It is also suggested that the physical environment in a school may be used to curb disruptive behaviours as well as the clothes and accessories that learners are allowed to wear at school.

2.2.3.1. The role of the school

The circumstances within schools, in addition to the standards and social relations that are present within a specific school may possibly be the reason for school violence and other disruptive behaviours that are experienced (Van Jaarsveld, 2011:32). For instance, schools that implement preventive measures inadequately may experience acts of violence and riots on their school grounds as a result. The school is likewise seen as the location where learners act out on a social basis for the most part in terms of violent and unlawful actions, owing to the fact that the school grounds are the place where learners are most frequently found in social situations (Moore et al., 2003:255). It is undoubtedly also the ideal situation in which conflicts between learners may take place. The manner in which schools are organised and managed may also have an influence on school violence and other disruptive behaviours (Moore et al., 2003:255-256). Ensuring that policies have been put in place and that all the learners and staff are aware of the penalties associated with violent acts and disruptive behaviours could contribute to the reduction of the level of disruptive behaviours experienced in schools (Van Jaarsveld, 2011:32).

2.2.3.2. Policies and procedures

Alongside the other methods that are employed to ensure discipline, reliable policies and procedures must be established and implemented at a school. Policies and procedures are an essential part of a disciplinary system at any establishment (Van Jaarsveld, 2011:47). They set the course of action and offer the route to be taken in terms of how circumstances ought to be efficiently dealt with (Rogers & Schoeman, 2010:17). Policies plainly indicate the power that the numerous individuals have as well as what the limits or boundaries of those persons are at a school.

Policies are the aims and intentions that the establishment wants to attain and for that reason, they facilitate the decisions that need to be made (Rogers & Schoeman, 2010:23). Procedures are the 'guiding principles' that inform all the stakeholders on how the goals in the policy ought to be realised and provide the directions for how undertakings pertaining to security should be conducted (Rogers & Schoeman, 2010:24-25). Disciplinary policies and procedures are affordable practices that could

be employed to provide assistance in resolving and decreasing disruptive behaviours on the school grounds.

As mentioned, each school should implement well- established discipline policies. These policies ought to be based broadly speaking on a zero-tolerance approach, in so doing the learners and teachers will be made keenly aware of the fact, that no violent acts, crime or disruptive conduct will be allowed on the school property and they should for that reason adhere to these policies or face the associated penalties, that is, they have to accept the penalties for their disruptive behaviour or intolerable ways (Lawrence, 2007:162).

The case in point, as mentioned above, describes a specific policy approach to disciplinary systems at schools which is founded on the principle of 'zero tolerance'. The literature on 'zero tolerance' describes many positive as well as negative attributes and characteristics that people associate with the policy, these will now be discussed in-depth.

2.2.3.3. Zero-tolerance

Numerous schools throughout SA, as well as globally, use the principle of 'zero tolerance' in their policies relating to keeping learners secure, safe and disciplined (Van Jaarsveld, 2011:48). Zero-tolerance policies were introduced in the 90s after enormous upsurges in violent acts in schools (McAndrews, 2001). These policies manage difficulties pertaining to school security and disciplinary systems and state that no violent acts, criminality or other forms of unlawful actions will be allowed. Persons who disregard the policies will be penalised. To ensure that the establishment and implementation of zero-tolerance policies are efficient, they ought to be acknowledged by teachers, learners and parents equally and the penalties must be imposed without exception (Lawrence, 2007:162).

Zero-tolerance policies on their own are not capable of reducing instances of school violence and other disruptive behaviours efficiently. Schools should furthermore establish and implement a safety strategy or policy, in combination with programmes

aimed at preventing violent acts, along with disciplinary policies (Van Jaarsveld, 2011:48).

During the post-apartheid years, the corporal punishment features of school disciplinary systems have been deleted from the SA school system due to the administration of corporal punishment being declared illegal as punishment in schools, even though the occurrence of thrashings and other corporal chastisement is still prevalent (Maphosa & Shumba, 2010:388-389). These changes have complicated the implementation of disciplinary systems more complicated and every so often they have led to interruptions in the overall discipline in certain schools (Van Jaarsveld, 2011:48).

There has been no end to the dispute concerning zero-tolerance policies. Graves and Mirsky (2007) contend that some intellectuals and schools have come to the conclusion that zero-tolerance policies tend to be efficient while others claim that zero-tolerance has not resulted in an improvement in school safety, discipline or the school climate and that it has mostly been unsuccessful in schools. The triumph or failure of such policies are essentially reliant on whether they are expansively employed and applied impartially or whether they might actually be non-existent (Van Jaarsveld, 2011:48).

Zero-tolerance policies have been condemned by various individuals, academics, onlookers and even schools, as they believe that these policies cannot act as efficient methods to increase the security of schools, discipline and the school environment (McAndrews, 2001). Nevertheless, a small number of schools have reported encouraging outcomes concerning these policies. In 1991 a prominent secondary school in the United States of America implemented zero-tolerance policies to counteract the fist cuffs that occur on school grounds and within a year there was a decrease of ninety-five percent in acts of violence on the school grounds (McAndrews, 2001). By the same token another secondary school in New Jersey, USA, reported a decrease of thirty percent in disciplinary hearings and drug abuse had decreased by nearly fifty percent as a consequence of putting zero-tolerance policies into practice (McAndrews, 2001).

Zero-tolerance policies are critiqued on numerous levels (McAndrews, 2001; Skiba et al., 2006:17; Graves & Mirsky, 2007). Critics believe that thus far there has not been any satisfactory research conducted to test the efficiency and influence of putting zero-tolerance policies into practice.

There have been numerous criticisms of these policies and these are comprised of the next points:

Firstly: Some policies make no distinction between petty and serious cases and deal with them with the same degree of strictness (i.e. there is no itemised gauge of strictness linked to the penalty) (McAndrews, 2001). For instance, a learner who takes money from the petty cash may be penalised equally strictly as a learner who took a knife onto school grounds to intimidate another learner or teacher (Van Jaarsveld, 2011:49).

Secondly: In schools that were previously regarded as being unsafe, the zero-tolerance policies have less effect (McAndrews, 2001).

Thirdly: The policies may be implemented erratically and not fully understood (McAndrews, 2001).

Fourthly: Many of these policies have a bigoted end product, for example, expulsion without taking the learner's situation into account, his or her past or consideration of the nature of the transgression (McAndrews, 2001).

Fifthly: The people who are in charge of implementing the policies oftentimes are not familiar with them or do not understand the policy (McAndrews, 2001). Likewise, staff have not been properly prepared to be able to deal with violent acts and unlawful actions (McAndrews, 2001).

In addition, longstanding problems are often the result of zero-tolerance policies when learners are expelled or suspended. For example, if learners are not attending a school, they are "on the streets" and may cause more severe issues. The policies restrict the chances for many learners to study (McAndrews, 2001). It is also assumed that many people take these policies too far (Skiba et al., 2006:17), resulting, as Graves & Mirsky (2007) contend that there are examples of when the zero-tolerance policies appear to intensify disruptive behaviours and the number of failures for instance, where learners are required to do something or act in a specific manner, they might not automatically comply with instructions, resulting in rebellion or ceasing to attend school altogether as a result.

There may be numerous explanations why learners create problems with the rules or code of practice that is in place. These may be linked to their principles and beliefs, personal opinions, their fear of being bullied or they may simply be learners with no respect for the rights of other people (Van Jaarsveld, 2011:50). Moreover, the policies may not offer guidance and instruction and have the tendency to make chastisement their focal point (Graves & Mirsky, 2007); and Zero-tolerance policies have amplified recommendations to the children's court and the youth's penal and judiciary system, generating a 'school-to-prison' path (Graves & Mirsky, 2007).

There have been a small number of instances of American schools taking zero-tolerance policies too far. Examples of these are a teen learner being barred from school after talking on a cellular phone whilst on the school grounds, to his mother who was positioned in the Middle East as a legionnaire He had not had any contact with his mother in thirty days (Skiba et al., 2006:17-18). A girl, aged ten, was also barred from school as a result of having a weapon, after she handed over the little knife she discovered in her lunch bag, to her teacher. The knife had been placed in her lunch bag by her mother, to enable her to slice an apple (Skiba et al., 2006:17-18). Numerous learners were also faced with expulsion for a full year as a result of them being the audience at a fight between two other learners (Skiba et al., 2006:17-18). A child, aged five, who gave a fellow learner a hug was suspended for "sexually harassing the learner" despite the fact that none of the other learners or parents had any grievances about the occurrence (Skiba et al., 2006:17-18). These are merely a small number of the cases, quoted by critics, where irrational and prejudiced decisions were taken by the schools who have implemented a zero tolerance policy. In the aforementioned cases, it is clear that no careful consideration was taken before the decisions were made to have these penalties implemented (Van Jaarsveld, 2011:51).

When zero tolerance policies are implemented at schools, it is imperative that when they are explained to the stakeholders, precise classifications of the transgressions that will be penalised should be given (Van Jaarsveld, 2011:51). The penalties that will be in effect if the policies are not abided by ought to be clearly delineated, and the stakeholders ought to know the procedures that will be put into effect as soon as a transgression occurs. A decent policy, nevertheless, permits a degree of discretion when assessing the transgression (Van Jaarsveld, 2011:51). It is vital to consider any

extenuating circumstances such as the age of the wrongdoers, their intention, their ability to understand the policy, their previous disciplinary record and the impact of the transgression on the other learners, either directly or incidentally (Van Jaarsveld, 2011:51). It is imperative to think through these influences before making any rash decisions, and careful consideration could be used to deliberate on alternate measures other than the usual reaction of suspending or expelling a learner (Skiba et al., 2006:18-19).

Assessment of the viewpoints expressed regarding zero-tolerance policies, shows that there are diverse outlooks in terms of their efficiency. Zero-tolerance policies might only turn out to be efficient in schools solely when they are appropriately structured. It is imperative that as soon as zero-tolerance policies are employed in schools, that all the stakeholders are made aware of the policy and the associated penalties; the policy ought to be reasonable and not be out of proportion regarding the penalties that are given for petty transgressions; the transgressions ought to be clearly stated and well-defined in the policy; there should be guarantees that the conditions of each occurrence are taken into account before a decision is made in terms of a suitable action against the guilty party; as soon as such policy is established and implemented, one should be certain to be constant in terms of the application of punishment – among all the diverse groups that might be in the school (Van Jaarsveld, 2011:51).

Due to the widespread criticism against the use of policies such as the “zero tolerance” policy, the available literature further suggests restorative justice as a suitable philosophy that may be introduced to curb disruptive behaviours.

2.2.3.4. Restorative justice

The American Psychological Association (APA) has suggested that zero-tolerance policies are inadequate when trying to reduce the number of violent acts at a school or to create a setting that is favourable for learners to be able to learn. They suggest that an alternative approach such as restorative justice needs to be put into practice (Graves & Mirsky, 2007); this might aid the school in the complete prevention of all violent acts and other disruptive behaviours and possibly also produce a heightened

sense of safety. The focal point of restorative justice is the reparation of any harm that may have been the result of illegal actions (Graves & Mirsky, 2007). Restorative justice programmes aim to reconstruct relations between the teacher and learner in order to resolve the issues between them thus creating a considerate and empathetic attitude towards the perpetrators of these acts of violence (Van Jaarsveld, 2011:51).

Restorative Justice is a disciplinary method that moves the focal point away from merely meting out punishments towards an approach that deals with the restoration of peace and wellbeing for each individual that may have been adversely affected by acts of violence. All the stakeholders are afforded an opportunity to accept responsibility for their actions while the continuous cycle of revenge and other acts of violence is broken (Kidde & Alfred, 2011:9). The pliability of learners and their ability to deal with situations is the underpinning principle in contrast with the view that the learners themselves are the problems that need to be solved. Revenge is not a focal point as the focus shifts to the reconnection of severed relations and the re-empowerment of people by holding them accountable for their actions (Kidde & Alfred, 2011:9). The fact is acknowledged that when individuals cause any harm there will be an adverse effect on the people who are hurt as well as on all other stakeholders and on themselves as well. When implementing restorative measures, people would be endeavouring to mend the damage caused by individuals to one another and to the various stakeholders to ensure that everyone may be afforded the opportunity to have the wounds (emotional and otherwise) healed (Kidde & Alfred, 2011:9).

Restorative practices involve all the stakeholders in a procedure to mend all the harm that may have resulted from certain clashes, through measures such as: the creation of the so-called “safe-spaces”. Here learners would be afforded the opportunity to engage with each other in a respectful manner in order to establish the principles for the classroom based on the dignity of every individual and their rights and responsibilities in terms of a democratic society (Kidde & Alfred, 2011:9). If this strategy were to be implemented in schools it may help to create and sustain a constructive atmosphere in the school as well as a heightened sense of belonging for all the stakeholders (Kidde & Alfred, 2011:9). Another possible strategy that may be used to curb disciplinary problems is the physical environment which will be discussed next.

2.2.3.5. Physical environmental factors

The physical environmental factors associated with a specific school have a key role in terms of guaranteeing and sustaining the overall well-being and safety of all the stakeholders as well as maintaining the overall discipline at a school. The distinct features within the physical environment of a school may have an impact on the perpetuation of criminal, as well as other disruptive behaviours (Taylor & Harrell, 1996:2).

If the management ensures that the school and its surroundings are well-maintained and clean as well as that the environment provides safety and security to all stakeholders, there would be less chance of certain unlawful or violent acts occurring. People who may intend to commit unlawful acts do not want to go to too much effort and they also do not want to engage themselves when the risks are too high, they seek opportunities that provide ease and a minimum amount of risk (Taylor & Harrell, 1996:2). Consequently, if the necessary measures are in place and the school provides for the safety of all stakeholders, the occurrence of unlawful acts and other disruptive behaviours will be greatly diminished. There is a concept in terms of, ‘target hardening⁴’ which could be used to define this. Target hardening causes a significant reduction in as well as, deterrence or prevention of criminal acts against persons or establishments (Hill & Hill, 1994:85). In my research I will be making use of the term “school sites” in reference to the aforementioned strategy. What is more, a ‘hard target’⁵ can also be defined as a challenging target (Van Jaarsveld, 2011:52). The strategy of “target hardening” could also be used to curb the other disruptive behaviours that are not necessarily violence-related.

Some of these target hardening strategies are the following: “a clean, attractive school; analysis of crime patterns; staff need to feel safe and secure; restricted access to the school; hired security; and restrictions on learner attire and possessions” (Hill & Hill,

⁴ Target hardening, also referred to as hardening, is a concept used specifically in terms of the security of establishments when reference is made to the strengthening of the security of a building or installation in order to ensure that it is protected in the event of an attack or to reduce the risk of theft (O’Connor, 2007)

⁵ A hard target has the capacity to perceive and accept a threat and take action to minimise the threat in order to make an environment such as a school environment a safer place for all stakeholders. In contrast to a hard target, a soft target is easily accessible and predictable making it very easy for unwanted elements to enter into the school environment causing it to become a very unsafe environment for all the stakeholders (Mosley, 2015).

1994:86). These strategies will be examined in the light of their use as possible strategies to enhance discipline within schools and curb disruptive behaviours.

- A clean, attractive school

Clean and attractive schools can instil a sense of pride amongst all the stakeholders. As a result, outlooks and manners are shaped that are advantageous to the overall school atmosphere and these would, in turn, discourage disruptive behaviours (Hill & Hill, 1994:86).

If there are graffiti on the walls of the school, windows that have been smashed, untidiness in the classrooms or on the school grounds or even any structures (for example, the pavilion) that have started to deteriorate, the idea is created that, these type of actions and appearance are satisfactory. There will most likely be an increase in the amount of litter that is merely strewn in classes and on the school grounds and there may also be an upsurge in the number of learners who participate in drawing various images or profanities on the school walls (Hill & Hill, 1994:86-87). This will then in turn create a negative image of the school and create the belief that the school's management is too weak to deal with disciplinary issues such as these thus making it more likely for criminal behaviour to occur in school (Taylor & Harrell, 1996:4). For that reason, it is imperative that schools are mindful about their physical appearance and the environment created. Efficient safety measures should be put into practice in the school environment and the surrounding area as a starting point for ensuring safety and the reduction of disruptive behaviours within the schools (Van Jaarsveld, 2011:53).

All the stakeholders need to be involved in the processes of the improvement and maintenance of all the amenities of the school. This in turn will instil a sense of pride and possession resulting in a constructive change in the atmosphere of the school and an increase in the dedication, loyalty and respect of the learners (Hill & Hill, 1994:87, 95).

According to the literature (Weber, 2006; Burton & Leoschut, 2012) It would also be wise for schools to do certain analyses of their schools so that any attempts to curb

disciplinary problems such as violence in schools, should be extended beyond the school itself and follow certain policies and procedures that have been put in place by authorities such as the Department of Basic Education (DBE).

- Analysis of crime patterns

Principals need to collect, analyse and assess various kinds of data on a regular basis. This data may be comprised of the numbers of learners enrolled in the school, the numbers of learners that have been suspended or expelled, the lethargy of some learners, the ration of graduating learners and patterns of criminal behaviour. Some acts may not essentially be considered to be 'criminal' but do encompass features of violent acts or clashes and other disruptive behaviours (Van Jaarsveld, 2011:53).

A plan in terms of security must be put into practice at schools and a key feature of this plan ought to be the gathering and recording of data in a databank using specific software to analyse the features that are prevalent in acts of violence on the school grounds (Van Jaarsveld, 2011:53). Having a security plan in place will also aid in reducing the other incidents of disruptive behaviours and teachers will have a database of information to refer to regarding incidents when they confront a perpetrator in a disciplinary hearing.

Records in this databank should include: the exact date and time at which an incident took place; the kind and severity of the occurrence; the location where the occurrence took place (i.e. in the class of a specific teacher or on the school grounds); the person or persons who were involved (i.e. stakeholders); an explanation of the incident including what exactly transpired and who can provide eyewitness accounts of it; and measures taken, i.e. what was done by the school (Harber et al., 1999:7-8).

An analysis of any and all criminal conduct which takes place in the school and on its premises could afford the school the ability to respond; the method or preventive act to be taken in order to decrease or eradicate the crimes or acts of violence (Hill & Hill, 1994:88). Before a school can analyse any of the information, it needs to be gathered efficiently. There are numerous software bundles available for use along with diverse equipment that can gather the data (Van Jaarsveld, 2011:54).

All the data regarding motor vehicles entering and exiting the school grounds ought to be documented and filed. The teachers and learners ought to be assigned specific parking spots along with stickers for their vehicles or parking passes containing all the relevant info, credentials and other particulars. All the information about the vehicle and owner ought to be filed for future use in the future if an unwanted event occurs (Hill & Hill, 1994:95). Photos and video graphic surveillance (CCTV) material could also help in providing valuable information. These can assist in providing proof if an unwanted event is recorded as well as the exact time when it occurred. This proof may also later be used in a court of law or by the principal to take additional actions against the culprit of the violent act (Van Jaarsveld, 2011:54).

The location of where the violence and other forms of disruptive behaviours took place on the school premises needs to be identified, and then the school authorities can devote themselves to increase security of those areas (where violent acts or other disruptive behaviour repeatedly take place (i.e. identification of the high risk zones) thus ensuring a decrease or termination of violent acts and other disruptive behaviours in those areas. This can only be attained with proper analysis of the patterns and locations associated with criminal behaviour and other disruptive behaviours (Van Jaarsveld, 2011:54).

An integral part of ensuring discipline in schools is by increasing the safety of the learners and staff involved with the school within the school grounds which are kept free from violence and other threatening situations in order to enhance the school's safety and thus aiding the disciplinary system in place at the school. If people feel safe they tend to be less likely to behave in an unacceptable way (Van Jaarsveld, 2011:54).

- Safety and security needs of staff members

If the teachers do not feel that their safety and security are guaranteed in a school, it will adversely affect their ability to teach the learners efficiently. Teachers must be knowledgeable about the procedures that are put into place to ensure that they would be safe and secure on the school grounds and they furthermore need to receive training regarding the prevention of criminal and violent behaviour along with self-protection tactics (Hill & Hill, 1994:99). It is essential that teachers should receive the

training necessary for them to be able to identify any and all behaviour that may be indicative of learners who may be the potential troublemakers as well as how to recognise the antisocial behaviours of learners. Aspects of antisocial behaviour associated with risk may include belligerence, antagonism, dishonesty, theft, incapability to listen to teachers, declining to abide by the rules and an absence of self-discipline (Van Jaarsveld, 2011:55). If minor issues evident in a learner are observed early on and dealt with immediately, more severe criminal acts occurring may be prevented in future (Van Jaarsveld, 2011:55). This may provide assistance in terms of restricting the occurrence of criminal and violent acts and other disruptive behaviours resulting from the antisocial conduct, for the most part if nothing else had been done to aid that learner in dealing with or coping with their actions.

Furthermore, to ensure the safety of all individuals involved with the school, there has to be a form of restricted access otherwise any person may enter the school and cause disruptive behaviours by misbehaving and not fearing consequences as he or she is not a learner at the school. This could also expose learners to situations where they participate in crimes, drugs, rapes et cetera. It is therefore an essential component of discipline in schools to ensure restricted access and keep unwanted individuals off the school grounds. CCTV camera systems are part of a new strategy that is being implemented in schools however all literature refers to it as being a strategy for safety rather than discipline, thus this study may fill the gap that exists in the literature.

- Restricted access to schools

The admission points into a school need to be decreased in order to reduce the chance of unwanted outsiders coming into the school premises without restrictions. The ideal situation would be when a school only has one point of access or at the most two points of access. The alternative would be that the points of access are only open during certain times of the day with the entrance of persons being monitored. The points of access would then be closed off for the remainder of the day. This will ease the process for security guards in terms of monitoring the people who enter the school grounds. The moment when school proceedings and activities have started, all the points of access need to be shut and the learners who arrive at school late as well as any and all strangers need to register and identify themselves at the front office in

order to enter the school grounds and they then also need to report to the principal (Harber et al., 1999: 20).

It is of vital importance to ensure that all the points of access including all the windows are clear of anything that may obstruct their view such as large bushes, trees or signposts. This will enable the teachers and security guards to spot the movements of any individuals on the premises or around the points of access. It will also aid in preventing people from being able to hide away in large bushes. By improving the lighting of these areas there will be no areas that are usually obscured, out of sight and isolated. In this manner the safety measures of the school would also be enhanced (Hill & Hill, 1994:99-101).

All persons that move around on the grounds of the school need to be managed. The school should be aware of the persons who are on the school grounds at all times during the day (Harber et al., 1999:20). Security guards can also play a vital part in safeguarding the individuals involved with the school, but they may also be incorporated into the disciplinary system of the school by, for example, patrolling the school grounds and ensuring that no learners are missing classes without permission.

- Hired or contract security

It may become a necessity for schools (particularly if they are situated in areas that experience a high rate of criminal activity) to hire security guards to support the safety procedures in schools as well as monitoring learners as they walk around on the school premises and to ensure that no disruptive behaviour occurs. These security guards may either be hired directly or a private company may be contracted in order to manage the provision and supervision of these security guards. For underprivileged schools that are unable to meet the expense of hiring security guards, an advantageous substitute would be the acquisition of volunteers from the community who would then take turns to monitor the school grounds, day and night. The school would need to make sure that these volunteers and the guards are well prepared and have the backing of the local law enforcement officials. They ought to have sufficient methods of communication with the local law enforcement officials and the staff working at the school, available. For instance, a cellular phone, phone line in an office

or a walkie-talkie would be very useful. These methods of communication would guarantee that any incidents or illegal actions could be promptly reported to the proper authorities as soon as they take place or to thwart an action from taking place if and when suspicious goings-on are detected (Harber et al., 1999:20).

The school authorities ought to request security experts to pay a visit to their school to evaluate the threats and flaws at their school (Harber et al., 1999:7). This will assist the security and volunteers to be able to identify particular threats and help with the prevention or reduction of those threats. This could lead to an improvement of the general security of the school. Alternatively, these measures may only lead to an improvement if the challenges and reasons for the recurring incidents have been identified (Van Jaarsveld, 2011:56).

Underprivileged schools that are unable to meet the expense of inviting security experts to do an evaluation of the threats and thereby come up with an appropriate plan to improve security and safety measures in the school, there is an alternative option. In some communities there are members of the community who offer pro bono services in the non-governmental security business (local businesses that are situated within the community) and some outside organisations may also be willing to help. These underprivileged schools need to acquire a security expert willing to provide a pro bono assessment of the threats at the school, as part of the social responsibility community service that is rendered by his or her business. Many businesses in communities are obliged to take part in community safety initiatives, which may include safety and security measures at schools (Van Jaarsveld, 2011:56). Safety and security at schools is most definitely a factor that can contribute to good discipline that needs to be addressed to ensure that disciplinary measures may be effective.

As can be seen, the community members may become involved with school to volunteer and aid in ensuring that their local school's safety and disciplinary needs are met. Expenses therefore need not be an obstacle that hampers these endeavours as many people should be willing to become involved with their community's school.

However, it is not only the safety features that aid the disciplinary system in a school, it is also the restrictions that are imposed on learners regarding their school attire such

as the rule that they are not allowed, for example, to wear jackets other than their school blazers should reduce the opportunities for them to smuggle unwanted substances and items into the school.

- Restrictions on learners' attire and possessions

If there are restrictions on the clothing that learners may wear it would help in recognising unwelcome individuals on the school grounds. Costly brand name attire and trinkets ought to be prohibited as the wearing of these may lead to an upsurge in theft (when learners steal from their peers in order to have the same attire) and non-attendance due to some learners feeling that they will not be able to fit in as they do not possess such costly brand name items (Hill & Hill, 1994:103).

Studies conducted in the area of Applied Behaviour Analysis (Horner & Carr, 1997), Teacher Effectiveness (Rosenshine, 1986; Emmer, 1994), and Special Education (Nelson & Rutherford, 1989; Nelson, 1996) have indeed generated efficient tactics for distinct indoctrination of learners, managing classes and training to enhance the behavioural environments of learners (Skiba & Peterson, 2000). Nevertheless, a wealth of evidence exists suggesting that these tactics are considerably underutilised in governmental schools (Skiba & Peterson, 2000).

As can be seen, there are various articles, books, journals and other publications with suggestions on how to improve school discipline. The gap that exists however concerning empirical enquiries and practice is currently and has remained an on-going topic in the specialised writings of various authors and academics (Gersten et al., 1997). The gap does appear to be particularly severe in terms of the general discipline in schools as well as the conduct of learners; schools are thus left without sufficient resources to enable them to deal with the present-day difficulties in terms of disruptive behaviours and violence (Skiba & Peterson, 2000).

2.2.4. Perceptions and beliefs about the discipline systems in schools

Every single person, whether a teacher or a learner, has their own perception and belief regarding the disciplinary system and its implementation within a school. In many schools, race has become a defining issue regarding the perceptions and beliefs that have been established. This is not only an issue in South African schools but globally as can be seen in the literature that is available especially in the study conducted by Ruck and Wortley (2002).

It would appear that Black and Coloured learners are more likely to be disciplined at school than white learners. For example, there is overwhelming evidence from America that learners of colour, especially African American males, have a higher probability of being faced with suspension from school than their mainstream counterparts (Kaeser, 1979; Felice, 1981; Bennett & Harris, 1982; Jones, 1989; Calabrese & Poe, 1990; Banks & Banks, 1993; Darling-Hammond, 1994; Sheets & Gay, 1996). Although a variety of disciplinary actions can be taken by schools, suspensions are one of the most severe in that they result in the removal of learners from the school and thus a decrease a learner's instructional time (Williams & Chavkin, 1989). Available information also suggests that when schooling is disrupted by, for example, suspensions, these are a factor contributing to the high incidence of early school leaving among minority learners (Children's Defense Fund, 1974; Wu et al., 1982; Rumberger, 1987 Jones, 1989; Williams & Chavkin, 1989; Dei, 2008).

While there is some evidence that racial and ethnic learners in minority groups often believe that they will receive harsher or more public punishment for engaging in the same misbehaviour as White learners (Murray & Clarke, 1990; Marcus et al., 2003), there has been little systematic research directly exploring racial or ethnic minority learners' views and beliefs pertaining to school disciplinary practices.

In a Canadian study of a group of Black, predominately male, low socio-economic status (SES), urban high school learners, Solomon (1992) found that with regard to school disciplinary practices, these learners tended to view school discipline as being administered arbitrarily by school authorities. For example, the perception of these

learners was that they were more often suspended than White learners for engaging in the same types of behaviours. In addition, Solomon (1992) noted that the Black learners in his study felt that the regular use of police at school-related events was primarily to control and supervise the behaviour of members of their racial or ethnic group (Ruck & Wortley, 2002:186-187).

In a later investigation, Sheets & Gay (1996) examined the perceptions of a small group of racially and ethnically diverse learners (e.g., African American, Chicano, European, and Filipino) of classroom discipline in an urban American high school. One of the main findings reported was that while there were differences in perceptions of disciplinary practices according to learners' race or ethnicity, perceptions tended to be more similar among learners of colour. In addition, the racial minority learners interviewed felt that racism was the main reason for the perceived differential application of school disciplinary actions. Taken together the findings from these studies, although limited because of the size of the samples, are instructive in that they offer some insight into how minority high school learners perceive school discipline and experience the educational system (Ruck & Wortley, 2002:186-187).

As can be seen from the above, race can play an important role in one's perceptions and beliefs about the disciplinary systems in school and the above observations fit into this specific study as many teachers believe that the White learners are punished more severely than the Black learners.

2.2.5 CCTV cameras in schools

2.2.5.1. The implementation of CCTV cameras in South African classrooms

In the literature pertaining to the implementation of CCTV cameras it becomes evident that CCTV cameras are installed in schools as a safety measure to improve the safety of schools and to enhance their status as safe schools. There is however a clear gap in the literature regarding the use of CCTV cameras as a tool to improve discipline in schools. There is very little empirical research of any nature that exists regarding the role that CCTV cameras may fulfil when they are incorporated into the disciplinary systems of schools.

Simply put, CCTV systems “gather pictures and videos, which in turn will be transmitted to a device that is able to monitor as well as record these pictures and videos, where these pictures and videos are then made accessible to be examined, studied and/or stowed” (Gill & Spriggs, 2005:1). In South Africa, schools have become places of extreme violence and the South African Human Rights Commission (SAHRC), has declared that schools have become the most hazardous place for children to attend in comparison to other places in SA (Anonymous, 2008). This declaration was made by an unidentified writer in the year 2008 after witnessing what SA schools have become, in respect of the findings of the SAHRC on acts of violence in schools (cited in Van Jaarsveld, 2011:2).

SA has numerous reasons to be concerned about the escalation of violent acts that are abounding in schools. Violent acts in schools tend to create an atmosphere of anxiety and dread, which in turn can ruin the aims and objectives of the schools (Smith, 2003). The intention of the implementation of security procedures is to evaluate the susceptibility to threats and to suggest procedures and processes at schools, appropriate for the creation of an unchanging, reasonably predictable atmosphere in which all the stakeholders are granted the ability to move around without restrictions (Lombaard & Kole, 2008:89).

Increasingly, learners are falling victim to harassment by their peers in addition to their teachers (Van Jaarsveld, 2011). It is essential that these unlawful actions are well-defined, recognised and prohibited. Action needs to be taken urgently to ensure that the problems that ensue at schools as a result of violent acts do not spiral completely out of control and leave the learners in a state of fear, wounded or even dead (Van Jaarsveld, 2011). The violent acts that occur at schools may cause severe and permanent bodily and mental harm (Bezuidenhout & Joubert, 2003:147).

Characteristics of a school that is safe are a decent disciplinary system; an atmosphere that is conducive to teachers being able to teach and learners being able to learn; teachers who are very professionally; effective school management practices as well as a very low level of criminal behaviour and violent acts (Squelch, 2000:138). A school that can be considered to be safe will have an atmosphere that is devoid of all forms of harassment, terror, criminal behaviour and violent acts. This would be a

school where discipline and effective control are the order of the day and there is a fully functioning security policy and accompanying measures that are put into practice (Van Jaarsveld, 2011:6).

The most vital security measures should include barriers, alarm systems, proper lighting, security devices and their accompanying keys, a safe for storage and strong-rooms, burglar proofing bars at all windows, electrical equipment (for example, CCTV camera systems, metal-detectors, machines that are capable of scanning suitcases for dangerous objects that people may have hidden in them, fingerprint scanners or pass systems to restrict access and communication systems (radio set, telephone lines, intercom systems) (Lombaard & Kole, 2008:91-101).

Minnaar (2007) defined the mechanisms involved in security as the following: A security utility will be a piece of apparatus or man-power that is utilised in order to advance or complement the general security system which is comprised of numerous security utilities (for example CCTV camera systems, centre of operations and security guards walking the beat). When all these utilities are properly integrated, they will ensure that a security measure is also properly put into practice. They all function and are harmonised, in terms of a clear written security policy comprising of processes and operative strategies. When the security procedures become fully functioning, a security system will then have been put into practice which encompasses numerous security ideologies such as fortification and the placing of lights (cited by Van Jaarsveld, 2011:8).

Another aim of CCTV cameras in schools is to monitor learners' behaviour as numerous principals had received horrific reports of learners bringing alcohol and weapons onto the premises of various schools, as well as reports of learners sexually harassing others (Naidu & Mhlongo, 2008:1).

2.2.5.2. The acceptance of CCTV cameras in schools by the stakeholders

All the empirical research available in the professional literature in South Africa and abroad tends to focus on a few different contexts e.g. public spaces such as malls rather than that of discipline in educational institutions. There is also very limited literature available on the acceptance of teachers and other stakeholders of CCTV cameras in the schools. However, there is an example of a situation where teachers reacted angrily towards their school principal when the decision was made to implement CCTV cameras in their school in Durban (Naidu & Mhlongo, 2008:1).

The issue of law-breaking activities and the lack of safety in schools across the United Kingdom has been propelled into the limelight within a timespan of merely fifteen years (Hope, 2009). Schools have reacted to the apparent dangers to the stakeholders because of the implementation of a variety of security measures, including the implementation of CCTV camera systems (Hope, 2009). The use of CCTV camera systems in schools has become a common practice in the United Kingdom and, according to estimations, up to eighty-five percent of all the high schools in the United Kingdom have CCTV camera systems in place (Taylor, 2011).

In South Africa, CCTV is used in almost all “commercial venues such as hotels, casinos, banks, retail stores, airports, financial institutions (but not at ATMs), mines, garages, hospitals and shopping centres” (Van Jaarsveld, 2011:6). All empirical enquiries based on CCTV camera systems seem to have made their primary focal points simply four environments, namely the centre of towns (Brown 1995; Ditton & Short 1995; Armitage et al., 1999), parking lots (Poyner 1992; Tilley 1993), the public transport system (Welsh & Farrington, 2009; Webb & Laycock 1992) and, to a less significant degree shopping malls (Norris, McCahill & Wood 2002; Norris & McCahill 2006).

Limited studies have been conducted on the use of CCTV camera systems within schools. For example, Monahan (2006) has speculated about the degree to which the media propagates the requirement for CCTV camera systems in high schools in the United States of America, and Warnick (2007) has done an ethical investigation in terms of the use of CCTV camera systems in high schools in the USA (Taylor, 2011).

Parents have also been drawn into the arguments where no teaching was taking place as this had been suspended at Roselands Primary School, Newlands East, Durban, South Africa, until teachers raised their concerns and unhappiness with the school's revamped security system (Naidu & Mhlongo, 2008:1). More than twenty teachers said that when they arrived at school on the first day of the second term, CCTV cameras and two-way intercom systems had been installed in their classrooms without their consent (Naidu & Mhlongo, 2008:1). Teachers, who spoke on condition of anonymity, said they were unhappy with cameras being installed inside their classrooms and described it as a form of policing (Naidu & Mhlongo, 2008:1).

There is very little available literature especially in SA concerning the reception and implementation of CCTV cameras in schools and it is evident that this is a gap in the literature which this study may be able to fill.

2.2.6 Human rights in education

2.2.6.1. The Constitution of the Republic of South Africa, 1996

Former Chief Justice Mahomed of South Africa made the following remark (O'Regan, 2002:164): "All constitutions seek to articulate, with differing degrees of intensity and detail, the shared aspirations of a nation; the values which bind its people and which discipline its government and its national institutions; the basic premises upon which judicial, legislative and executive power is to be wielded; the constitutional limits and the conditions upon which that power is to be exercised; the national ethos which defines and regulates that exercise; and the moral and ethical direction which the nation has identified for its future."

According to O'Regan (2002:164), the South African Constitution does not differ from this. In terms of its functions, the Constitution institutes and controls the significant establishments that exercise control in SA society; Parliament; the national executive (consisting of the Presidency and Cabinet); provincial legislatures and executives; local government; school governance and the courts of law.

2.2.6.1.1. List of the Bill of Rights

The following list provides the human rights that are applicable to all persons in South Africa in all areas of society: Equality, Human Dignity, Life, Freedom and security of the person, Slavery, servitude and forced labour, Privacy, Freedom of religion, belief and opinion, Freedom of expression, Assembly, demonstration, picket and petition. Freedom of association, Political rights, Citizenship. Freedom of movement and residence, Freedom of trade, occupation and profession, Labour relations, Environment, Property, Housing, Health care, food, water and social security, Children, Education, Language and culture, Cultural, religious and linguistic communities, Access to information, Just administrative action, Access to courts and Arrested, detained and accused persons.

However, all these rights can be limited if it would be fair to do so and all people have duties and responsibilities associated with each right. One cannot expect people to treat one with dignity and respect if one does not also do so.

2.2.6.2. Human rights and the use of CCTV cameras

CCTV cameras are installed and implemented in various places as part of certain policy procedures. However, it seems that there is silence surrounding the issue of human rights and the effects these cameras may have on an individual's human rights. When reviewing the professional literature, it would appear that these CCTV cameras are installed without consent and without taking a person's rights into account. CCTV camera systems are usually set up or utilised for a specified non-threatening goal, for instance the safety of people in public areas or another goal that sounds very sensible to people (Whitty et al., 2001). The policy guidelines informing the implementation of CCTV camera systems do not address the issues of privacy or other human rights (Gallagher, 2003).

Motorway CCTV, for example, supplies "useful information for management purposes" and "the images are not being gathered as part of an attempt to exert general control upon human beings but as a detailed map which can supply answers to elaborate inquiries directed at improving institutional operability" (Lianos & Douglas, 2000:274).

Such motivations make the portrayal of how CCTV camera systems have started spreading as ‘Orwellian’, indicating that privacy has died out, and that society has grown into a more supervised peoples seem peculiar (Whitty et al., 2001:50).

The nonthreatening intentions behind the implementation of CCTV camera systems may at times in itself be related to human rights and also provide safety measures for the defenceless, for instance the implementation of cameras in local law enforcement stations as well as the rooms in which the interrogations take place (Gallagher, 2003). Generally, it seems that the people who are being monitored have accepted or even applauded the intensification in video surveillance as a result of the supposed safety and crime-deterrent benefits. On the other hand, the potential to promote exploitation and the invasion of a person’s privacy has been pointed out by some academics (Senior et al., 2005).

If a person readily agrees to being observed, privacy becomes a less important issue, but this consent can differ from deliberately electing to walk in front of a camera to walking in front of one as a result that there is no other option or being captured on a concealed camera in areas where one can rationally anticipate privacy, in a hospital or at home, for example (Senior et al., 2005). People normally consent with the understanding that their rights will still be respected (Senior et al., 2005). Upon further review, the right to privacy as stated in Section 14 of the SA Constitution does not make any reference to the use of CCTV cameras:

Privacy

Everyone has the right to privacy, which includes the right not to have their person or home searched; their property searched; their possessions seized; or the privacy of their communications infringed (The Republic of South Africa, 1996b).

The literature that has been reviewed reveals that the main concern is about the invasion of privacy as the focal point for the debates regarding the appeal for the implementation of CCTV camera systems (Glanz & Nacerodien, 1996:2). There are contrasting views in terms of the CCTV camera systems as some argue that they invade their privacy whereas others have the perception that by this their rights in the

areas where local law enforcement appears to be inefficient may be supported (Glanz & Nacerodien, 1996:2). In terms of an individual's right to privacy and the right to safety there needs to be a good balance. The South African Police Services' legal authorities deem CCTV camera systems to be the observation of public areas to ensure the overall deterrence or exposure of criminal behaviours and not for observing a specific individual or suspect. In acknowledgement of the associated ethical issues surrounding CCTV camera surveillance and the prerequisite for these systems to be worked in an exceedingly professional way, the SAPS's National Standards and Management Services have drafted a code of conduct for all users of CCTV camera systems (Glanz & Nacerodien, 1996:2). The document presents guiding principles for the implementation and process that ought to be adhered to in terms of, among other things, the position in which a camera may be placed, the incorporation of facilities aimed at recording sounds, the management of video graphic material and their storage, the use of video graphic images as proof of wrongdoing, the requirements for releasing the images to the accused party, setting up a centre of operations and responsibility (Glanz & Nacerodien, 1996:2)

The SA Human Rights Commission spokesperson Vincent Moaga said that placing cameras in classrooms was not a violation of human rights as long as they are installed for security purposes and teachers and learners were aware of them. However, people's rights would be violated if cameras were installed in toilets (Naidu & Mhlongo, 2008:1). Therefore, it would appear that a gap exists regarding the exact effects these CCTV cameras have on a person's human rights and whether schools do indeed need to have informed consent from all involved parties before implementing CCTV cameras.

2.3. Conceptual framework

For this study, I at first considered using the Dynamic system's theory because of the interrelatedness of all the different elements, however this proved to be insufficient and too technical for this specific study. Upon further research into the available literature and existing theoretical frameworks, I found the work of Johnson et al., (1994). They constructed an alternative conceptual framework to be used with studies of discipline within schools. This framework is based on four orientations of teachers'

beliefs regarding school discipline namely traditional, liberal progressive, socially critical, and laissez faire.

2.3.1. Traditional orientation to school discipline

Promoters of this specific orientation call for stern obedience to rules that have been laid down for the classroom and the school grounds in general, a variety of intensifying penalties for learners who do not adhere to the rules, and a disciplinary system in which the power of the teachers and school managers remain largely undisputed. They consistently support the rights of teachers to be able to teach without having to deal with the interruptions of troublesome and unenthusiastic learners (Canter & Canter, 1976), in order to achieve the objectives supposed to be meaningful. These objectives are typically the sharing of time honoured skills, knowledge based on the content of the subject, and principles to do with meeting the requirements to enable the learners to be able to function in the prevailing societal and financial engagements within the wider society.

The discipline and order characteristic of a school should be determined by its primary role as a mediator the teaching of methodical, accumulative learning in the main areas of information and proficiency that typify a well-educated society. The rudimentary validation of discipline in schools needs to be unambiguous in its value in successfully attaining the distinguishing work of the school (Crittenden, 1991:71).

The fact that the teachers make use of a wide array of management strategies in their classes, along with techniques to manage the conduct of learners, is vindicated in order to ensure that the educational and social aims of the school system are attained. Pestello (1989) is of the opinion that a "strict disciplinary climate" in schools enriches educational standards and reduces the frequency of problems relating to the management of learners' behaviour which epitomises this situation. Supporters of this orientation generally perceive and promote themselves as "pragmatists". They point to the ordered power relations in the world outside of schools to validate their imitation thereof in schools.

2.3.2. Liberal progressive orientation to school discipline

Promoters of this orientation refer to changes in societal standards as the incentive for changes in the methods with which teachers ought to address matters regarding the behaviour of learners in schools. They contend that, ever since the 1960s, social initiatives defending the rights of women, learners, ethnic groups, and the underprivileged, have changed power relations in society and in schools. It is stressed that principles that allow domineering by a section of society of another section(s) are no longer recognised and accepted by the majority of people in all walks of life.

In contrast to old-fashioned principles and processes such as dominance, rivalry, prizes and penalties, social inequity, pressure from authority figures, individual accountability, and the non-existence of mutual respect, the principles which are suitable in a democratic society include social equality, mutual respect, shared responsibility, co-operation and self-discipline (Balson, 1988:4). Liberal progressives assert that democratic principles should triumph in all social conditions, including schools (Knight, 1991; Lewis et al., 1991).

In the discussion of the substantial constructive effects that schools can apply on learners, Atkinson (1989) emphasises the fact that he believes that schools should discard methods which isolate or ostracise learners, particularly those who present difficulties in terms of their conduct. Schools must embrace methods that incorporate all learners instead of making use of approaches that coerce learners in order to manage the disruptive learners.

2.3.3. Socially critical orientation to school discipline

Promoters of this orientation to school discipline seek to describe the disruptive behaviours of learners as an intentional opposition to unsuitable and authoritarian educational methods (Slee, 1988). Disturbances result from a disjointedness amongst the beliefs and interests of the learners and the content of the syllabus, the ethos of the school in terms of its organisation, or the atmosphere of the school. Within this situation, class, sexual preferences and characteristics, racial factors, traditions, and teacher and learner relations all become decisive variables in the beginning and

prevalence of opposition and disturbance in schools (Slee, 1988:x). Schools are seen as places of social contests where the end result of one-sided and imbalanced social and financial policies are revealed (Johnson, et al. 1994).

2.3.4. Laissez-faire orientation to school discipline

Given the well thought-out and controlled nature of the governmental education system, it is not surprising that teachers working in this system will consistently hold orientations to discipline other than the Laissez Faire orientation. This orientation is included within the framework to make it conceptually more comprehensive, and to accommodate the probability that teachers in “unconventional” private schools may share some of the opinions propagated by A.S. Neill (1960) and others from the “independence” movement.

Neill’s system is a far-reaching style for raising a child. In his book, *Summerhill – A Radical Approach to Child Rearing* (1960), he explains what he understood to be the true standard of education in the absence of doubts or uncertainties of any kind. In *Summerhill*, the power of the school does not conceal a system of manipulation. The events in *Summerhill* do not expand on a philosophy; it relates the authentic experience of more or less forty years. The author claims that schools will function more efficiently when the learners are afforded greater freedom. The main tenets fundamental to Neill’s (1960) system are offered in his book in simple terms and also unambiguously. They are briefly outlined: Neill (1960) maintains a firm faith “in the goodness of the child.” He believes that the run-of-the-mill learner is not born a cripple, a weakling, or an unfeeling robot, but has the full potential to love life and to be engrossed in life. The purpose of education – in actual fact the purpose of life – is to labour blissfully and to find contentment. Contentment, as explained by Neill, means being engrossed in life; reacting to life not just with one’s intellect but with one’s entire character. In education, academic improvement alone is not sufficient.

In the first place, education ought to be both academic and appeal to the emotions. In contemporary society we find a growing division between mental power and emotions. The experiences of humankind today are predominantly experiences of thought and the senses rather than an instantaneous understanding of what one’s heart feels,

one's eyes perceive, and what one hears. In actual fact, this division among mental power and emotions have led to people of the modern age to a near schizoid mental state in which they have become almost incapable of experiencing anything with the exception of thought.

Secondly, education should be aligned with the emotional needs and dimensions of the learner. The learner is not a humanitarian. He or she does not yet love in the sense of the mature love of a grown-up so it is a mistake to expect something from a learner which he or she can only express in an insincere way. Thirdly, unselfishness develops during one's childhood for this reason discipline, uncompromisingly enforced, and ensuing penalty may create anxiety and anxiety often results in aggression. This aggression may not be conscious and obvious, but it nonetheless paralyses the effort and legitimacy of emotion. Finally, Neill argues that the wide-ranging disciplining of learners is detrimental to them as it prevents sound emotional development.

Neill (1960) highlights his belief that freedom does not mean license. It is an essential principle that respect for the individual should be mutual; a teacher should not use force against a learner, nor has a learner the right to use force against a teacher. Learners may not make demands of the teacher just because they are learners, nor may learners use pressure in the many ways that learners can. Closely linked to this principle is the requirement for true dedication on the part of the teacher. The author says that never in the forty years of his work in *Summerhill* has he told a single lie to a learner. Healthy human growth makes it essential that at the end of the day learners are able to cut the primary ties which link them to their parents, and those ties with later replacements in society, and that they become rightly autonomous. Moreover, the learners ought to learn to face the world as individual people. They should learn to find their security not in any interdependent attachments, but in their capacity to seize the world intellectually, sensitively, imaginatively. They should use all their might to find oneness with the world, rather than to find sanctuary through compliance to or dominance of their environments. Teachers and other adults in the learner's world should avoid creating feelings of guilt as these feelings first and foremost have the function of binding the learner to authority. A guilty emotional state is an impediment to freedom; it initiates a sequence of related emotional states which fluctuate

continuously between agitation, atonement, compliance, and a renewed agitation. Feelings of guilt, as they are experienced by the majority of individuals in our society, are not principally a response in terms of a sense of right and wrong, but in essence an awareness of their desire to be insubordinate towards authority and then the ensuing anxiety about a penalty. It does not matter whether such a penalty is physical or emotional, such as the withholding of love or whether an individual is merely made to feel like an outcast. All these guilty emotional states create anxiety and anxiety breeds aggression and insincerity.

2.4. Conclusion

In Chapter 2, the concept of school discipline was comprehensively explored as the insights of different scholars were gathered. The following factors regarding discipline were also discussed: learner discipline in the modern-day classrooms of South Africa, possible explanations for learners' disruptive behaviour, strategies that may be used to curb disruptive behaviour in school, perceptions and beliefs about the discipline systems in schools, the implementation of CCTV cameras in South African classrooms and abroad, the acceptance of CCTV cameras in the schools by teachers, non-teaching staff, learners and parents, human rights in education and human rights and the use of CCTV cameras. Zero-tolerance policies were also conceptualised.

This literature review will contribute to the overall study because the research questions were formulated based on the preliminary literature review and this literature review. The literature review also informed the data analysis of the study and gave me an overview of previous research in the focus area of this study and has led me to the appropriate theory regarding further investigations emanating from this study. I was also able to identify the gaps that exist in the literature to determine significant areas of the selected field of study in which this research study might make a difference.

Chapter 3 provides the design and methodology strategies for this study by outlining the research approach, the population and sample, the instrument,s used for data collection, the data analysis process and the quality criteria of the study.

CHAPTER 3: THE RESEARCH METHODOLOGY

3.1. Introduction

In the previous chapter, the literature was used to validate the research and I explained my decision to work within the parameters of the theoretical framework, teachers' four orientations to school discipline (Johnson et al., 1994) . In this chapter the design and methodological strategies for this study is discussed by outlining the research approach, specific research questions, population and sample, instrument, data collection and the data collection plan, data analysis and limitations of the study.

The research question, “How do the stakeholders in a South African secondary school perceive the disciplinary system of the school?” is addressed using the mixed-methods QUAL-quan methodology, which uses different data collection tools. In order to answer the research questions of this study, a simplified schematic diagram of the phases of the research process is shown in figure 3.1.

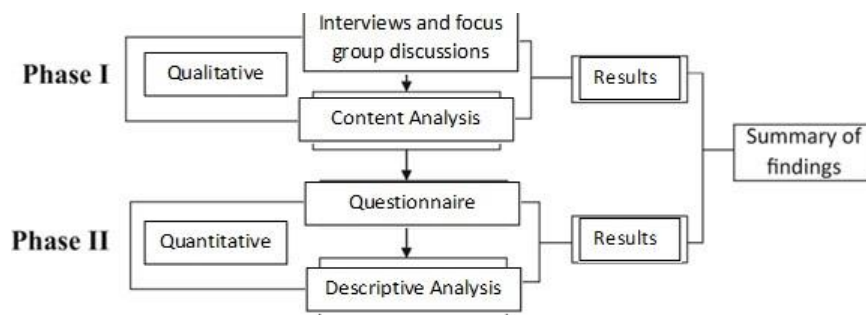


Figure 1: Schematic representation of the mixed method research process (Adapted from Melliti, 2013)

This mixed methods research process model comprises of two distinct phases that were followed during the research process. In the first phase the interviews including the semi-structured interviews with staff and the principal and the focus group interviews with parents were conducted and analysed by content analysis. In the second phase the questionnaires were administered and analysed according to descriptive statistical analysis. After all the data had been captured and analysed the findings are presented in Chapter 4.

In this chapter I also present the paradigm on which this study is based. I further present an explanation of how important issues relating to trustworthiness (qualitative) and credibility (quantitative) are addressed. In order to explain and describe the research process for this study, a holistic picture is created in table 2 to illustrate the research design, research methodology, quality criteria of the research and ethical considerations.

Table 2: Research process

RESEARCH DESIGN	
Research type	Mixed methods research
Interpretive paradigm	Critical Realism
Methodological model	QUAL-quan approach (Mixed methods)
Research strategy	Case study research
METHODOLOGY	
Sampling site	School A (Secondary School)
Sampling	Convenient and purposive sampling
Data collection method	Individual open-ended interviews, focus group discussion and questionnaires
Data Analysis	Content analysis and descriptive statistical analysis
QUALITY CRITERIA OF THE RESEARCH	
Truth value, Applicability, Consistency, Confirmability and lastly the Internal consistency of the questionnaire data will be ensured	
ETHICAL CONSIDERATIONS OF THE RESEARCH	
Informed consent, anonymity, safety considerations and confidentiality	

3.2. Research design

3.2.1. Paradigm

This study is based in the paradigm of critical realism. Sayer's (1992) explanation of critical realism will be used, as his interpretation of critical realist ontology is the most exhaustive and complete and makes it easier to prove its usefulness in providing both a philosophical validation for case study research and a guide to its use in practice (Sayer, 1992).

3.2.1.1. Assumptions

Sayer (1992) establishes what he regards as the eight fundamental assumptions of critical realism in the following excerpt from his book:

- “The world will always exist without restrictions regardless of our understanding of it.
- Our understanding of the world is imperfect and based on a variety of theories. Conceptions of fact and falsity fail to provide a coherent view of the relationship between knowledge and its object. Nevertheless, knowledge is not immune to empirical check and its effectiveness in informing and explaining successful material practice is not merely accidental.
- Understanding improves neither completely uninterruptedly, as the stable increase of specifics within an unchanging conceptual framework, nor intermittently, through concurrent and general modifications in conceptions.
- There are requisites in the world; substances—whether natural or social—unavoidably have certain controls or manners of acting and specific vulnerabilities.
- The world is distinguished and stratified, made up of not only actions, but objects, including structures, which have powers and liabilities capable of

generating events. These structures may be present even where, as in the social world and much of the natural world, they do not generate regular patterns of events.

- Social phenomena such as activities, writings and establishments are dependent upon specific conceptions. We are not only required to expound on their creation and physical properties but to comprehend, read or deduce what their meanings are. Even though they have to be construed by beginning from the researcher's own frames of meaning, on the whole they exist irrespective of researchers' understanding of them. A qualified version of bullet point no. 1 consequently applies to the social world. In view of bullet point nos. 4–6, the approaches of social science and natural science have both variances and resemblances.
- Science or the creation of any kind of understanding is a social process. For better or worse, the circumstances and social relations of the creation of understanding effects its content. Understanding is also principally—though not absolutely— linguistic, and the nature of language and the way we converse are not incidental to what is well-known and conversed. Consciousness of these relationships is important in assessing a person's understanding.
- Social science should be critical of its object. With the intention of being able to give details and comprehend social phenomena we have to assess them critically” (Sayer, 1992:5).

3.2.1.2. Ontology

Easton (2010) explains that the bullet points mentioned above offer the fundamental critical realist assumptions about ontology. Critical realists recommend an ontology that accepts that a reality exists “out there” regardless of onlookers. An inexperienced realist epistemology would assume that a person can easily gain access to this reality. This is an opinion often advocated by researchers in the natural sciences as a result of their capability to measure precisely and their access to manageable or in some

instances, sealed systems. Nevertheless, these circumstances hardly ever occur in social systems. Consequently, critical realists admit that reality is socially constructed and the above-mentioned bullet points explain this suggestion thus creating strain concerning these seemingly conflicting visions. Nevertheless, critical realists resolve this strain by making the statement that the world is socially constructed but not also completely. The “real” world breaks through and sometime destroys the complex stories that we create in order to understand and explain the situations we research” (Easton, 2010).

3.2.1.3. Epistemology

Critical realists accept that our world is, of course, socially constructed but argue that this is not entirely the case (Easton, 2010). They construe rather than construct the world leading to the reality setting in (Easton, 2010). “Critical realism acknowledges that social phenomena are intrinsically meaningful, and hence that meaning is not only externally descriptive of them but constitutive of them (though of course there are usually material constituents too). Meaning has to be understood, it cannot be measured or counted, and hence there is always an interpretative or hermeneutic element in social science” (Sayer, 2000:17).

Table 3: Critical realism paradigm (Adapted from Maree and Van der Westhuizen, 2009)

Paradigm	Ontology	Epistemology	Data collection
Determining meaning and understanding through the views and perspectives of participants	There exists a reality “out there” independent of observers	Only by seeing the same data through the different theoretical lenses employed by different researchers can understanding of some of the features of the real world occur	Interviews, focus group discussions as well as learners’ questionnaires

3.2.1.4. Critical realism and case study research

Sayer argues that critical realism is comparatively relaxed with respect to different research methods. “Compared to positivism and interpretivism, critical realism endorses or is compatible with a relatively wide range of research methods, but it implies that the particular choices should depend on the nature of the object of study and what one wants to learn about it” (Sayer, 2000:19). He makes the suggestion that there are two far-reaching methods of inquiry in terms of conducting a research study; extensive and intensive. The first makes use of surveys on a larger scale, formal questionnaires and statistical analyses, looks for consistencies, configurations and resemblances, accepts prearranged taxonomic groupings, privileges duplication and has limited ability to make a sweeping statement such as the generalisation of findings to other groupings of a population and restricted descriptive power. The second places its focus on individual representatives in specific circumstances using interviews, ethnography and qualitative analysis, asks the question “what produces change?”, and makes use of causal groups, produces causal explanations which are, nevertheless, restricted to the state of affairs studied so that testing is by corroboration. On the other hand, he points out that, “the extensive/intensive distinction is not identical to the survey-analysis / case study or ethnography distinction; extensive methods might be used within a single case study; intensive approaches do not have to be limited to single cases and can use other methods besides ethnographic ones.” These explanations support the view that case study research is an exhaustive research method based on Sayer's explanation and is for that reason completely reliable in terms of a critical realist ontology.

A critical realist case approach is also on the whole appropriate for moderately noticeably hemmed in, but multifaceted, occurrences such as organisations, inter-organisational relations or networks of connected organisations (Easton, 2010) and would for that reason suit an investigation such as this research study.

3.2.2. Mixed method research

Mixed method research has a brief history in terms of being a recognisable methodological approach which originated in the early 1980s and has been referred to as a ‘silent’ rebellion, attributable to its focal point of resolving pressures between

the qualitative and quantitative methodological undertakings (Tashakkori & Teddlie 2003:697). Mixed methodologies is an emergent field with an increasing amount of importance across a number of fields of discipline and has been predominantly widespread in the fields of applied social research and assessment (Bazeley, 2003). Tashakkori and Teddlie (2003:699) concede to the fact that there is an influence from the remains of the ‘paradigmatic warfare’ but are very optimistic in admitting that there are signs of transformation.” ...the mixed methods research undertaking is an optimistic response to this fragmented character and to the extremes of both the QUAN (quantitative) and QUAL (qualitative) camps”. Tashakkori and Teddlie (2003) also believe that mixed methods will at the end of the day herald more cohesion in research language that will be an advantage to both the QUAL and QUAN camps.

Mixed methods research designs use both quantitative and qualitative approaches in a solo research study to collect or analyse data and a number of mixed method theorists have advanced mixed method typologies (Creswell 2003; Creswell & Plano-Clark 2007; Greene & Caracelli 1997; Mertens 2005; Miles & Huberman 1994; Morgan 1998; Morse 2003; Tashakkori & Teddlie 2003). The figure below from Johnson & Onwuegbuzie, (2004) provides the monomethod and mixed method research designs:

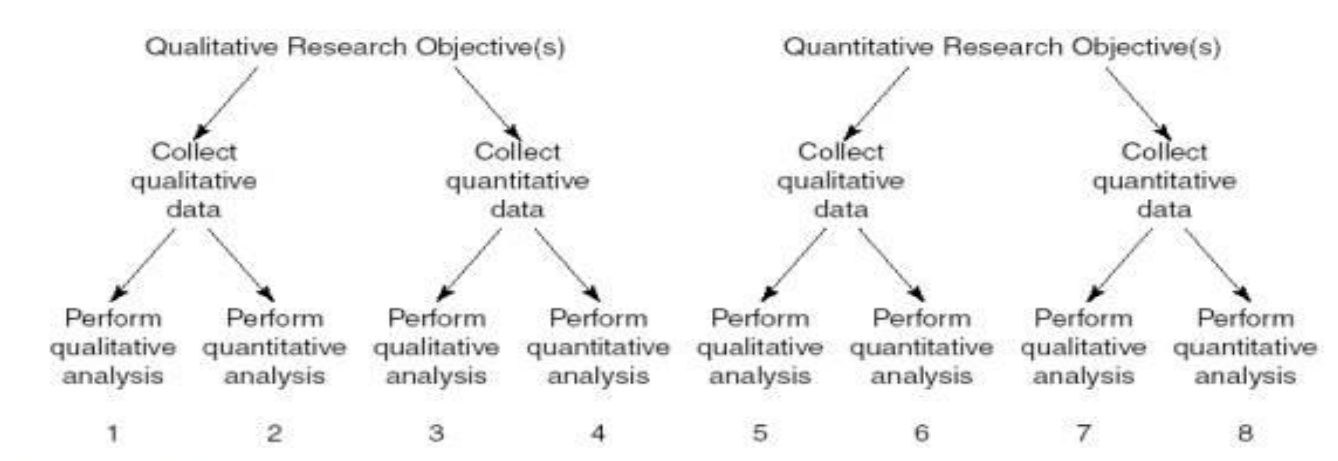


Figure 2: Mono-method and mixed method design models

This study is based on the first model, where the research has Qualitative research objectives and collects both qualitative and quantitative data which was then analysed.

The figure from Johnson and Onwuegbuzie, (2004) below illustrates the mixed-method research designs further:

		Time Order Decision	
		Concurrent	Sequential
Paradigm Emphasis Decision	Equal Status	QUAL + QUAN	QUAL → QUAN QUAN → QUAL
	Dominant Status	QUAL + quan QUAN + qual	QUAL → quan qual → QUAN QUAN → qual quan → QUAL

Figure 3: Mixed design matrix

Qualitative research has the dominant status in this concurrent mixed-methods research study which then implies that this study can be labelled as QUAL-quant research as there is only one element of quantitative data involved in this study, namely the questionnaires administered to the learners.

3.2.2.1. Qualitative research

This study however makes use primarily of qualitative research to explore and understand how participants make meaning of a situation but there is an element of quantitative research involved in the form of questionnaires and thus it can be classified as a QUAL-quant approach to research. According to Strauss and Corbin (1990:17) and Botha (2005) qualitative research is any kind of research that produces findings not arrived at by means of quantification. It can refer to research about a person's lives, stories, behaviour and organisational functioning, social movements or international relationships. McMillan and Schumacher (1997:392) add that qualitative research is concerned with understanding the social phenomenon from the participant's perspective. Thus, qualitative research regards participation as the primary source of information. The central focus of this research was to provide an understanding of a social setting as viewed from the perspective of the research participants (Gay et al., 2009). According to Creswell (2009), qualitative research is a

means for exploring and understanding the meaning individuals or groups ascribe to social or human problems. It involves emerging questions and procedures, collecting data in the participants' setting, analysing data inductively, building from particulars to a general theme, and making interpretations of the meaning of data. Cohen et al., (2005) further the notion of qualitative research as an approach concerned with an in-depth, complex, and detailed understanding of behaviour; meanings; phenomena; actions and attitudes.

Since the aim of this study is to determine the perceptions of the stakeholders regarding the disciplinary system in a South African school, a primarily qualitative approach was considered to be appropriate. Bogdan and Biklen (1992:2) maintain that qualitative research strives to understand behaviour from the participant's own frame of reference. This implies that the researcher needs to interact with the participants as closely as possible in order to acquire such understanding. Borg and Gall (1989:24) contend that the research arise out of these interactions in the form of what people reveal to the researcher and the researcher's impressions.

As the disciplinary system in a school is directly experienced by the participants, it should be established what meanings these participants ascribe to the disciplinary system and its different concepts. For McMillan and Schumacher (1997:392) participant's meanings include their feelings, beliefs, ideals, thoughts and actions. It is therefore hoped that the use of qualitative approach led to a better understanding of the research problem. Hoberg (1999:51) suggests that qualitative methods are used when the researcher aims to understand human phenomena and to investigate the meanings that people give to events they experience. Meanwhile, Tuckman (1994:366) maintains that the researcher uses a qualitative approach when he/she attempts to identify the chief concerns of the various participants and audiences and to access the merit, worth or meaning of the phenomena to the participants.

The qualitative research approach helped me as a researcher to explore the research questions in order to understand and make sense of the phenomenon under scrutiny whilst the added quantitative element added more data to further enhance and explain the findings. This study seeks a detailed engagement with the participants of a South African secondary school, which includes teachers, a principal, the parents of selected

Grade 8 and 9 classes, and the learners of those selected Grade 8 and 9 classes to generate rich and deep data in the form of text, however there is a quantitative element as well in the form of the questionnaires that were administered to the selected learners. In order to gain an in-depth understanding of the context of the study, multiple sources of data were essential. I used open-ended interviews with the teachers, non-teaching staff and the principal, focus group discussions with parents of the selected Grade 8 and 9 classes and Grade 8 and 9 learners' questionnaires as added information to address the research question.

There are advantages and disadvantages to conducting qualitative research. Creswell (2009) indicates that the advantages of qualitative research are that it emphasises the importance of the participants' views, stresses the setting in which the participants express their views, and highlights the meaning people hold about educational and social issues. Furthermore, Desai & Potter (2006) indicates that the disadvantages of qualitative research is that it cannot be done in an objective, neutral and disengaged manner if it is to yield any worthwhile insight into the informant's world, and it has the potential to become one-sided if the researcher is either narrow minded or prejudiced. To guard against these challenges, I attempted to be as authentic as possible, and to declare my subjectivity, and stated that I was aware of the fact that multiple realities exist (Cohen et al., 2005).

3.2.2.2. Quantitative research

The quantitative research as the primary method would not have worked well in this study because, as Creswell (2007) explains: it is a type of research that asks specific, narrow questions using instruments with pre-set questions and responses. It also collects quantifiable data from a large number of individuals. Quantitative research analyses numbers using statistics and the data analysis tends to involve describing trends, comparing group difference or relating variables which was not the thrust of this study.

The element of quantitative data namely the questionnaires entitled: *The disciplinary system in your school* was used to add information regarding the primary research

question and to gain a deeper understanding of the learners' perceptions and beliefs regarding the disciplinary system in a South African school.

The questionnaire is entrenched as an instrument within social science research for obtaining information on the participants' social features, current and historical conduct, standards of conduct or the outlooks they have on various issues and their principles and motives for certain acts with regards to the subject matter that is being investigated (Bulmer, 2004). A questionnaire is consequently a number of itemised questions intended to attain this info from an individual. The types of info can differ extensively and may consist of data on personal characteristics; data on work credentials and procedures; data on the circumstances at work and related assets; or background info regarding the individual and his or her attitudes, views, or perceptions on certain subjects (Anderson & Morgan, 2008).

The questionnaire used in this study was a self-administered questionnaire. The questionnaire was administered to the learners by myself as the researcher. Holroyd and Harlen (1996:326) say that "headteachers distributed the questionnaires to teachers of learners. . ." The objective or goal of the questionnaire is described, whereafter the people participating in the research study are left unaccompanied to be afforded the opportunity to fill in the questionnaire, which might be sent to the researcher or it may be picked up at a later stage. Through the use of this method a greater response rate is assured, precise sampling, and is the least possible of prejudice, on condition that needed clarifications are provided and it also affords the opportunity of personal interaction (Holroyd & Harlen , 1996).

There are advantages and disadvantages to using questionnaires. Ackroyd and Hughes (1981) indicate that the advantages are that it is a hands-on approach, great quantities of information can be obtained from a larger amount of individuals in a shorter time span in addition to it being a moderately cost effective approach, it could be administered by the researcher or by any amount of individuals with restricted effects to its validity and reliability, the findings generated out of the questionnaires could generally be swiftly and effortlessly enumerated by either a researcher or specifically designed software bundles on a personal computer, the analysis can be done more 'methodically' and impartially than other methods of research, when the

data has been enumerated, it could be used to relate to and point out the differences based on other research and might be used to measure transformation and also positivists believe that quantitative data can be used to create new theories and / or test existing hypotheses.

Furthermore they also argue that the use of questionnaires has disadvantages such as an argument that is put forward that it tends to be insufficient in terms of comprehending some forms of info - to be precise deviations in terms of feelings, conduct et cetera and there is an absence of validity, it is impossible to determine whether the persons filling in the questionnaires are being completely honest or not, it is also impossible to determine whether a person was mindful of the specific question when they wrote their response, the person filling in the questionnaire may be absentminded or not rationalising a response within the full milieu of the state of affairs, the questions may be interpreted very differently by the various individuals causing them to respond to a question based on their own view and understanding of the question - - that is to say what is 'decent' to an individual may be 'indecent' to another, consequently there is a modicum of bias that is not recognised and lastly there is a modicum of annoyance on the part of the researcher, the implication is that when structuring and creating the questionnaire, the researcher is taking their own conclusions and expectations into account in terms of the importance of certain issues...for that reason some important issues may be overlooked. To guard against these challenges, all the questions were thoroughly explained to all the learners to ensure that they understood what was expected of them in responding to each question. Furthermore the researcher attempted to not influence the learners' answers in any manner to ensure there is no researcher bias evident in the findings.

3.3. Case study

After having carefully considered the different types of case study designs and where my study would fit into them in order to select the most suitable one, The research design adopted for this study was a single in-depth case study.

Gray (2009) distinguishes two types of case studies, namely, single and multiple case studies. A single case study is when a single case is examined at a holistic level. It is

also used to represent a unique case, whereas multiple case studies replicate the findings of a case across a number of cases. This study used the case study design that focuses on a particular instance of the phenomenon under investigation to understand a specific problem that occurs in everyday practice. In this study, the instance is the perceptions and beliefs that teachers, non-teaching staff, parents and learners have about the disciplinary system in a South African school (Gay et al., 2009). It also features a group of people being explored in terms of their real life situations, as well as their individual subjective experiences (Cohen et al., 2005).

In this study, the case study design allowed the principal, teachers, non-teachers, learners and parents to voice their experiences in order to attempt to understand the phenomenon in a particular setting. Finally, this study linked theory and practice in an attempt to comprehend how the theories underpinning the study relate to the perceptions and beliefs regarding the disciplinary system in a South African school (Lebesa, 2015).

There are advantages and disadvantages to using a case study design in a research project. A case study's strength lies in its attention to the subtlety and complexity of the case in its own right (Cohen et al., 2005). Gray (2009) also indicates that case study research focuses directly on a case study topic and provides original and illuminating data. He further indicates that a case study covers the events in real time as well as the context of the events. It also provides insight into cultural features and technical operations.

There are also limitations with regard to the use of case studies. The disadvantages of the case study design are that it has a problem with regard to confidentiality in many organisations (Gray, 2009); it is often also biased due to poorly constructed questions used in interviews (Yin, 2003). However, I guarded against such limitations by considering ethical issues and constructing interview questions that obtain rich data.

This specific case study also guarantees that the specific subject is not examined from a single perspective, but rather a variation of perspectives which in turn permits for numerous features of the occurrence to be exposed and comprehended (Baxter & Jack, 2008:544). As stated by Yin (2003) a case study design ought to be considered

once the following factors form part of your research: firstly, the focal point of the research is to answer “how” and “why” questions; secondly, you have no way to influence the actions of the individuals participating in the research; thirdly, you want to cover a circumstantial state of affairs for the reason that you consider them to be pertinent to the occurrence that is being studied and finally, the limitations are not evident between the occurrence and circumstance.

In order for this case study to be utilised fully in this study, the limitations needed to be considered as well as the type of case that is to be investigated. The formation of limitations in a qualitative case study design is comparable to the expansion of inclusion and exclusion benchmarks for sample selection in a quantitative study. The difference is that these limitations also point out the extensiveness and deepness of the research and not merely the sample to be involved (Baxter & Jack, 2008:546).

Besides ascertaining the “case” and the specific “type” of case study to be conducted, researchers should reflect on whether it is sensible to conduct a single case study or if a better comprehension of the occurrence will be added through conducting numerous case studies (Baxter & Jack, 2008:546).

A characteristic of case study research is the usage of numerous sources of data, this also heightens the credibility of the data (Patton, 1990; Yin, 2003). Possible sources of data may consist of, but are not restricted to documents, archives, interviews, material artefacts, observations that are done directly, as well as participant-observation. This qualitative approach provides the exclusive opportunity to be able to gather and incorporate quantitative data through the use of questionnaires in order to enable an all-inclusive understanding of the occurrence that is being investigated. In case study research, the data gained from these various sources are then joined when they are analysed rather than dealt with on an individual basis. Each data source is only a single part of the conundrum and each source is a vital part which contributes to the researcher’s understanding of the phenomenon (Baxter & Jack, 2008:546).

Due to the fact that multiple sources of data were used namely: interviews with teachers and the principal of the school and the non-teaching staff, focus group

discussions with parents and questionnaires administered to learners were used in this study, the chosen research design was perfectly suited to this study.

3.4. Research methodology

3.4.1. Population and sampling procedures

A population comprises of a group of people that share collective features from which persons or components of analysis are then selected out of the population for the specific research study, that is to say such a sample comprises of a lesser percentage of the over-all group that will constitute the research study (Fox & Bayat, 2007:52). The term population is a quantitative term and is used here as the learners form part of the quantitative part of the research namely the questionnaire. The population in this study consists of the 300 learners in grades 8 and 9 that were used as participants in the questionnaire. The research site and sampling procedure will be discussed in detail in the following sections.

3.4.1.1. Research site

A secondary school in the Ekurhuleni Metropolitan area was used for this study. The target group for this study consisted of this specific secondary school's learners, parents, teachers including the principal of the school and the non-teaching staff. The learners, teachers including the principal of the school, non-teaching staff and parents will be the focus of this study, making it possible to acquire their perceptions on the disciplinary procedures in the school and the shortcomings thereof in their school.

The school was chosen because it is a secondary school in South Africa. This site was conveniently chosen. I used convenience sampling because the participants were able and willing to participate on the set dates. Convenience sampling does not represent any group apart from itself and also does not seek to generalise to the wider population (Cohen, et al., 2005). As a secondary school teacher myself who is affected by the disciplinary system that exists in the sample secondary school, it was also convenient for me to conduct this research at this school as I am a teacher at the school.

3.4.1.2. Sampling

Purposive sampling was used for this study. This method of sampling is used in special situations where the sampling is done with a specific purpose in mind (Maree, 2007). For the purpose of this study, the learners from all the grade 8 as well as all the grade 9 classes were selected as they form part of the group identified by me along with my fellow teachers and staff as being the most disruptive group in school. There is a total of 300 learners in these two selected grades of which 225 completed and submitted their questionnaires correctly. The school is a parallel-medium ⁶school, and a co-ed ⁷school consisting of diversified races. Diversified races denote schools that are comprised of a combination of numerous races and not merely a single race (Van Jaarsveld, 2011). By diversified races the following is intended that, it comprises of persons from numerous backgrounds, i.e. black (African), White, Coloured and Indian (Asian) (Van Jaarsveld, 2011). In order to ensure, maintain and respect the selected school's privacy, the school will be referred to as School A. School A is a governmental, for the most part black school with diversified races and also not a single gender school, boys and girls attend the school.

I also selected ten out of a possible twenty grade 8 and 9 teachers. Three are male and five are female teachers with more than five years' experience in teaching the Grade 8 and 9 classes, and the remaining two are female and male Grade 8 and 9 teachers with fewer than five years of experience. The teachers were chosen because they have experienced the behaviour displayed by the Grade 8 and 9 learners during teaching and learning and many of them also teach major subjects which are Maths, English Home language and Natural science.

The principal of the school was also sampled as the manager and leader of the school. The reason for this was that, as a manager, he was in a position to give the researcher an excellent picture of what transpires in the school with regard to the disciplinary system. The sampling selection helped me to acquaint myself with the different stakeholders and developed an understanding that provided useful information. The

⁶ A parallel-medium school is a school where the lessons are presented in both English and Afrikaans during the same lesson time.

⁷ A co-ed school refers to a school which can be attended by both boys and girls, it is not a single gender school.

data were captured over three months and I used the same participants during this time. With the help of the principal, I designed a teacher interview schedule (Addendum F) that could also be completed by teachers at home for data collection so as to avoid inconveniences and so as not to disrupt the smooth running of the school. As any new information came to light, I had the opportunity to ask the teachers and the principal to elaborate upon their answers and any other questions that may have arisen.

The non-teaching staff that were sampled in this study was made up of the three school counsellors as they interact with some of the learners that are labelled as the most disruptive or troubled learners in the school. They were able to provide the researcher with additional insight as to their experience of the school's disciplinary system as they are non-teaching staff involved at the school and they also are pastors at one of the local churches and aim to invite many of the learners to attend church after having been to counselling sessions with them.

In table 4, the relevant demographic information of the participants is summarised:

Table 4: Demographic information of the participants

Participant	Gender	Role	Experience
Principal (P)	Male	Principal	17 years
Teacher 1 (T1)	Female	Natural Science	15 years
Teacher 2 (T2)	Male	English Home Language (HL)	12 years
Teacher 3 (T3)	Female	English First Additional Language (FAL)	15 years
Teacher 4 (T4)	Male	Mathematics	20 years
Teacher 5 (T5)	Male	Arts and Culture	2 years
Teacher 6 (T6)	Female	Afrikaans FAL	3 years
Teacher 7 (T7)	Female	Afrikaans HL	20 years
Teacher 8 (T8)	Female	Economic and management sciences	9 years
Teacher 9 (T9)	Female	Life Orientation	6 years
Teacher 10 (T10)	Male	Mathematics	10 years
Non-teaching staff 1 (NT1)	Male	Counsellor	10 years
Non-teaching staff 2 (NT2)	Female	Counsellor	10 years
Non-teaching staff 3 (NT3)	Male	Counsellor	4 years
Parent 1 (P1)	Female		
Parent 2 (P2)	Female		
Parent 3 (P3)	Male		
Parent 4 (P4)	Female		
Parent 5 (P5)	Male		
Parent 6 (P6)	Female		
Parent 7 (P7)	Female		
Parent 8 (P8)	Female		
Parent 9 (P9)	Female		
Parent 10 (P10)	Male		
Learners	Male	100 boys	Grade 8 and 9
Learners	Female	125 girls	Grade 8 and 9

Table 4 represents the demographic information of the participants of the study. The information of participants include gender and teaching experience as well as the speciality areas of the teachers.

3.4. Researcher's role

Ary et al. (1972:447) contend that in qualitative studies, the researcher is the data-gathering instrument. He/she converses with individuals in their normal situation, witnesses their actions, reads their official papers and written accounts and chronicles this info in field records or a personal research journal. Patton (1990:14) maintains that validity in qualitative methods, consequently, centres to an excessive degree on the proficiency, competency and precision of the individual conducting the fieldwork.

McMillan and Schumacher (1997:412-413) maintain that the importance of the researcher's societal affiliation with the individuals participating in the research necessitates that the research should classify the role of the researcher and position within the specific grouping of individuals. A researcher who is a full participant or already has a status within the social group being observed may limit opportunities to extend the findings. This implies that the researcher's role can have both a positive and a negative influence on the data gathering and the research findings.

Measor (1985:57) believes that in qualitative research the researcher should endeavour to construct a rapport of mutual faith and respect with his/her subjects. The quality of the data will be influenced by this rapport in terms of the fact that it increases the probability of participants sharing trustworthy information about their world with him/her. Thus, the qualitative researcher should deal with participants in a specialised manner to ensure that he/she would be able to obtain the necessary info. Bogdan and Biklen (1992:58) recommend that qualitative researchers should carry on as if they know very little with regards to the individuals and locations they pay an official visit to.

Glesne and Peshkin (1992:36) argue that the researcher is a learner, a curious learner, who comes to learn from and with research participants. Thus, the researcher should not come to the field as an expert or authority. However, the researcher is by no means a passive participant. He/she actively interacts with research participants in different ways. Glesne and Peshkin (1992:36) are of the opinion that the ideal of participatory research is for the researcher to be engaged in an interactive, action-oriented process.

Qualitative researchers attempt to clear their minds of their preconceptions (Bogdan & Biklen, 1992:58). In this study the researcher tried to put all his preconceived notions and ideas aside to allow the participants to explain their perceptions and beliefs from their own point of view.

The collected data was analysed and coded by myself as the researcher, and the codes that emerged formed the categories, which resulted in themes. Further functions performed were the designing of interview schedules, and leading questions for the focus group as well as designing a questionnaire used to gather the quantitative data for this study. Finally, my research results required that I should report multiple and complex perceptions and beliefs that exist regarding the disciplinary system in a South African school.

3.6. Data collection plan

3.6.1. Face-to-face interviews

Face-to-face interviews comprising of both open-ended and closed-ended questions with the teachers and the principal were conducted. An interview is the most prominent data collection tool in gaining access to individuals' perceptions, connotations, explanations of circumstances and the way in which they construct their realities (Punch, 2009). It is also one of the most powerful ways we have of understanding others according to Jones (1985, quotation from Punch, 2009):

In order to understand other persons' construction of reality, we would do well to ask them... and ask them in such a way that they can tell us in their terms and in a depth which addresses the rich context that is the substance of their meaning

The interviews allowed for sequential interaction between the participants and myself as the researcher. It allowed all the parties involved to deliberate on their views regarding their interpretation of their social context in relation to the disciplinary system that exists within a South African secondary school (Cohen et al., 2005). Hence, face-to-face interviews were a relevant choice for this study as they provided in-depth information from which I was able to see the phenomenon of school discipline through the eyes of the participants (Barker & Johnson, 1998).

As a researcher, I ensured that attention was given to the participants during the interviews. I became focused, a good listener and non-judgemental (Nieuwenhuis, 2007). The face-to-face interviews allowed me to probe the participants in order to access details and acquire a more elaborate explanation of details. The interview schedules (Addendum F) were used for the ten Grade 8 and 9 teachers and the principal of the school. I interviewed the participants in a quiet, organised office to avoid disturbances. During the introductory stage of the interview process, I was able to explain to the participants the importance of this research. This explanation assisted me in winning their confidence during their participation in the study. The vital data provided by the participants in the interview sessions determined their perspective on the degree of influence that their perceptions and beliefs of the disciplinary system had on the effectiveness thereof in the school (Yin, 2003). The ten Grade 8 and 9 teachers were the first to be interviewed about their perceptions and beliefs about the discipline in the school, followed by the principal. The interviews were recorded on a tablet pc that had been given to all the teachers by the school's management team in order to provide an accurate record of the conversations. Brief notes were also taken to reflect on what was said during the interviews. This data collection strategy made participants extremely responsive, and they expressed themselves freely in a distinctive way. Their responses provided useful and important information to answer the research question (Lebesa, 2015).

- Advantages of interviews

Interviews in qualitative research have both advantages and disadvantages. A number of the advantages are that they deliver valuable info when the individuals participating in the study cannot be observed directly, and it affords them the opportunity to relay in depth personal info (Creswell, 2009). During the interview, the interviewer has enhanced control over the kind of info that is gained, for the reason that the interviewer can probe them through asking detailed questions to bring about the info (Punch, 2009).

- Disadvantages of interviews

Some of the disadvantages of interviews are that interviews offer merely info based on the opinions of the interviewees (Lichtman, 2010). Correspondingly, as with observations, interview data might be misleading and offer up only the viewpoint the interviewee desires the researcher to see (McMillan & Schumacher, 1997. Creswell, Plano Clark & Garrett (2008) indicates that the fact that the researcher is present during an interview could influence the manner in which the interviewee replies to the questions in the course of interviews. However, as a researcher I ensured that I guarded against such limitations.

Only selected staff members who are involved with the teaching of the selected grade 8 and 9 learners were interviewed due to the fact that the grade 8 and 9 classes are viewed as the groups displaying the most disruptive disciplinary problems in the school.

3.6.2. Focus groups

Another strategy used to collect data was a focus group discussion. A focus group discussion is the interaction within a group such that the views of the participants can emerge through the discussion of a topic supplied by the researcher (McMillan & Schumacher, 1997. According to Cohen et al. (2005), a focus group is a planned setting, bringing together a specifically chosen sector of the population to discuss a particular given topic where the interaction leads to an outcome. The focus group discussion allowed me to obtain a better understanding via the parents' personal perceptions and beliefs of the disciplinary system that exists in a South African secondary school. There are advantages and disadvantages to using focus group discussions, these will be discussed.

- Advantages of focus groups

The main advantages of focus groups according to De Vos et al., (2005) are that they can be dealt with in a reasonably short amount of time and are cost-effective; they will expose the researcher to the perceptions of the participants; they can shed light on

phenomena and social processes of which the researcher is unaware; they are a socially oriented research procedure which facilitate interaction between the participants; focus groups also create an atmosphere in which unexpected issues may be explored, and lastly they allow participants to react to one another's statements and opinions to elaborate or expand on them. This allows for opinions and perceptions to be explored which may not have emerged during individual face-to-face interviews; and it can lead to faster results as it can be completed in a shorter time allowing for faster analysis and report writing.

- Disadvantages of focus groups

The main disadvantages of focus groups are the fact that there could be differences in opinion that lead to arguments and inappropriate debates which divert from the primary focal point; they may be difficult to cope with; they could become problematic in terms of their analysis; they could prove to be challenging in terms of encouraging a variety of individuals to participate, a number of individuals might experience the situation of a focus group as nerve-wracking or repellent; individuals may also feel pressured to show agreement in terms of the dominant views that are expressed and as they are voluntarily done through their own free will, they may not be representative of the individuals who opted not to partake in the focus group (Palomba & Banta, 1999:196).

In order to overcome these disadvantages, as the researcher, I ensured that the focus group remained focused on the topic and did not start unnecessary and irrelevant discussions, thus also ensuring there were no disagreements. If disagreements did arise, I asked the participants to elaborate on their points of views reminding them that I am a subjective participant in the focus group discussion and all views are taken into account. Furthermore, as the researcher I ensured that I provided the participants with a time slot that would suit them and their needs by arranging it on the same evening as the parent's evening.

- Administering of focus group interviews with the parents

Focus group interviews were held with the parents of the learners as a means of gaining insight into their perceptions and beliefs regarding the disciplinary system within the school. For the convenience of the parents, I made the arrangement that I

would meet them after a parent's evening held at the school and permission was granted by the principal for me to be able to do this as the Department of Education only allowed me a limited amount of time to collect my data.

During the introductory stages of the process, I was able to explain the purpose and the scope of the discussion to the participants in order to win their support. I requested the participants to give me their names and used nametags to remember their names. This was useful because it enabled me as the researcher to call participants who were shy to express their opinions. To keep the session on track while allowing participants to talk freely and spontaneously, I used an interview schedule (Addendum C) that listed questions that served as a road map. The interview schedule allowed me to obtain a better understanding of school discipline through parents' personal opinions. In order to facilitate the discussion, I used probing questions without leading the participants. During the discussion, all the participants were given an opportunity to participate. The tablet PC was used again as a resource to record the data during the focus group discussion in order to give an accurate record of the data presented. I also captured the discussion in writing during the focus group discussion. It was important to exercise some form of control as a researcher to ensure that I was attentive to the discussions and that I could access the data that was relevant

I also made an arrangement with the parents in order to be able to contact them if any further questions should arise or if I needed clarification on their answers. Further questions did arise as I analysed the data collected, the parents were able to answer these questions and this was added to my data for analyses. Fortunately, I teach many of the learners whose parents came to the focus group making it easier for me to be able to contact them afterwards.

3.6.3. Questionnaires

One of the methods used for data collection in this research study was by way of questionnaires that were dispersed to the learners in the specific secondary school in the Ekurhuleni Municipal Area. The questionnaires were administered personally at the secondary school by myself as the researcher. As with all research tools there are

advantages and disadvantages to the use of questionnaires and these will now be discussed.

- Advantages of questionnaires

Ackroyd and Hughes indicate that the advantages are that it is a hands-on approach, great quantities of info can be attained from a larger amount of individuals in a shorter time span in addition to it being a moderately cost effective approach, it could be administered by the researcher or by any amount of individuals with restricted effects to its validity and reliability, the findings generated out of the questionnaires could generally be swiftly and effortlessly enumerated by either a researcher or specifically designed software bundles on a personal computer, the analysis could be done more 'methodically' and impartially than other methods of research, when the data has been enumerated, it could be used to relate to and point out the differences based on other research and might be used to measure transformation and also positivists believe that quantitative data can be used to create new theories and / or test existing hypotheses. (Ackroyd & Hughes, 1981:1).

- Disadvantages of questionnaires

Furthermore the argument is put forward that the use of questionnaires has disadvantages such as that it tends to be insufficient in terms of comprehending some forms of info - to be precise deviations in terms of feelings, conduct et cetera and there is an absence of validity, it is impossible to determine whether the persons filling in the questionnaires are being completely honest or not, it is also impossible to determine whether a person was mindful of the specific question when they wrote their response, the person filling in the questionnaire may be absentminded or not rationalising a response within the full milieu of the state of affairs, the questions may be interpreted very differently by the various individuals causing them to respond to a question based on their own view and understanding of the question - - that is to say what is 'decent' to an individual may be 'indecent' to another, consequently there is a modicum of bias that is not recognised and lastly there is a modicum of annoyance on the part of the researcher, the implication is that when structuring and creating the questionnaire, the researcher is taking their own conclusions and expectations into account in terms of the importance of certain issues...for that reason some important issues may be

overlooked. (Ackroyd & Hughes, 1981:1). However, the process of coding in the case of open ended questions opens a great possibility of subjectivity by the researcher (Ackroyd & Hughes, 1981:1).

- Administering the questionnaires to the learners

The self-administered questionnaires were completed by 225 learners (n=225), which resulted in a 75% response rate. Considering that only 2 grades of the total population of 720 learners in the school are in the required grades for this study, a population size of 300 was expected (n=300).

A total of 300 questionnaires were received, but only 225 questionnaires were usable for this study and met the required inclusion criteria as discussed in the previous chapter. This represented 75% of the expected population. Although neither the reasons for refusal to participate nor the characteristics of the non-respondents are known, the ill-disciplined behaviour of some of the learners and their refusal to complete additional work might be a reason for this outcome. Of the remaining 75 questionnaires deemed unusable, 45 respondents did not complete the questionnaire in that two or more subsections of the questionnaires were omitted.

The questionnaire (included as Addendum G) is comprised of four sections and data generated will be presented according to these sections:

- The first section comprised of demographic data such as age, gender, nationality, occupation, relationship status, children of their own they may have, parents' marital status, education levels of parents, parents' occupational status, siblings as well as who is regarded as the disciplinarian in the family.
- The second section comprises of questions describing the perceptions and beliefs of the learners about the disciplinary system in the school.
- The third section comprises of questions about the learners' perceptions and beliefs regarding the implementation of CCTV cameras in the school.

- The fourth section comprises of questions about the learners’ perceptions and beliefs regarding Human Rights and their implementation in the school in terms of the disciplinary system and the incorporation of the CCTV camera system.

3.6.4. Summary

Various data collection techniques were used in this study, namely interviews, focus groups and questionnaires. The following data collection plan was implemented:

Table 5: Data collection plan

Data collection tool
Interviews with the 10 selected staff members at the school.
Action
Selected teachers and non-teaching staff were interviewed by making use of face-to-face interviews (open-ended and closed-ended questions).
Goal
<ul style="list-style-type: none"> • To gain an insight into teachers’ and principal’s perceptions and experiences of the learners and their behaviour in classes, • The problems they experience in classrooms and the school in general. • Their perceptions and beliefs about the implementation of the cameras in the school • Their perceptions about the incorporation of human rights in the school and its disciplinary system • To answer the following secondary questions: • How does the principal perceive the disciplinary system of the school? • How do the staff perceive the disciplinary system of the school?
Data collection tool
Focus group discussions.
Action
Parents who volunteered were involved in focus group discussions.
Goal
To gain an insight into parents’ perceptions and experiences about the disciplinary system of the school and the implementation of cameras in the school.
To answer the following question:

<ul style="list-style-type: none"> • Their perceptions and beliefs about the implementation of the cameras in the school • Their perceptions and beliefs about the incorporation of human rights in the school and its disciplinary system • How do the parents perceive the disciplinary system of the school?
Data collection tool
Questionnaires
Action
The questionnaires were distributed to learners. The questionnaires contained both open and closed ended questions.
Goal
To gain a deeper understanding of the learners' and teachers' perceptions and beliefs about the disciplinary system of the school, the implementation of cameras in the school and the incorporation of human rights in the school and its disciplinary system.
To answer the following questions:
<ul style="list-style-type: none"> • How do the learners perceive the disciplinary system of the school?

3.7. Data Analysis

3.7.1. Qualitative content analysis

Content analysis has been a part of research for many years, it originated in the 18th century within Scandinavia (Rosengren, 1981). In the USA, content analysis was only employed as a technique for the analysis of results early in the 20th century (Barcus, 1959). At first, researchers made use of content analysis as either a qualitative or quantitative method in their research (Berelson, 1952). At a later stage, content analysis was used first and foremost as a quantitative research method, with text data coded into overt categories and then defined using statistics. This approach is every so often stated as quantitative analysis of qualitative data (Morgan, 1993). Lasswell et al., (1952: 45), the founders of the quantitative technique, stated the following: "There is clearly no reason for content analysis unless the question one wants answered is *quantitative*." Quantification was the outcome of frequencies attained through calculating. In their statement of the highly advanced technique known as content analysis, by the 1950's standards, Lasswell et al (1952:47) wrote: "Calculating

frequencies was the core action of content analysts throughout the 1930s and 1940s". For many people that is how content analysis was defined. Quantifying results is undoubtedly a crucial aspect of content analysis nevertheless it was not the sole (or even the core) aspect. A *systematic* and *objective* approach to measurement issues was no doubt just as important. In one of the earliest documents on content analysis, Waples and Berelson (1941:2) wrote: "Systematic content analysis endeavours to outline more unintentional accounts of the content, in order to show *impartially* the nature and relative strength of the stimuli applied to the reader or listener." Content analysis has further developed into use as a Qualitative approach. The principal idea of Qualitative Content Analysis is to start from the methodological basis of Quantitative Content Analysis but to conceptualize the process of allocating categories to the written or typed passages as a qualitative-interpretive act, abiding by the content-analytical rules. In this respect, the Qualitative Content Analysis is a mixed methods approach involving the following: assignment of categories to the texts as a qualitative step, working through the many text passages and analysis of categories inductively (Mayring, 2014).

According to McMillan and Schumacher (1997), qualitative data analysis involves working with data, organising it, breaking it into controllable components, synthesising it, searching for patterns, determining what is significant and what is to be learned and deciding what, as a researcher, you will tell others. In this study, qualitative content analysis was used as an approach to analyse and interpret data inductively. There are numerous interpretations and definitions regarding content analysis, some of these will now be discussed:

Bryman (2004) explains content analysis as a method for making extrapolations by impartially and systematically detecting specified characteristics of the message. Mayer (2002) defines qualitative content analysis as an approach that is an empirical, methodological, controlled analysis of texts within their context of communication, following content analytical rules and systematic models, without rash quantification. All these definitions emphasise the objective, systematic inferences of the content analysis process. Content analysis has advantages and disadvantages which will now be discussed.

- Advantages of Content analysis

According to Mouton (2002 quoted in Lebesa, 2015), content analysis is advantageous because it is a very transparent method that can be referred to as an objective method of analysis. It also allows the researcher to make track changes frequently over time and has no reactive effect. It is a highly flexible method as it can be applied to a wide variety of unstructured information. Lastly, it also allows information to be generated about social groups that are difficult to access. Content analysis is furthermore a flexible research approach that can be applied to a wide variety of text sources. Helped by the availability of computer software programs, content analysis can cope with large amounts of data. It can be used to investigate a topic longitudinally through the examination of contemporary texts. Content analysis can also be seen as an unobtrusive research approach in that it can be used to analyse naturally-occurring data. As a result, content analysis may be helpful in reducing the problem of social desirability bias amongst respondents when researching sensitive topics (Insch et al., 1997; Harris, 2001).

- Disadvantages of content analysis

Mouton (2002 quoted in Lebesa, 2015) also points out a number of disadvantages regarding content analysis, namely: that it poses reliability and validity problems and that it can be challenged as too subjective. It can also be costly and time consuming. Cohen and Manion (1995) indicate that another disadvantage of content analysis is that it is limited to the examination of recorded communications which can be oral, written and graphical. More potential weaknesses of the design arise in connection with the process of sampling and coding as document availability and the sampling process can introduce bias. Developing the coding scheme and coding always involves interpretation, even of manifest content, and thus risk similar biases to those faced by other measurement techniques (Insch et al., 1997). Abstraction of content from its context can also create problems. Taking a word or phrase in isolation of other parts of the text, for instance, may result in loss of meaning. In addition, content analysis risks overlooking what is not said in a particular text. In some situations, what is omitted may be as significant as what is included. Content analysis can struggle to

provide explanations for particular findings where the source of the explanation lies outside of the text itself (Rose et al., 2014).

The researcher made every effort to guard against these challenges while analysing the data by identifying gaps and questions that needed to be addressed within the interviews, this will be described in the following paragraphs. Content analysis was thus used to analyse the transcribed data from the individual interviews with the teachers, non-teaching staff, the principal and the focus group discussion with the parents.

The transcribed data from the interviews and focus group discussions were analysed inductively. The data were read and reread in order to make sense out of them. I identified text segments, key words, phrases; and sentences from the data that transmitted the same meaning and assigned the code word or phrase at the margin of that word or phrase. According to Creswell (2007), coding is the process of segmenting and labelling text to form categories. Codes are assigned to specific areas of interest in the transcribed data that appear to give answers to my research question. After coding all the data, I collapsed the codes to form categories. The categories resulted from groups of codes that were assigned to different parts of the transcriptions to reveal symbols, descriptive words, or unique names relating to broad themes. After identifying the themes, I analysed them considering all the transcribed data from the different data collection tools. It was during this stage that the data were interpreted.

To enable a comprehensive analysis of the data during this study, it was necessary for manual procedures to be executed since the data analysis was an on-going process. I started with qualitative content analysis at an early stage of data collection. This early involvement in the analysis phase assisted me in moving back and forth between concepts in order to guide my data analysis, which addressed the research questions (Miles & Huberman, 1994).

This assisted me during the initial interviews with less experienced teachers. I realised that both teachers were often hesitant to mention certain aspects. Creswell (2007)

calls this a Data Analysis Spiral. It enabled me to move in analytic circles in order to identify gaps that had to be filled later on in the analysis of the data. It also helped me to identify questions that needed to be added in order to gain a full understanding of the participants' perceptions and beliefs of the disciplinary system in a South African school.

3.7.2. Data analysis: quantitative

The initial phase in the analysis of the collected data of open-ended questions was to categorise the data, specifically to get a list of exactly what the learners were stating in terms of the questions that were posed to them (Van Jaarsveld, 2011:18). This will also provide additional assistance, in combination with the literature that was reviewed, enabling the researcher to familiarise himself with the research, as it was a continuing course of reading and analysing the collected data. Interpretations of the data will follow in addition to defining the usefulness of the collected data (De Vos et al., 2005:336-339). This process will now be described in detail:

3.7.2.1. Descriptive statistical analysis

Not all of the learners who participated in the research study had responded to every single one of the questions for that reason the percentages conveyed relate to the overall amount of learners who answered the different questions. To analyse the results gathered through the use of the questionnaires, descriptive statistics was used. Descriptive statistics are employed in order to define the rudimentary aspects of the data in research. They offer an unpretentious summary in terms of the sample and the methods. Along with basic graphics analysis, they form the foundation of nearly every quantitative analysis of data.

Descriptive statistics are usually distinguished from inferential statistics. With descriptive statistics you are merely relating what the data displays. With inferential statistics, one is trying to reach inferences that spread out beyond the direct data only (Trochim, 2006:1). Descriptive Statistics are used to present quantitative descriptions in a manageable form. In a research study there may be a lot of measures. Or a large number of people may be measured on any available form of measurement.

Descriptive statistics helps to simplify large amounts of data in a sensible way. Each descriptive statistic reduces lots of data into a simpler summary. Contemplate the bane of numerous learners, the APS score that they can attain in high school permitting them admission to universities and colleges. This particular number defines the overall performance of a learner across a potentially wide range of course experiences (Trochim, 2006:1).

On every occasion when you try to describe a large set of observations with a single indicator you run the risk of twisting the original data or losing vital details. The batting average doesn't tell you whether the batter is hitting home runs or singles. It doesn't express whether he/she has been attaining a declining percentage in terms of their achievement or whether their percentages have been on the rise which could indicate their overall attitude towards their developing work ethos in school. The APS score doesn't tell you whether the learner was enrolled into the more difficult or easier subjects. Even though there are limitations to descriptive statistics it can still provide one with a powerful summary of the data that may enable one to make comparisons across people or other units (Trochim, 2006:1).

The researcher made use of a software package named The IBM Statistical Package of Social Science (SPSS) version no. twenty for the statistical analysis of this research study. Numerous tests were employed to measure the implications of the data attained in addition to measure the relationship between the teachers and the learners and between various questions posed. This was done to ensure complete, thorough and accurate analysis of the results of this study. As the researcher I had to become familiar with the use of the SPSS in order to accurately calculate the results gathered from the questionnaires and thus I consulted the following sources: SPSS Workbooks 1 & 2 (Storey, sa.) and a Beginners guide to SPSS statistics for Windows (Kometa, sa).

Descriptive statistics make use of frequency distributions. A frequency distribution is simply a table that, at least, displays how many times in a data set each response or "score" occurs. A decent frequency distribution will show more info than this even though with just this minimum amount of info, many other morsels of info can be calculated (Loether & McTavish, 1974).

The frequency distributions that had been calculated in this research study were presented in the form of tables and numerous other graphic representations such as histograms, bar graphs and pie charts. Frequency distributions exemplify the concise data had been assembled into diverse categories/groups, after this had happened it will show the amount of incidences in each specific group. Frequency distributions are able to display either the genuine amount in each category or group or it can show the ratios (De Vos et al., 2005:222-226).

3.8. Quality measures

In this study, the quality of data was measured through the trustworthiness of the research. This qualitative concept assisted throughout the process of data collection and data analysis to ensure that the findings and interpretations were accurate.

3.8.1. Qualitative quality measures

- Trustworthiness of the study

According to Boudah (2011), trustworthiness is how the researcher convinces the audience that the findings described provide findings and conclusions that are appropriate and fully developed. Trustworthiness was ensured through the use of multiple data sources, verification of the raw data, controlling for bias and avoiding generalisation which will now be further discussed.

- Use of multiple data sources

In order to ensure the trustworthiness of this study, multiple sources of data were used namely interviews with the principal, teachers and non-teaching staff and focus group interviews with the parents. The individual interviews were combined with information from the focus group and an analysis of the written material on the topic. If the data from these different sources point to the same conclusions, I will be able to have more confidence in the results (Maree, 2007).

- Verifying the raw data

To further ensure the trustworthiness, the raw data was verified. Thus at the completion of interviewing, the transcripts were submitted to the participants to correct errors of fact and ensure that I have not misinterpreted or misunderstood their perceptions (Maree, 2007).

- Controlling for bias

The more I will become involved in the research, the greater the risk will be for bias therefore by following the steps outlined above and involving others through the verification process, it may limit the possibility of bias in the study (Maree, 2007).

- Avoiding generalisation

The goal of qualitative research is not to generalise findings across a population. Rather, a qualitative approach seeks understanding from the participants' perspective. Therefore, I sought insight into the participants' perspectives, experiences, attitudes and behaviour (Maree, 2007).

3.8.2. Quality measures for the quantitative research methods

As this study also comprises of a quantitative aspect namely the questionnaires, the quality of the data obtained from the questionnaires as measured through reliability and validity which will now be discussed.

- Reliability

Reliability is the constancy of your measurement, or the degree to which an instrument measures in the same manner on every occasion that it is used under the same circumstances with the same focuses. To sum up, it is the repeatability of your measurement. A measure is deemed to be reliable if a person's score on the same test given twice is similar. It is important to remember that reliability is not measured, it is estimated (Trochim, 2006).

There are two ways in which reliability is typically assessed: test/retest and internal consistency. Internal consistency reliability is a measure of how well the items on the test measure the same construct or idea. For the purpose of this study, the reliability was tested through the internal consistency which will now be discussed.

- Internal consistency reliability for the questionnaire data

Internal consistency assesses reliability by grouping questions in a questionnaire that measure the same concept. For instance, you could write two sets of three questions that measure the same concept (e.g. class participation) and after gathering the replies, run a correlation between those two groups of three questions to determine if your instrument is reliably measuring that concept. One common way of computing correlation values among the questions on your instruments is by using Cronbach's Alpha. In short, Cronbach's alpha splits all the questions on your instrument every possible way and computes correlation values for them all (a computer program is used for this part). In the end, your computer output generates one number for Cronbach's alpha -and just like a correlation coefficient, the closer it is to one, the higher the reliability estimate of your instrument. Cronbach's alpha is a less conservative estimate of reliability than test/retest. The primary difference between test/retest and internal consistency estimates of reliability is that test/retest involves two administrations of the measurement instrument, whereas the internal consistency method involves only one administration of that instrument. I tested the internal consistency reliability for the questionnaire's data by means of the Cronbach's Alpha Test (Trochim, 2006).

- Validity

Validity is the strength of the conclusions, inferences or propositions. More officially, Cook and Campbell (1979) define it as the "best available way of estimation in terms of the reality or falseness of a certain inference, proposition or conclusion." In other words, have I been accurate? An illustration of this will be discussed. If one were studying the influence of stern policies in terms of being present- and participating in classes. They may find that the amount of learners who participate in class did rise

once the policy was implemented. Each type of validity would highlight a diverse characteristic in terms of the link between the management (of the stern policy) and the perceived result (an increase in learners participating in class). There are four types of validity namely conclusion validity, internal validity, construct validity and external validity (Trochim, 2006). For the purpose of this study, I examined the internal validity which will now be discussed.

- Internal validity

Internal validity questions the relationship between the program and the outcome that was perceived, and also whether it is an instrumental relationship (Trochim, 2006). Therefore, Internal validity is only relevant in research studies which are aimed at trying to establish a causal relationship. It will not be of relevance in most of the observational or descriptive research studies (Trochim, 2006). However, for studies such as this one, where the effects of certain social programs or interventions (i.e. the implementation of CCTV cameras) were explored and examined, internal validity became the primary consideration. In the aforementioned context, I would have liked to have been able to conclude that the implementation of the CCTV cameras has made a difference by either having improved the behaviour of the learners or having caused a reduction in the occurrence of misbehaviour within the school (Trochim, 2006). There may have been a variety of factors, other than the implementation of the CCTV cameras, which may have caused an improvement in the behaviour of learners or the reduction of learner misbehaviour. The key question in internal validity will then have been whether or not the observed changes could have been attributed to the program or intervention (i.e., the cause) and not to other possible causes (occasionally described as "alternative explanations" for the outcome, which in this case may have been the effect of the incorporation of human rights) (Trochim, 2006).

One of the key aspects of Internal validity is that it is only of relevance to the specific study in question and therefore cannot be generalised (Trochim, 2006). Internal validity provides the evidence that what was done in the study (i.e. the implementation of the CCTV cameras) did in fact cause the observed outcome. It will not have been able to have shown whether the implementation of the CCTV cameras was in fact the intervention that the researcher wanted to implement or whether the observations that

were made by the researcher was in fact what the researcher wanted to observe as these were construct validity concerns. It is therefore entirely possible to have internal validity in a research study with the absence of construct validity (Trochim, 2006). In this study the researcher asked the question, did the implementation of CCTV cameras cause the disciplinary problems in the school to decrease? The researcher further gauged whether the implementation of the CCTV cameras and the effect of the incorporation of human rights may have had an impact on the perceptions of the stakeholders regarding their perceptions of the disciplinary system in the school.

3.9. Ethical clearance

Ethics denote the moral values and guidelines for behaviour in terms of the actions that are considered to be correct or inappropriate (De Vos et al., 2005: 57). There were certainly some ethical matters that required to be abided by to for this research study.

These were comprised of the procurement of consent to commence the research from the Department of Education; the procurement of consent from the school's principal (headmaster) (this letter asking permission is included as Addendum A); ensuring that all participation was voluntary; taking the responsibility to ensure that all the information acquired was treated with confidentiality in order to ensure the protection of the identity of the individuals who took part in the study in addition to not revealing the identity of the selected school (Van Jaarsveld, 2011).

All the individuals who took part in the study were informed of the aims, objectives, motivation and reason for the study and what this study set out to attain (Van Jaarsveld, 2011). All participants were also made aware of the fact that participation was voluntary, there was no incentives given for participation as well as no penalties if they withdrew from the study. Participants were also informed that they had the option of withdrawing at any time during the study (These letters are included as Addendum B). An interview schedule was also used to guide the questions during the focus group interviews with the parents (this is included as Addendum C).

Ethical clearance to conduct this research study was requested from the University of Pretoria's Ethics Committee (this letter granting permission is included as Addendum

D). After the study had been defended and ethical clearance had been granted the next permissions were requested. Consent was entreated from the Department of Education (D.o.E.) to resume this study within the selected school in the Ekurhuleni Municipal area. The request for consent was written and then sent to the D.o.E. (this letter granting permission is included as Addendum E).

Various methods were used to collect all the relevant data for this study, including questionnaires and interviews as mentioned previously.

3.10 Conclusion

In this chapter, the research design and research methodology used were outlined. The study was underpinned by the critical realism paradigm in order to understand the subjective world of human experience. The research strategy chosen for this study was the single in-depth case study design.

A QUAL-quant mixed methods research approach was chosen and together with this approach, phenomenological research was employed. The data collection tools used for this study were individual interviews with the teachers and non-teaching staff and the principal, a focus group discussion with parents, and the learners' questionnaires. This ensured the trustworthiness as well as the reliability and validity of the study. Ethical guidelines were also adhered to in order to ensure the confidentiality of the participants. The next chapter deals with the analysed data. The interpretation, findings and results will be discussed.

CHAPTER 4: FINDINGS

4.1. Introduction

In Chapter 3, I clarified the research design for this empirical study on the perceptions and beliefs of the stakeholders regarding the disciplinary system in a South African school. I explained how the research design was used to probe for answers pertaining to the research questions and explained the important features related to the design and the methodology employed. In this chapter, I offer a description and an explanation of the findings obtained from the analysed data. The data were collected during the fieldwork at a secondary school in the Ekurhuleni North district in the Gauteng province of South Africa. The data were obtained from qualitative data: interviews with the principals, teachers, non-teaching staff; a focus group discussion with the parents and quantitative data: the learners' questionnaires. This chapter will report on all the data that was collected, collated, ordered, worked on and interpreted (Van Jaarsveld, 2011). Three levels of analysis will now be discussed.

4.1.1. Findings from the first level of data analysis

The findings of the study will be discussed by reporting on three levels of analyses, which is firstly the description of the findings resulting from the data collected during the study, secondly the interpretation of the findings and finally the explanation and evaluation of the findings. The results of the findings showed an overall negative perception and belief regarding the disciplinary system in the school, however a generally more positive perception regarding the implementation of CCTV cameras and human rights. Before the first level of analysis was implemented, the data was coded and arranged into categories along with the emerging initial themes associated with each category. The qualitative data had been analysed through content analysis and the data obtained from the quantitative aspect of the questionnaire was analysed by means of descriptive statistical analysis. The first level of discussion describes exactly what was found in the data. The themes and categories that were derived from the process of coding and indicated how each participant viewed the disciplinary system of the school, the CCTV cameras' implementation and the incorporation of human rights in the school.

- The first level of analysis: a description of the data

The first level of analysis involves describing the data which will be done in light of the emergent categories. In order to respond to the research question, I utilised a process of coding and collapsed all the codes into categories and their related themes. This process allowed me to create defining patterns from the transcripts of the data collection tools: the interviews with the principal, the Grade 8 and 9 teachers, the non-teaching staff and the focus group discussion with the parents as well as the responses from the learners' questionnaires. The categories that were identified were the leadership role of the principal in the disciplinary system of the school, the roles of teachers in the disciplinary system of the school, the role of parents in the discipline of their children, social factors, learner behaviour, the implementation and use of CCTV cameras and the incorporation of human rights. The results gathered through the questionnaires were also included into these categories as it provides the basis for understanding the learners' perceptions and beliefs regarding the disciplinary system in the school as well as their views on the implementation on the CCTV camera system and the incorporation of human rights and its effects on the school's disciplinary system. The quantitative and qualitative data were presented as one data set instead of two separate sets of data. The participants are referred to as follows: the teachers – T1-T10, the principal as P, the parents as P1-P10 and the non-teaching staff as NT1-NT3.

4.1.1.1. The leadership of the principal in terms of the school's disciplinary system

This category is based on how the principal leads and manages the school in terms of the disciplinary system within the school with specific reference to his leadership style comprising of the creation of peaceful and harmonious relationships, unity through cooperation, motivation and the delegation of responsibilities. The role of the principals' leadership can impact either positively or negatively upon a school's disciplinary system.

- The principal's leadership style

During the interview with the principal, he described his leadership style as one that promotes harmonious working relationships and unity through cooperation within all the structures of the school:

A harmonious working relationship is one that promotes unity, where teachers are encouraged to work together in unity with the management, the parents as well as the learners to maintain the effectiveness of the disciplinary system of the school, whereas if the teachers do not work together as a team, the entire disciplinary system will collapse and all it takes is a single teacher, not abiding by the rules to cause the system to fail (P).

- The parents' response to the principal's leadership style

Some of the parents stated that they believe the principal's leadership style to be one that does promote a good and harmonious relationship with the teachers, learners and with them as the parents. Then there are a small percentage of the parents who claim that the principal does not do enough to motivate the teachers to actively communicate with the parents and involve them in their children's education as they believe that it is the teachers who spend the most time with their children and not the principal himself.

- The teachers' response to the principal's leadership style

The majority of the teachers commented that the principal's leadership style does in fact promote harmonious working relationships within the school as he ensures that teachers do not discuss any of their colleagues with each other or discuss any of the learners and their progress amongst each other. This golden rule they say is regularly repeated in staff meetings. By doing this they claim that gossip is limited and the school staff are able to form a committed team that can work together efficiently. They further commented that the principal is very strict but they prefer him to be strict rather than a lackadaisical principal who does not care about what happens within his school as this principal is very involved in the school and tries to help all teachers as far as possible.

- The learners' response to the principal's leadership style

Many of the learners stated that the principal's leadership style does not promote harmonious relationships with them as he does not treat them fairly and is very disrespectful towards them and in some cases very rude. They also commented that they feel that their race plays a role in the way the principal treats them and they believe that he treats the Afrikaner kids better than he would treat them as the Africans. The Afrikaner kids however stated that they believe that the African children are punished less severely and treated more humanely by the principal and the school management team, some of them commented that an Afrikaner kid would be suspended for a transgression for which an African kid would only receive a warning. There are once again contrasting views regarding the principal and his leadership style.

- The non-teaching staffs' response to the principal's leadership style

The majority of the non-teaching staff commented that the principal's leadership style was not promoting a harmonious relationship as he does not ensure that the teachers and non-teaching staff communicate with each other and work together in unity.

The next aspect of the principal's leadership style that will be discussed is unity through cooperation.

- Unity through cooperation

Regarding unity, the principal viewed himself as one who promotes unity among teachers and learners in order to achieve a common goal which is the promotion and maintenance of an effective disciplinary system within the school. He gave an example where teachers were told in a staff meeting to stop shouting at learners and calling them derogatory names. He stressed that such behaviour towards learners demotivated them and make them unwilling to cooperate with the teachers and thus increasing the disciplinary problems within the school:

I always motivate teachers, together not only with one another as colleagues, but to also involve the learners... this helps the teachers and learners to realise that any achievement is for the whole of the school, not for an individual. It also reduces tension amongst teachers and learners if they work together in unity towards the common goal of achieving good results and good behaviour in all situations without any disrespect towards one another.

- The teachers' response to unity

There was consensus in the teachers' responses on the issue of unity. T5 and T6 who are less experienced teachers viewed unity in terms of discipline as an impossible feat to achieve whilst T9, stated that there is only unity if the learners believe they can benefit from it:

The learners treat the disciplinary system as a badge of honour and not as a shameful act. They suffer no permanent punishment and thus there cannot be any unity amongst teachers and learners.

T1, T2, T3, T4, T7, T8 and T10 who are experienced teachers, highlighted that there was no real unity amongst teachers and learners in the school and that many of them felt unsafe and vulnerable. One of the teachers commented:

Teachers and learners feel vulnerable when disruptive learners with criminal tendencies are allowed back in schools. The Department of Education is to blame. (T2)

Although T4 indicated that unity does not exist amongst teachers and learners, his main concern was the effectiveness of the DoE in assisting the school. He indicated that there was no assistance from the DoE to aid the school in promoting unity or discipline and decisions are taken by them without informing the teachers or school management. He commented:

I do not have a problem in involving the learners and treating them respectfully to promote unity, my problem is with the DoE, there is no unity that exists between us as teachers, management and the DoE as they take decisions without even involving the teachers or management of the school for example: by letting certain learners such as

Learner A (name kept anonymous due to confidentiality) who has a criminal record back into the school after we expelled him permanently from the school. (T4).

The learners were also posed the question based on unity and their responses will now be discussed.

- The learners' response to unity

The learners also responded to the following question (based on a Likert Scale) in the questionnaires: "The discipline in your school promotes unity between learners as well as teachers". The following results were received:

Table 6: Statistical values for the findings of Question 19

Statistics

The discipline in your school promotes unity between learners as well as teachers

N	Valid	225
	Missing	0
Mean		2.04
Median		2.00
Mode		1
Std. Deviation		1.047

Table 7: Responses according to the Likert Scale

The discipline in your school promotes unity between learners as well as teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	92	40.9	40.9	40.9
Disagree	60	26.7	26.7	67.6
Valid Agree	46	20.4	20.4	88.0
Strongly Agree	27	12.0	12.0	100.0
Total	225	100.0	100.0	

The Likert Scale used in all questions was 1 – Strongly Disagree, 2 – Disagree, 3 – Agree and 4 – Strongly Agree. The majority of the learners strongly disagree with the statement as 92 of them responded and a further 60 of the learners disagree with the

statement. That is a total of 150 learners who do not believe that the school’s disciplinary system promotes unity between teachers and learners. The remaining 75 learners however agree or strongly agree with the statement and do believe that there is unity created by the disciplinary system.

These results are further illustrated by means of the Bar Chart below:

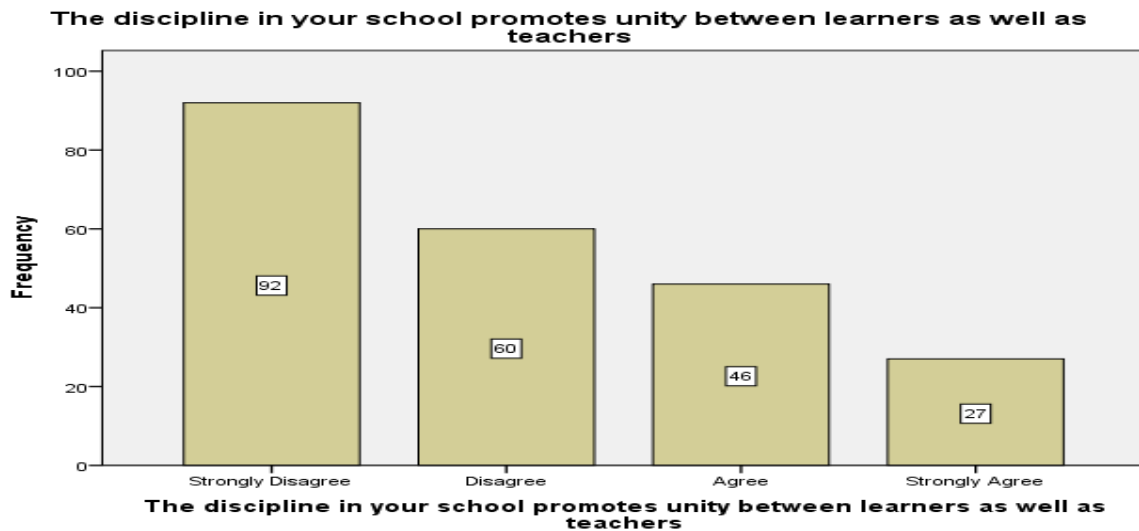


Figure 4: Learners' responses in a bar graph

The majority of learners (92) strongly disagree with the statement that the discipline in the school promotes unity and another 60 learners also disagree with the statement indicating that the learners do not believe that unity is promoted through the school’s disciplinary system. A very small amount of learners strongly agree (27) with the statement and only another 46 learners agreed with the statement. Therefore there seems to be consensus amongst the teachers and the majority of the learners that the disciplinary system does not create unity between them.

The next aspect of the principal’s leadership style that will be discussed is motivation.

- Motivation

Another two factors that the principal described in terms of his leadership style as promoting and maintaining the disciplinary system in the school was motivation and effective communication. The principal indicated that he motivated the learners’ parents by allowing them to take part in their childrens’ education and discipline through attending meetings and volunteering in whatever activity they could help with,

for example helping in sports and most importantly, assisting learners with their school work and addressing their problematic behaviour. He adds,

I always motivate parents to take part in the education and discipline of their children, especially with the help of the D6 School Communicator which gives the learners and parents access to all the homework and classroom activities done in each subject, it provides them with additional PowerPoints to aid in their work and it provides parents with a complete overview of what had been done in class on that day and in this way the parents are able to ensure that their children are in fact doing their work. Furthermore they are also able to access all the school rules and information regarding the disciplinary system on the School Communicator but they are not all willing to do what is right for their children or they make up a lot of excuses as to why they cannot help their children (P).

The principal furthermore described effective communication as a means of promoting and maintaining the disciplinary system within the school. The principal explained that he aimed to communicate effectively with all school stakeholders, for example teachers, the non-teaching staff such as the administrative ladies and counsellors, the parents as well as the Department of Education to promote and maintain an effective disciplinary system in the school. He mentioned,

As a principal I promote effective communication to all stakeholders involved with the school these are the parents, the DoE, the teachers as well as all the non-teaching staff including the administrative ladies and the counsellors to promote and maintain an effective disciplinary system within the school. But we also aim to maintain effective communication with our learners to ensure they are aware of all school activities even when they are absent, that is why different platforms are incorporated into the school to aid in this process as mentioned earlier we do make use of the D6 School Communicator to relay information (P).

However, he complained that when he communicated with parents, they remained unresponsive and that many of them do not make use of the platforms established to improve communication.

The stakeholders involved in the school also had different opinions regarding the principal's motivational skills which will now be discussed.

- Parents' response to the concept of motivation

During the focus group discussion with the parents, none of them mentioned having ever been motivated by the principal to partake in any of the school activities and they further stated that the School Communicator was only available in Afrikaans (This has however recently been changed and it is now also available in English).

- Teachers' response to the concept of motivation

The teachers were clearly divided in terms of their experiences and perceptions of the principal's motivational skills. Some of the teachers mentioned that they were in fact being motivated by the principal although a few of them did state that there are days when he completely demotivates them especially when he becomes sarcastic and demeaning towards them in a staff meeting.

- The non-teaching staffs' response to the concept of motivation

The non-teaching staff all agreed that the principal does in fact motivate them, stating that they feel inspired to work hard due to the principal acknowledging and recognising their efforts especially after having complimented them on the progress made via the counselling of one of the troublesome learners in the school who seemed to have calmed down and reverted from his unruly behaviour.

- Delegation of responsibilities

The principal indicated that he delegates some of the responsibilities involved with the discipline in the school to ensure that teachers have more channels through which they can maintain discipline and report unruly behaviours of learners. He commented:

If there are problems within the school, teachers are not always able to come to my office to sort it out therefore the school management team is available as well as Mr. X (name kept anonymous due to confidentiality) who has been given the sole responsibility of restricting access to the school via the fingerprint scanners as well as taking charge of the disciplinary procedures in the school such as detention,

suspension, expulsion, disciplinary hearings et cetera. I do however have the final say in all matters of discipline but in this way it provides all teachers a means of communicating disorderly conduct and disruptiveness to that teacher and it gets dealt with immediately as I am not always able to immediately attend to these matters. (P).

A few of the teachers acknowledged the fact that the principal does delegate some of the responsibilities involved in the school's management and in this way they do not necessarily need to wait for the principal to deal with a specific issue.

Teachers themselves also have a role to fulfill in the disciplinary system of a school and this will be discussed in the next section.

4.1.1.2. The role of teachers in the disciplinary system of the school

Some of the teachers believed that the responsibility to discipline the learners is not their role to fulfill as there is a person that has been appointed by the principal to deal with the disciplinary issues.

On the other hand, a few teachers felt that they did in fact have the responsibility to fulfill the role of a disciplinarian and to not merely rely on anyone else to deal with the disciplinary issues in their classes and the school.

- Learners' response to the role of teachers in the disciplinary system of the school

The learners were also asked the question: "Who are the people responsible for controlling the disciplinary procedures in your school?" They were able to select multiple options here indicating more than one role player. These options were grouped together according to the learners' choices which were selected by them.

Table 8: Learners' response to Question 24

Who are the people responsible for controlling the disciplinary procedures in your school?

	Frequency	Percent	Valid Percent	Cumulative Percent
Teachers	35	15.6	15.6	15.6
The deputy principals	35	15.6	15.6	31.1
The deputy principals, Teachers	8	3.6	3.6	34.7
The principal	58	25.8	25.8	60.4
The principal, Teachers	11	4.9	4.9	65.3
The principal, The deputy principals	23	10.2	10.2	75.6
The principal, The deputy principals, Teachers	52	23.1	23.1	98.7
The principal, The deputy principals, Teachers, No one controls the disciplinary procedures	3	1.3	1.3	100.0
Total	225	100.0	100.0	

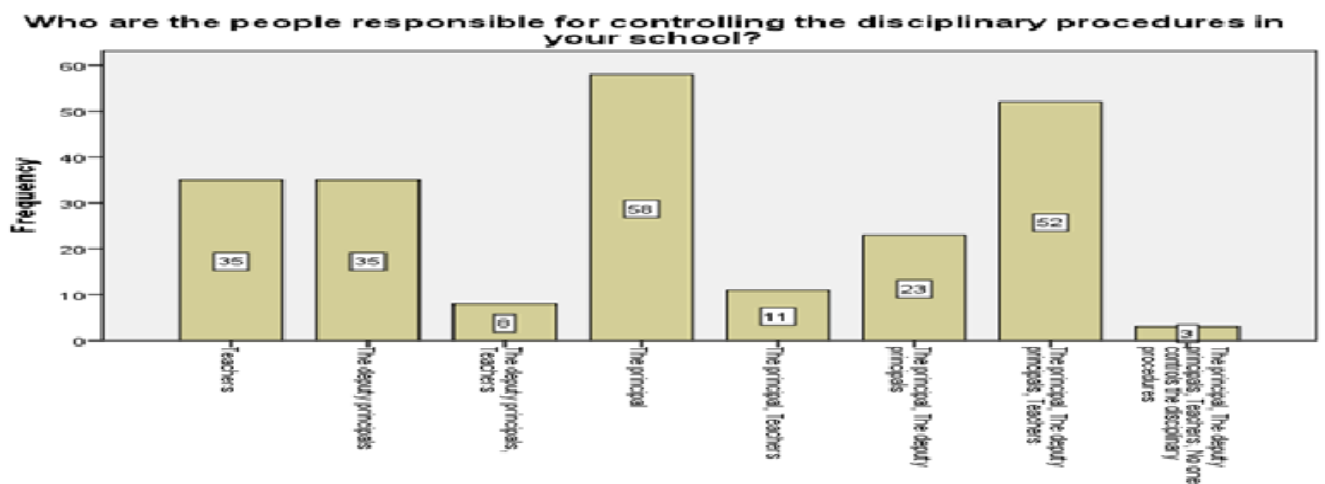


Figure 5: Learners' responses in a bar graph

In the graphs it is indicated how the learners perceive the situation to be, however as analysed below it is indicated how they think the situation should be. Of the 225 respondents, 35 of the learners believe that the teachers are the sole authority figures responsible for controlling the disciplinary procedures in the school whilst another 35 learners believe it is the responsibility of the deputy principals. Only 8 learners indicated that they believe that the deputy principals should collaborate with the teachers to control the disciplinary procedures, however the majority of the learners (58) indicated that the principal should take full responsibility for ensuring that the disciplinary procedures are controlled. On the other hand, 11 learners indicated that the principal should collaborate with the teachers to ensure the effective control of the disciplinary procedures in the school. Another 23 learners indicated that the principal should collaborate with the deputy principals to control the disciplinary procedures. Contrary to the beliefs of these previously mentioned learners, 53 learners indicated that the principal, deputy principals and teachers should all collaborate and control the disciplinary procedures together, working together in unity. Lastly 3 learners indicated the same, however they also indicated that they believe at this stage there is no one in the school controlling the disciplinary procedures. The next category discusses the role of parents in the discipline of their children.

4.1.1.3. The role of parents in the discipline of their children

This category is based on the role of parents in the discipline of their children and how parents could support the school through involving themselves in the school's disciplinary system and the procedures associated with it. One parent said:

Our responsibility as parents is to discipline our children and teach them the appropriate manners to be able to become responsible young people who respect any and all authority figures (P3).

Despite knowing the responsibility of disciplining their children and aiding the school with the child's discipline, the parents admitted that they experienced the following challenges in doing that.

- Challenges faced by the parents

While the teachers complained about parents who were not responsive and uninvolved in the school's activities, the parents responded by indicating the challenges that they experienced which affected their participation in the disciplinary system of the school. Knowledge about the school's disciplinary system in terms of its rules and the disciplinary procedures to be followed was not only a problem to the teachers but to the parents as well. P3, during the focus group discussion, explained that teachers should not blame them if they did not assist in the disciplining of their children at school. He was of the opinion that the school should provide them as parents with all the necessary information about the disciplinary system in terms of their rights and their childrens' rights and what code of conduct is expected to be adhered to in the school:

I would like to become more involved with the school especially regarding the discipline of my child. However I believe that we as parents need teachers to provide us with the information pertaining to the disciplinary system and its procedures as well as all our rights associated with it before I can assist the school in disciplining my child. I do not understand the school's disciplinary system and procedures. Please let teachers assist us first so that we will be in a position to assist them with our children.

This was supported by the statement of P7:

It is difficult for me to assist the school in the discipline of my child because I do not understand the disciplinary system as we are not informed about any of the procedures until it is too late and we receive a call informing us that our child has been suspended for three days due to a violation of the rules.

The only support that she gave her child was to sit with her and have discussions about her behaviour and attitude at school.

Some of the parents complained about a problem with transport affecting their capabilities of becoming involved with the school's disciplinary system:

I do not own a car myself and need to pay taxi fare to be able to come to school and this is not always possible for me to do which puts me in a difficult position when I am phoned to inform to come and collect my child due to him being suspended for 3 days as a result of his behaviour (P10).

Another parent supported this statement:

Taxi fares are expensive and as many of us as parents are also unemployed it is not always possible to come to the school to address the situation of our children and their misbehaviour (P5).

P9's concern was that they are not informed of their children's misbehaviour until it is too late and they need to come to school. She suggested that the teachers should communicate with parents earlier and inform them of the child's misbehaviour so that the problem may be attended to at home before it reaches the point of suspension.

Another challenge experienced by the parents was their own work situation. Whereas some of the parents explained that a contributing factor to their poor relationship with the teachers was their own time consuming work that resulted in insufficient time to visit the teachers. They described their work as a challenging factor that sometimes prevented them from attending parents' meetings. However, P6 indicated that in spite of the work demands of some of the parents, they were still unwilling to attend meetings organised by the school because of an uncaring and irresponsible attitude stemming from the belief that the Department of Education carried the sole responsibility for the disciplinary system in the school. She mentions that:

I always attend parents evenings and other meeting by the school. Most of the parents do not attend parents meetings even if the school organised these meetings at night. They do not care about the discipline or education of their children. The only time these parents may come to school is at the end of the year and even then many of them will not come as they only send their children to collect their final reports from the office.

This is supported by P2, who added that she had developed a good relationship with her child's teachers. Working together with the school and with the teachers helped her to understand her child's disciplinary problems:

I always communicate with the teachers about my child's behaviour and performance in school. The contact that I have with the teachers is effective and this helps me as a parent to understand the problems experienced with my child. Teachers need to understand that our children do not always act the same way at home as they would at the school and we need to be informed about this if we are to address the problem. (P2).

P6 was also concerned about her child being bullied by other learners and it seems that nothing is done to get rid of the bullies:

My child complains about learners victimising him however when I try to inform the school of this, they merely say they will deal with it but they cannot get rid of any child without the approval from the Department of Education (P6).

Another parent supported this statement:

The school seems to be made powerless through the Department of Education as some of the learners that cause problems are just allowed to come back to the school regardless of their misbehaviour and disruption of classes (P8).

However as can be seen, there are some socio-economic factors that prevent the parents from getting involved in the school's disciplinary system and this is the next category that will be discussed.

4.1.1.4. Socio-economic factors

The non-teaching staff mentioned that socio-economic factors such as a high divorce rate and unemployment sometimes deprived parents from being involved in the disciplinary system of the school and this statement was re-enforced by some of the parents:

As parents we are unable to assist our children with their behavioural problems because we are not all married and they may sometimes lack the father-figure in their lives which may have helped them to not act out in the way they do (P6).

The parents' unemployment status resulted in them being unable to attend all meetings or to come to school to see teachers and find out what was going on with their children in the school. One of the parents was very concerned about the money needed for taxi fares, as many of them were unemployed or received very low incomes. Another alarming social factor is child-headed families due to parent mortality. The non-teaching staff explained that there are families in which one or both of the parents had passed away because of various reasons such as terminal diseases which may have been HIV/AIDS or due to accidents. In such situations, older children were responsible to take care of their siblings:

The responsibility that they carry, deprive them from concentrating on their own school work. This results in poor learner performance. Poor learner performance resulted in negative behaviour and attitudes of learners (NT3).

- Learners' response to the question on the socio-economic factors

The learners were also asked the question: "What are your parents' marital status?" From these answers it became evident that there is a very high divorce rate amongst the parents and there are also some learners who have lost family members although the exact reasons for their deaths are unknown. The learners' response to this question is listed below:

Table 9: Learners' response to Question 9

What are your parents' marital status?				
	Frequency	Percent	Valid Percent	Cumulative Percent
One or both of your biological parents have died	34	15.1	15.1	15.1
You did not or do not live with your biological parents because you were adopted	4	1.8	1.8	16.9
Your biological parents are married to each other	88	39.1	39.1	56.0
Valid Your biological parents are not married but are currently together	2	.9	.9	56.9
Your biological parents are separated or divorced	83	36.9	36.9	93.8
Your biological parents never lived together	14	6.2	6.2	100.0
Total	225	100.0	100.0	

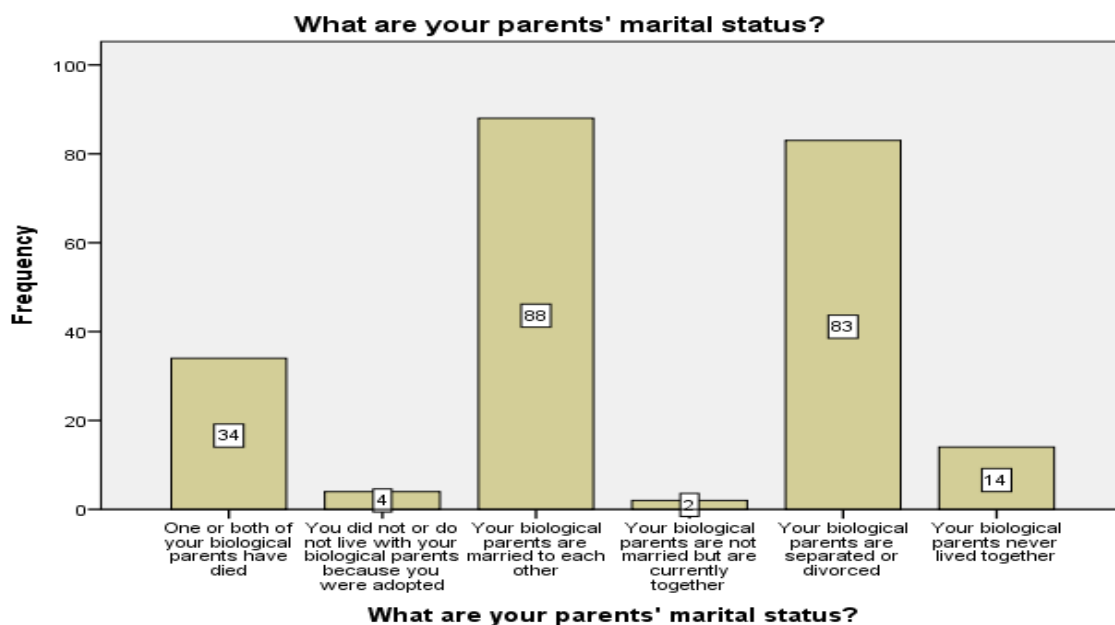


Figure 6: Learners' responses in a bar graph

The learners were also posed the question: "Please estimate your family's total household income for the year that you started high school." As can be seen from the

results below there are 115 of the 225 learners who indicated that they live in households that earn a very low income of R0-R7999 per annum. These results indicated extremely impoverished learners in the school, which may add to the reason as to why many learners misbehave and seek attention in school. It may also be a cry for help from the learners' side. The non-teaching staff mentioned examples of learners in confidentiality who truly suffer from their impoverished circumstances.

Table 10: Learners' response to Question 14

Please estimate your family's total household income before taxes for the year you started high school

	Frequency	Percent	Valid Percent	Cumulative Percent
R0 - R2999	61	27.1	27.1	27.1
R3000 - R7999	54	24.0	24.0	51.1
R100000 and over	28	12.4	12.4	63.6
R13000 - R19999	25	11.1	11.1	74.7
R8000 - R12999	20	8.9	8.9	83.6
R30000 - R39999	16	7.1	7.1	90.7
R40000 - R49999	14	6.2	6.2	96.9
R80000 - R99999	4	1.8	1.8	98.7
R50000 - R59999	3	1.3	1.3	100.0
Total	225	100.0	100.0	

Please estimate your family's total household income before taxes for the year you started high school

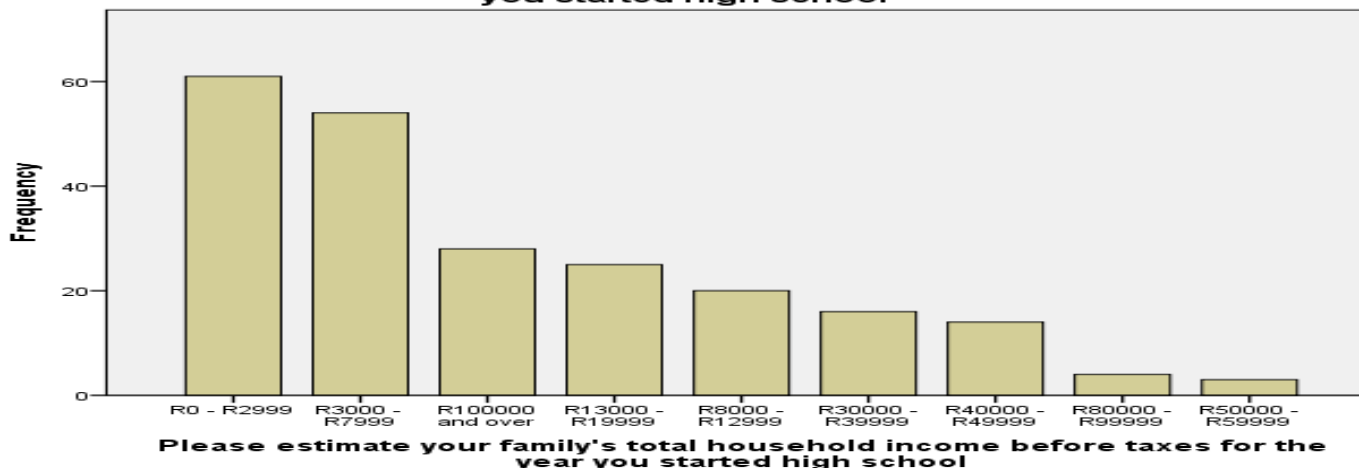


Figure 7: Learners' response in a bar graph

The next category that will be discussed is based on the behaviour displayed by the learners.

4.1.1.5. Learner behaviour in the school

Both the teachers and the principal were concerned about the learners' behaviour. According to T3, learner's' problematic behaviour was experienced inside and outside of their classrooms. T3 mentioned that older learners mostly disturbed younger learners during class time when they would come to classes claiming that another teacher wanted to speak to specific learners which is an elaborate excuse used merely to get the learners outside of the class to be able to bunk with their friends and sometimes play soccer outside during the class time. Parents were also concerned about their childrens' behaviour as one of the parents during the focus group discussion indicated that her child was problematic at home and she believed that the child is a problem at school as well:

Our children at home have lost all respect for us as their parents. For them to be able to make something of their lives we need them to be respectful towards all authority figures and elders. We cannot assist them with becoming better people because they are not willing to cooperate with or listen to us. Our children's behaviour changed dramatically ever since they started high school and it may be because of the negative influences of their friends at school. I do not know if all children have become like this but it is becoming a serious concern to me.

The learners had their own perceptions regarding the disciplinary problems experienced in the school and this will be discussed in the next section.

- Learners' response to the disciplinary problems experienced in the school

Many learners indicated different problems existing within the school whereas all of them indicated the following as the most prominent disciplinary problems within the school: theft, drug use by learners, sexual harassment of learners by learners, learner absenteeism, learners refusing to do homework, learners bunking classes, learners refusing to obey teachers' commands, latecomers, fistfights on school property, bullying, vandalism, cheating and gang activities.

The next category is based on the implementation and use of CCTV cameras.

4.1.1.6. The implementation and use of CCTV cameras

The principal emphasised that the implementation of the CCTV cameras is an increased measure of safety for both the learners and the teachers and ensures criminal activity and other extreme disciplinary problems would not take place on the school grounds. He also commented on the fact that some teachers have a negative perception of the camera system as they believe they are being monitored to see whether they are in fact doing their work, however he claimed this to be a false perception as he and the management do not use the cameras to monitor teachers but to ensure their safety.

The teachers commented on the implementation of the CCTV cameras as a safety measure and stated that they do not feel intimidated by it because they do their work efficiently and they believe that it is only the teachers that do not do their work that are intimidated by the system as they are scared of being caught and receiving warnings or possibly being suspended from duty.

The non-teaching staff added that the CCTV camera systems made them feel more secure especially as they deal with very sensitive issues when counselling the learners and it serves the purpose of providing evidence in the cases where the learners may want to misuse the privilege of counselling by lying about their visitations to the counsellors in terms of what may have transgressed at the visitations. They further stated that it prevented learners from using the counselling as a convenient excuse to bunk classes.

The teachers mentioned that they were never informed about the fact that the school would have implemented the CCTV camera system. Three of the teachers stated that they were never informed about the CCTV cameras, they came back to school after a school holiday, only to find that all the classrooms now had cameras installed in them and some of these cameras also had microphones with the capability of recording everything that is said in a specific classroom.

During the focus group discussion with the parents it became clear that they also felt they were never informed about the CCTV cameras and it was forced upon them and their children:

We never received any letters of consent to inform us about the cameras, we were told that they were now there by our children when they came back home from school (P2, P5 and P10).

The learners indicated that the implementation of the CCTV cameras had absolutely no effect on the school's disciplinary system as they believed that it had made no difference in the classrooms. There were minimal contrasting views amongst the learners as some had stated that it had made matters worse as some learners are now acting out for the camera trying to gain attention.

The next category is based on how human rights are incorporated in the school.

4.1.1.7. The incorporation of human rights

The principal debated the role of corporal punishment in the past and how the focus on human rights in contemporary SA complicate the disciplinary system in schools, leaving teachers disempowered in terms of disciplinary measures.

When I was a much younger teacher and when I myself was a learner, human rights were not a factor in our schools and corporal punishment was at the order of the day, you knew the consequences of your actions would be punishment and you accepted it. There was a lot of respect which many today would say was fear however teachers were able to effectively teach their classes without the repercussions of violating a learners' human rights if they were to punish them corporally. I believe that there is too much focus on human rights today especially from the Department of Education's (DoE) side which makes maintaining of discipline more challenging as learners are now under the impression that they have more rights than teachers and can get away with anything and if we try to permanently expel learners but they get sent back to our school by the DoE due to their human right to education it ties our hands and it strengthens the impression created that learners have more rights than teachers (P).

Teachers are also affected by the incorporation of human rights in schools and their response is discussed in the next section.

The teachers all agree that there is a strong human rights culture in the school however T5 mentioned a negative aspect to the incorporation of human rights:

The learners believe that they have much more rights than any other person in the school and this leads to them acting in an inappropriate manner and then claiming they have the right to do so and may not be stopped or rebuked by any teacher (T5).

The other teachers also agreed that there is a negative aspect to the incorporation of human rights as the learners do not realise that there is a responsibility involved in every single right in the constitution and they thus act carelessly and disregard all other people's rights in the process.

The parents involved in the focus group agreed that discipline was much better in schools when corporal punishment was still administered whereas they say today the morality and respect of learners have dropped as they have adopted a careless attitude as they see themselves protected by their "so-called" rights. They claim to also experience this lack of respect at home where their children would behave inappropriately and then would threaten to take the parents to the police if they were to discipline them through means of corporal punishment.

The learners were asked various questions based on the concept of human rights to determine their perceptions and beliefs of this concept and its incorporation into the school. Below the mean, median, mode and standard deviation for all questions have been calculated.

Table 11: Statistical values for Questions 33-39

		Statistics						
		Everyone in your school is well informed of human rights	All the activities in your school promote human rights	Everyone in your school is treated equally in all school activities	The value of human dignity is promoted in all classrooms	Standing up for your rights can only lead to punishment	The concept of human rights is taught in classes by the teachers	The Bill of Rights is available in all classrooms
N	Valid	225	225	225	225	225	225	225
	Missing	0	0	0	0	0	0	0
Mean		2.77	1.83	1.92	2.19	2.72	2.48	1.91
Median		3.00	2.00	2.00	2.00	3.00	3.00	1.00
Mode		4	2	1	1	4	3	1
Std. Deviation		1.090	.778	1.038	1.015	1.179	1.090	1.144

The learners' responses varied for the different questions asked and the results gathered can be seen below.

Table 12: Results for Question 33

Everyone in your school is well informed of human rights					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	37	16.4	16.4	16.4
	Disagree	54	24.0	24.0	40.4
	Agree	58	25.8	25.8	66.2
	Strongly Agree	76	33.8	33.8	100.0
	Total	225	100.0	100.0	

Table 13: Results for Question 34

All the activities in your school promote human rights					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	87	38.7	38.7	38.7
	Disagree	92	40.9	40.9	79.6
	Agree	43	19.1	19.1	98.7
	Strongly Agree	3	1.3	1.3	100.0
	Total	225	100.0	100.0	



Table 14: Results for Question 35

Everyone in your school is treated equally in all school activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	106	47.1	47.1	47.1
Disagree	57	25.3	25.3	72.4
Valid Agree	37	16.4	16.4	88.9
Strongly Agree	25	11.1	11.1	100.0
Total	225	100.0	100.0	

Table 15: Results for Question 36

The value of human dignity is promoted in all classrooms

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	74	32.9	32.9	32.9
Disagree	58	25.8	25.8	58.7
Valid Agree	69	30.7	30.7	89.3
Strongly Agree	24	10.7	10.7	100.0
Total	225	100.0	100.0	

Table 16: Results for Question 37

Standing up for your rights can only lead to punishment

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	50	22.2	22.2	22.2
Disagree	46	20.4	20.4	42.7
Valid Agree	46	20.4	20.4	63.1
Strongly Agree	83	36.9	36.9	100.0
Total	225	100.0	100.0	

Table 17: Results for Question 38

The concept of human rights is taught in classes by the teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	56	24.9	24.9	24.9
Disagree	54	24.0	24.0	48.9
Valid Agree	66	29.3	29.3	78.2
Strongly Agree	49	21.8	21.8	100.0
Total	225	100.0	100.0	

Table 18: Results for Question 39

The Bill of Rights is available in all classrooms

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	117	52.0	52.0	52.0
Disagree	53	23.6	23.6	75.6
Valid Agree	14	6.2	6.2	81.8
Strongly Agree	41	18.2	18.2	100.0
Total	225	100.0	100.0	

To ensure internal consistency of these questionnaires' results, the Cronbach's alpha Test was performed to determine the reliability. This test helps to determine whether there are any questions causing confusion or problems within the data. The following was found:

Reliability Statistics

Cronbach's Alpha	N of Items
.666	7

Internal consistency can only be established if the result of the reliability test has a numerical value higher than 0.7 thus I consulted the following table to determine which question had to be removed:

Table 19: Statistical values for Cronbach's Alpha Test

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Everyone in your school is well informed of human rights	13.04	13.132	.485	.597
All the activities in your school promote human rights	13.98	14.009	.608	.585
Everyone in your school is treated equally in all school activities	13.90	13.217	.511	.591
The value of human dignity is promoted in all classrooms	13.62	12.433	.655	.548
The Bill of Rights is available in all classrooms	13.91	12.844	.488	.595
The concept of human rights is taught in classes by the teachers	13.33	13.527	.429	.615
Standing up for your rights can only lead to punishment	13.09	19.389	-.253	.804

After having removed the troublesome question and redoing the Cronbach's Alpha Test it was found that there are no longer problems within the data that is being used:

Reliability Statistics

Cronbach's Alpha	N of Items
.804	6

Table 20: Statistical values after Cronbach's Alpha Test

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Everyone in your school is well informed of human rights	10.32	14.051	.508	.787
All the activities in your school promote human rights	11.26	14.900	.647	.764
Everyone in your school is treated equally in all school activities	11.18	14.049	.548	.777
The value of human dignity is promoted in all classrooms	10.90	13.017	.729	.735
The Bill of Rights is available in all classrooms	11.19	13.983	.479	.795
The concept of human rights is taught in classes by the teachers	10.61	13.953	.522	.783

The first level of analysis provides a description of the data as it had been received via the focus group interviews, interviews with the principal and teachers as well as the questionnaire administered to the learners.

4.1.2. Second level of analysis: Interpretation

Based on the analysis of the data as described in the first level, it is evident that there is a clear difference in the perceptions of the stakeholders regarding the role of the principal in the school's disciplinary system and the efficiency with which he fulfils this role.

4.1.2.1. The leadership of the principal in terms of the school's disciplinary system

The principal described his leadership style as one that encompassed various aspects as described in the first level of analysis. He is under the impression that he is fulfilling his role in the disciplinary system of the school very efficiently, however the stakeholders have very contrary views regarding this belief especially as everyone blames each other for a lack of effective communication with one another. The perceptions regarding the principal's leadership style will now be discussed.

The parents in the focus group had contrasting views regarding the principal's leadership style. There were some that agreed with the principal by stating that he does in fact promote good and harmonious working relationships with them as well as the learners. These parents also stated that he makes a great effort to communicate with them and keep them informed of their children's behaviour and progress in the school in terms of academic requirements through various means of communication. They also claimed that his efforts helped to build the harmonious relationship with them. Then there are other parents who claimed that the principal did not do enough to ensure that all the teachers did in fact communicate with the parents and involved them in their children's education. These parents stated that they felt there was not a harmonious relationship between themselves and the teachers and that there is a need for the principal to ensure that there was more communication and involvement from the teachers' side.

The majority of the teachers do in fact agree with the principal's view that his leadership style does promote harmonious working relationships within the school and he ensures this through certain rules laid down for the staff members. They further had consensus on the fact that the principal is very strict although he is fair and

becomes involved in the school. The teachers however also mentioned that there is the one aspect that the principal needs to work on and it is also mentioned by the parents and that is ensuring better and more effective communication between the teachers and the parents.

The non-teaching staff agreed with the parents and teachers in terms of the principal's leadership style that could be more effective in terms of creating and promoting harmonious working relationships. There is not a harmonious relationship between them and the teachers due to the impression that the teachers have of them as a disruption to the normal school activities as some of the learners take advantage of the situation by lying about attending counselling sessions and in such a way they stay away from their classes. This is an issue that they stated had to be corrected in order for there to be harmonious relationships within the school.

All the stakeholders comprised of the parents, teachers, and the principal blamed each other for the lack in communication. All the teachers (T1-T10) mentioned that when they communicated with the parents, the parents were unresponsive. Parents who participated in the focus group discussions complained about the lack of teacher-parent communication, which they believed was caused by the lack of an effective means of communication in their busy schedules,

Sometimes as parents we do not have the time to make an appointment and come to the school to see any of the teachers and not all of us have access to internet or telephone facilities in our homes in Daveyton and Etwatwa, it would be better to receive letters however we do not always receive these letters that are claimed to be sent home via our children (P2).

None of the parents from the focus group discussion mentioned the principal as a promoter of effective communication as they focused more on parent-teacher communication which seemed to be more important to them than communicating with the principal himself. Furthermore, the non-teaching staff mentioned that there was no effective communication between themselves and the teachers which they felt was leading to negativity from the teachers' side,

We do not have the opportunity to always speak with the teachers and in many cases this makes us feel as though the teachers view us as a burden to them and the school as it seems they do not understand or accept our role within the school regardless of the fact that we are able to communicate regularly with the principal and other members of the school management (NT1).

In contrast to the views held by the other stakeholders, the learners had a very different perception of the principal's leadership style.

The learners experienced the principal's leadership style as very inefficient as many of them believed that he does not treat them fairly and is very disrespectful towards them. They also believed that race played a role in the way the principal treated them and they believed that he treated the Afrikaner kids better than he would have treated them as the Africans. In contrast to the view of the African learners, the Afrikaner kids however stated that they believed that the African children are punished less severely and treated more humanely by the principal and the school management team, the learners from both racial groups gave their examples to substantiate their beliefs.

Whereas the parents and non-teaching staff felt that there is not a harmonious relationship between themselves and the teachers, the learners felt that race is a determining factor of how you are treated within the school. The parents did not mention the principal as explicitly as the other stakeholders and it seems that they are more interested in having a working relationship with the teachers in the school. Another factor connected to the principal's leadership style is the delegation of responsibilities which will now be discussed.

The principal indicated that he delegated some of the responsibilities involved with the disciplinary system of the school in order to ensure that teachers had more channels through which they could maintain discipline and report the unruly behaviour of the learners.

Some of the teachers indicated that they appreciated the fact that the principal delegated some of the responsibilities involved in the school's management and disciplinary system as it provided them with opportunities to have certain disciplinary

issues dealt with, without having to wait for the principal to schedule a time to deal with it. There were however some of the teachers that felt that they had a greater role to fulfill in terms of the discipline and that teachers needed to take more responsibility for the discipline in their classes and the school.

During the interviews with the teachers, they each identified their roles as teachers in the school's disciplinary system very differently and it would seem the more experienced teacher's views regarding their roles differed dramatically from the less experienced teachers:

We have a dedicated or appointed person through the school's management who is meant to control and maintain the disciplinary system and its procedures within the school. It is my job to teach the learners not to teach them manners and self-discipline which is meant to be taught at home (T10).

Another teacher also mentioned that the responsible people for the maintaining of the disciplinary system in the school were the appointed teachers to whom the responsibility had been delegated by the principal.

An experienced teacher also mentioned that there are people to whom the responsibilities had been delegated. Similar answers were received from the other teachers, T1, T8, T3 and T4:

Our school's deputy/vice principal and the Grade heads need to take charge and maintain and control the disciplinary system through its various disciplinary procedures in the school (T2).

The less experienced teachers however felt that the responsibility is every single teachers' and that every teacher has a role to play in the maintaining and promoting of an effective disciplinary system. The other less experienced teacher also emphasised the point that she would rather try to solve her own disciplinary problems rather than leaving it to someone else:

How can anyone demand the respect of their learners if they run to other people to solve the problems in their own classes? I would rather show the learners that I am

brave enough to stand up for what's right than to leave a problem to spiral out of control in the hopes that someone else will soon deal with the problem on my behalf (T6).

It also became evident that some of the teachers felt that there was an apparent lack of support for teachers before the delegation of responsibilities within the school which made them believe that the learners could do whatever they felt like and get away with their transgressions without any severe consequences. It is this perception amongst the teachers that also impacted on their perception of the unity between themselves and the learners. The principal however believes that there is unity between the stakeholders in the school.

The principal viewed himself as a leader who promoted unity amongst teachers and learners in order to have achieved a common goal which in this instance was the promotion and maintenance of an effective disciplinary system within the school. He gave examples of times when he reproached the teachers for scolding the learners as he said that unity should be achieved through building respect which ultimately leads to unity. The teachers however have a very different perception.

There was consensus in the teachers' responses on the issue of unity as they stated that there is only unity if the learners believe they can benefit from it and they highlighted the fact that since there was no real unity amongst teachers and learners it made them feel unsafe and vulnerable. Furthermore one of the main concerns that came out was the effectiveness of the D.o.E. in assisting the school. It was indicated that the D.o.E. did not provide any assistance to aid the school in promoting unity or discipline and the took decisions without informing the teachers or school management. The learners agreed with the perceptions of the teachers with regards to unity within the school.

The majority of learners believed that unity is non-existent in the school and that the disciplinary system, school management and the various staff members did not help to promote any sense of unity within the school at all. In contrast to this view there were learners who believed that all the different factors and stakeholders did in fact help to promote and maintain a sense of unity within the school.

As can be seen, neither the teachers nor the learners believed that the school had any sense of unity and this stands in sharp contrast to the principal's belief that he had managed to establish this sense of unity within the school. The principal also claimed to motivate the stakeholders involved in the school.

The principal described motivation as promoting work relationships. The principal indicated that he motivated the learners' parents by allowing them to take part in their children's education through various school activities such as attending meetings and volunteering in whatever activity they could help with, for example helping in sports, assisting in the feeding scheme, cleaning classes and most importantly, assisting learners with their school work. He also stated that the parents seemed unresponsive and unwilling to help in terms of their children's discipline and education and that they do not make use of the School Communicator.

However, during the focus group discussion with the parents, none of them mentioned ever being motivated by the principal and they further stated that the School Communicator was only available in Afrikaans (This has however recently been changed and it is now also available in English). The principal also mentioned that the teachers seemed motivated therefore they worked very hard. He mentioned that even if there were no incentives given to them, gestures like appreciation through talking to the teachers was positive motivation. He believed that his motivational talks kept the teachers going and served as support in the production of good results.

The teachers mentioned being motivated by the principal regardless of certain sarcastic or demeaning comments being made at times, they all believe him to be a strict but fair principal who does indeed manage to motivate the staff members.

Although the principal believes that his leadership promotes a harmonious working relationship among all the members of the school community, it seems as if this is not a reality because, during the interviews and focus group discussion, all of the teachers, non-teaching staff and the parents complained about the poor working relationship that exists within the school. The poor working relationship resulted therein that everyone within the school started shifting his/her responsibility by blaming others. The teachers blamed the school management for not assisting or supporting them by dealing with the most disruptive learners. The parents blamed the teachers for not

communicating with them with regards to their childrens' behaviour in school and the principal and the teachers blamed parents for their non-involvement in the discipline of their children. At the end, there is no unity and the disciplinary system fails completely. In the customary model, the majority of principals, teachers and non-teaching staff view themselves as very highly qualified and dedicated specialists who are performing an important public service, often in problematic conditions.

Another category that emerged in the data was that of the CCTV camera system, which will now be discussed.

4.1.2.2. The implementation of the CCTV camera system

The principal claimed that the CCTV cameras were implemented as an increased safety measure as well as a tool to decrease the disciplinary problems experienced within the school. He emphasised the fact that the intention was never to monitor teachers' work within the classrooms but to aid them by being able to provide evidence for disciplinary problems experienced when addressing them in a disciplinary hearing with a particular troublesome learner and that the cameras will also increase the teachers' safety on the school premises.

The parents on the other hand stated that they were never informed of the implementation of the CCTV cameras and that they were only informed by their children that the school had implemented the camera system. They believe that it would've been better if the school had informed all stakeholders before implementing the cameras.

The teachers were also not in agreement regarding the CCTV cameras as some stated that they do feel safer with the cameras' implementation whilst others stated that they feel that they are now being monitored as to whether they are doing their work or not. A few teachers also believe that the CCTV cameras have only made the disciplinary problems in the school worse due to the learners not believing the cameras are really turned on or recording and many of the learners sing and dance in front of the cameras.

The learners however believe that the CCTV cameras has made no positive impact on the school's disciplinary system as they believe it has in fact made matters worse due to some learners now acting out for the cameras as if they are the main characters in their own personal movies.

All the stakeholders were in disagreement regarding the implementation of the CCTV camera system, however they all agreed with regard to the incorporation of human rights except for the learners.

4.1.2.3. The incorporation of human rights

The principal debated the role of corporal punishment as he believes that the incorporation of human rights into schools have caused a breakdown in the disciplinary system. Learners now feel that they have more rights than any other stakeholders within a school and can do whatever they felt like as there are no severe consequences to their actions. He further states that corporal punishment kept learners in order as they knew they had to face the consequences of their actions and the problem would be dealt with and resolved in that manner thus lessening disciplinary problems within schools.

The parents involved in the focus group agreed with the principal's view that discipline was much better in schools when corporal punishment was still administered as they believe that learners now have a careless attitude as they all claim they have rights whenever they are reprimanded for their actions. They claim to also experience this lack of respect at home where their children would behave inappropriately and threaten their parents with the police if they were to be disciplined through means of corporal punishment.

The teachers all agreed that the school does have a strong human rights culture, however the human rights culture has a negative impact on the disciplinary system of the school as the learners feel this sense of entitlement because they have rights. The learners further do not realise that each and every right carries a responsibility and they're not prepared to fulfil their responsibilities by respecting other peoples' rights

within the school. If you have the right to education, it does not mean that you may take away the other learners' right to education by disrupting classes and causing the teaching and learning process to break down.

However, the learners do not believe that the school has a strong human rights culture as they believe that everyone in the school is not well informed regarding what their rights are. Furthermore, they believe that everyone is not treated equally and they have previously indicated that race may play a role in how a person is treated within the school and that the activities in the school does not promote a strong human rights culture.

It can be seen that although there is some agreement regarding human rights within the school, the learners do not experience it in the same manner as the other stakeholders.

The next section is based on the role of parents in terms of the discipline of their children.

4.1.2.4. The role of parents in the discipline of their children

Parents could support the school through involving themselves in school activities. Parents stated that they are aware of the fact that they need to take the responsibility of becoming involved in disciplining their children and teaching them the correct and appropriate behaviour in social situations such as a school. Despite knowing the responsibility of assisting the school by dealing with their children's disciplinary problems, the parents admitted that they experienced challenges in doing that.

While the teachers and principal complained about parents who were not responsive and uninvolved in the school's activities, the parents responded by indicating the challenges that they experienced which affected their participation in the the disciplinary system of the school. Knowledge about the school's disciplinary system in terms of its rules and the disciplinary procedures to be followed was not only a problem to the teachers but to the parents as well. The parents indicate that the school should

provide them as parents with all the necessary information about the disciplinary system in terms of their rights and their children's rights and what code of conduct is expected to be adhered to in the school as they do not know what the exact rules and code of conduct within the school is. They stated that it is challenging to aid the school in the discipline of their children if they are uninformed in terms of the exact expectation of the school's disciplinary system.

Some parents stated that as a result of not understanding the disciplinary system, they could not provide much assistance other than merely sitting down with their children to have a discussion about their attitude and behaviour within the school. Some of the parents also complained about a problem with transport affecting their capabilities of becoming involved with the school's disciplinary system.

Other parents were concerned that they are not informed of their children's misbehaviour until it is too late and they need to come to school. A suggestion was made that the teachers should communicate with parents earlier and inform them of the child's misbehaviour so that the problem may be attended to at home before it reaches the point of suspension or expulsion.

Another challenge experienced by the parents was their own work situation. Whereas some of the parents explained that a contributing factor to their poor relationship with the teachers was their own time consuming work that resulted in insufficient time to visit the teachers. Some parents were also concerned about their children being bullied by other learners and it seeming that nothing is done to get rid of the bullies.

As can be seen, there are also some socio-economic factors that prevent the parents from getting involved in the school's disciplinary system and this is the next category that will be discussed.

4.1.2.5. Socio-economic factors

The non-teaching staff mentioned that certain socio-economic factors such as a high divorce rate and unemployment sometimes deprived the parents from becoming involved in the disciplinary system of the school. The parents' unemployment status

resulted in them being unable to attend all meetings or to come to school to see teachers and find out what was going on with their children in the school.

One of the parents stated that he was very concerned about the money needed for taxi fares, as many of them were unemployed or received very low incomes. Another alarming social factor is families headed by older children because of parent mortality. The non-teaching staff explained that there are families in which one or both of the parents had passed away because of various reasons such as terminal diseases which may have been HIV/AIDS or due to accidents. In such situations, older children were responsible to take care of their siblings.

The teachers never mentioned socio-economic factors as a contributing factor to the low-level of parental involvement as they stated that all of the children had the luxury of owning a cell phone and many even owned a tablet pc. The learners did however indicate that many of them have lost a family member and some are not even staying with their parents, they also indicated that some of their households have a very low income.

It is unclear whether these factors contribute to the learners' behaviour in the school, although the non-teaching staff feel strongly that it is indeed the underlying factor causing low levels of parental involvement and the disciplinary problems in the school which will now be discussed.

4.1.2.6. Learner behaviour in the school

The teachers and the principal were concerned about the learners' behaviour. According to the teachers, the learners' problematic behaviour was experienced inside and outside of their classrooms. One teacher mentioned as an example that older learners mostly disturbed younger learners during class time when they would use lies to get the learners outside of the classes to be able to bunk with their friends and sometimes play soccer outside during the class time. Parents were also concerned about their childrens' behaviour as one of the parents during the focus group discussion indicated that her child was problematic at home and she believed that the child is a problem at school as well.

The disciplinary problems that were experienced in the school will now be discussed. Many learners indicated different problems existing within the school whereas all of them indicated the following as the most prominent disciplinary problems within the school: theft, drug use by learners, sexual harassment of learners by learners, learner absenteeism, learners refusing to do homework, learners bunking classes, learners refusing to obey teachers' commands, latecomers, fistfights on school property, bullying, vandalism, cheating and gang activities.

The teachers indicated that they experience behavioural problems inside and outside of their classrooms. They mentioned examples of learners having carved the number 27 into their arms with a knife, claiming that they are members of the 27s gang. Also that some learners come to class high on some or other form of drugs which is mostly believed to be marijuana also known as "dagga", which they say cannot be proven unless the child is specifically tested for drugs, which is done in the office by the appointed person. The teachers also believe that there are learners who are selling drugs on the school premises, however it always seems to occur in areas that are not monitored by CCTV cameras, although they have mentioned an example where a learner had recently been caught with a large supply of marijuana cigarettes with the intention of selling them.

The teachers further stated that the learners have a tendency to stay away from their classes and sit under the trees or even play soccer during class time, when they reprimand these learners, they show no reaction and merely continue with their actions unless they are taken directly to the office. The teachers also complain that some learners refuse to obey their commands and are extremely arrogant towards them.

Incidents where learners were caught cheating during tests and exams or even using their cell phones have been mentioned by the teachers.

The parents on the other hand stated that their children lie to them at home regarding where they are going as an example some parents mentioned that they were not aware of their children bunking school, as they provide their children with transport money to get to school and do not always confirm with the transport whether the children had gone to school or not. The parents further complained that their children

are often extremely rude and disrespectful towards them at home and many of them stated that their children are becoming a burden that is too heavy to carry at times.

The non-teaching staff commented on the learners' behaviour by stating that the learners abused the privilege of seeing a counsellor as a reason to bunk classes or school for the entire day. They also complained of a lack of respect from the learners. They further indicated that the socio-economic factors may be an underlying cause for the behavioural problems, however none of the other stakeholders mentioned socio-economic factors as a cause for the behavioural problems.

The themes that emerged from these categories will be discussed in the third level of analysis, where these themes will also be analysed against the views expressed in the literature.

4.1.3. Third level of analysis: explanation and evaluation

- The conceptual framework and the themes

Firstly the conceptual framework and its relevance to this study will be discussed whereafter the themes will be discussed. The themes that are discussed in this section emerged from the collapsed categories. These themes were analysed against views expressed in the literature. The themes that emerged are insufficient leadership, lack of support for teachers, low level of parental involvement, socio-economic factors, learners' behavioural problems, the impact of the implementation of CCTV cameras on discipline and the effect of the incorporation of human rights on school discipline. These are discussed in detail below in sections 4.4.1. – 4.4.8.

4.1.3.1. The conceptual framework: Orientations to school discipline

The majority of teachers seem to hold the traditional orientation to school discipline which will now be discussed.

- Traditional orientation to school discipline

Teachers with traditional views about school discipline often analyse matters with regards to the power relations concerning the most important groups in a school namely the learners, parents and individual teachers within a chain of command directed by authoritative managers (Johnson et al., 1994). One teacher pointed out that, discipline within a school is as good or bad as the management of the school:

Experience in school has demonstrated clearly that where the school's management is firm and consistent with their decisions and supports its teachers, then the overall tone, as far as learner behaviour is concerned, is good. Every single person involved in the school and its system should be made aware of all the rules and responsibilities and be treated fairly and consistently, there should not be favouritism amongst any parties (T8).

One more teacher clearly expressed no uncertainty in terms of the necessity for firmer disciplinary policies and procedures from the Department of Education's side as previously mentioned. Disciplinary measures, policies and systems must be enforced on learners; there should be consequences on a permanent basis for those learners who have criminal tendencies and create an unsafe school environment for everyone and they should not always be backed up by the Department of Education. In this way the school will be able to enforce their discipline policies on their learners (T2).

Teachers who are seen as successful disciplinarians are labelled as "innately disciplinarian" or as teachers who receive all the needed backing from their management (Johnson et al., 1994). A teacher commented:

Teachers all try to maintain discipline however with the lack of support it is difficult for many to be able to control the discipline within the school and their own classrooms. Many stop trying to control the discipline as they feel they receive no support and that no actions will be taken against the unruly learners by the school's management (T9).

Communication and learning is described as unidirectional from teacher to learner. Learners are required to respect the teacher but mutual respect is rarely mentioned. The teacher's job entails teaching their specific subject, to distribute info within a

competitive atmosphere that promotes high criterions in terms of learner performance. The most favourable environment for efficient teaching to take place is seen as one where learners are compliant and abide by the set rules (Johnson et al., 1994). One of the teachers commented:

We are here to teach, we do not have the time to constantly discipline unruly learners as it wastes valuable contact time with the learners and detracts from the teaching and learning within our classrooms (T4).

The social development of learners is not regarded as a part of the teacher's responsibility but the parents need to be accountable for this along with other members in the community. What's more, the private circumstances and situational backgrounds of learners is not regarded as something that teachers need to be concerned about; flexible, approaches orientated to the individual receive no support (Johnson et al., 1994). This further indicates that relationships between learners and teachers are seen as rather distant and detached though toned-down by a modicum of protective instincts and compassion on the part of the teacher (Johnson et al., 1994).

At this specific school there are counsellors available for any and all learners and they deal with the issues of social development and problems, thus many teachers do not take the time to find out about the social issues of their learners and make no time to reach out to them in a personal manner. A teacher commented:

I am a teacher not their personal friend, I cannot take an interest in them as my job ends within the classroom after I have taught them what they needed to know. If they need a friend, there are plenty of children in this school with whom they can be friends and find support amongst them (T8).

Disobedient learners are regarded as 'mischief-makers' and 'lazy'. The issue resides with these learners. The best reaction towards learners like these is to ensure that they are removed from the classroom (Johnson et al., 1994). A teacher commented:

Those learners who are not interested in the work and constantly stir up trouble in classes should be removed so that the learners who do in fact want to learn may have the opportunity to do so (T4).

Notwithstanding the abolition of corporal punishment in schools, it is frequently cited longingly by a number of teachers as an efficient strategy to ensure discipline (Johnson et al., 1994). As a teacher also commented:

Where learners could be sent to the principal's office back in the day for six of the best there was a lot more discipline and respect within schools and the management supported the teachers and stood up for them (T7).

In summary, many teachers, predominantly those teaching in high schools still hold the belief that they ought to be 'harsh but reasonable' when learners are being dealt with (Johnson et al., 1994). Their sustained support of fundamentally rigid methods to school discipline seem to go against the tide in terms of the main policy transformations in the field of disciplinary methods as well as what Balson (1988) defines as a societal movement from domineering patterns of relations to a more self-governing one.

4.1.3.2. Insufficient leadership

The principal plays an extremely important role in the leadership of the school in terms of establishing a sound disciplinary system through means of effective administration and his/her own individual illustration. The principals should encourage teaching and support teachers with ideas and suggestions on how to put efficient discipline into practise. If principals have the desire that the learners in their schools should be well-disciplined, they need to be highly visible role models to the learners. According to Duke (1999) principals should engross themselves in "administration by walking around on the school premises," welcoming learners and teachers and informally monitoring possible problem areas to ensure they are dealt with promptly before the situation could escalate. According to Day (2000), a respectable principal is a person who is able to remain calm and maintain his/her steadiness under an assortment of

burdens whilst under no circumstances sacrificing his/her values and principles and is also able to encourage and serve the school community.

Leadership within the school is not a reserve of the principal but also of the teachers. Teachers are leaders within the school and in their classroom. T9, during the interviews, complained about some teachers disregarding their role in the school's discipline rather than taking the necessary responsibility for the discipline of their own classes. Teacher leadership requires a shift in the culture of schools through the way teachers lead and manage their classrooms. Woolfolk (2004:397) states that the purpose of managing a class is to uphold an encouraging and industrious educational situation. She provides specific objectives in order to develop an efficient administrative system to ensure the smooth running of the classroom, namely the maximal use of the allotted time for education; making involvement in learning more available to the learners, and the growth of learners who will have the ability to manage themselves. Creating a climate which is conducive to achieving these objectives may be challenging and teachers sometimes fail to achieve this. Cullinan (2007:210) points out the fact that the teachers are occasionally and involuntarily at fault of prolonging the emotive and social problems that learners may display. He further makes the statement that the fact that the teachers do not take the learners' uniqueness into account as well as the unsuitably limited hopes for the learners' accomplishments and performance that teachers have of the learners then become actual predictions of disappointment. The teachers may lack the necessary skills to be able to manage an individual or groups behaviour and thus they assign tasks that are completely beside the point and worthless to the learners.

Cullinan's (2007:210) perception of teachers have the implication that the teachers may at times have a deficiency of the necessary skills to be able to determine the different capabilities of a class and thus using the same approach to a lesson's delivery may be exasperating for the intellectually challenged learners and too straightforward for the intellectually strong learner, there needs to be a differentiation to incorporate all the learners in a lesson. Mbatha (2008) agrees with Cullinan (2007), and mentions the teachers that fail to be able to plan properly as a causal aspect for many of the discipline problems experienced in the classroom. Besides planning to ensure the proper management of the learners, the teachers should also have a flawless understanding of what is required of the syllabus and the appropriate teaching

approaches and strategies prior to making an entrance into a class. Having a detailed strategy in terms of the expectations of achievement in a specific distinct lesson, which will ultimately lead to the effective accomplishment of the curriculum and will provide proper organisation to the teacher as well as the learner.

Furthermore, in the reported cases where the teachers have become demotivated as some of them stated in the interviews, there are days where they are not motivated at all, it might have an extremely negative impact on the school's disciplinary system and the way in which classrooms are managed. Rossouw (2003:416) asserts that an underqualified teacher cannot ensure and maintain discipline in their classrooms. However, this is debateable due to the fact that a lot of the qualified teachers also experience problems in terms of discipline within their classes. Especially as can be seen in the data set where the less experienced teachers in the school are the ones who are most willing to try and take charge of the discipline in their classrooms whereas many of the more experienced teachers seem to leave the disciplinary problems to the person appointed by the principal to deal with and they make no effort to deal with the issues themselves. Mbatha (2008:22) and Mokhele (2006:155) proclaim that teachers who have become demotivated will not arrive at their classes promptly and/or will often not even go to their classes to teach. This conduct promotes a sense of indifference amongst the learners due to the lack of stability in the lessons as well as the fact that they are unable to reach the same level of work and education as their peers in other classes. Teachers who have become demotivated are also reluctant to compensate for any time that has been lost. This is a poor example that is then modelled to the learners. Teachers cannot pass their responsibility on to others because they have become demotivated, they need to take charge and command their classrooms in order to have a positive impact on the school's disciplinary system.

Parents are also leaders and form part of the school community, their leadership plays an important role regardless of many parents commenting on the challenges they faced during the focus group discussions. Frosch and Gropper (1999) proposes that the parents and community of the school are essential partners in the exertions to create an effective disciplinary system and they need constant communication regarding occurrences and events in the classrooms, as well as recommendations on ways to deal with their own children in terms of their discipline. Unfortunately, it

became clear that even though the principal believes he promotes effective communication between all the stakeholders in the school, it is not the reality as the school communicator used to be in a language which the parents could not understand namely Afrikaans and also the parents claimed that there is no relationship between themselves and the teachers. The parents also stated that the teachers do not make any efforts to communicate with them whereas the teachers had a different opinion and blamed the parents for remaining unresponsive when they did in fact try to communicate with them. It is evident that effective communication does not occur in the school and all the stakeholders seem to blame each other for this inefficient communication. Williams and Chavkin (1989) concur that regular and significant communication will lead to an improved relationship amongst all the stakeholders and help to support the learner's education and their social and emotional development. The positive effects of role modelling will become evident as the community members become more actively involved in the school. The pride that is felt and the spirit of the school of both learners and the school community would inspire the learners to put force on their peers to start following the rules and in turn this would make the school a better place (Nelson, 2002:27-28). By taking the initiative and working cooperatively with all the stakeholders, the opportunity is created to establish a climate that nurtures reverence as well as possible companionships amongst learners who may have remained away from each other (Smylie et al, 1994).

4.1.3.3. Lack of support for teachers

Based on the information gathered during the interviews with the teachers and the principal, it became clear that the teachers needed support from the school's management in order to effectively play a meaningful role in the school's disciplinary system. All of the teachers requested more assistance, support and cooperation from the school's management. Even though the principal was of the opinion that he and the school management indeed supported the teachers, the data showed that more support is still needed for the teachers because they did not know their rights and roles in terms of the disciplinary system and its procedures to be carried out in the school. T8 stated: "The teachers are trying their best to do their jobs efficiently however it is difficult as they receive no support from the office / top management". Teacher support is located with the school principal, the school management team (smt) and also the

Department of Education who should be able to provide all the necessary resources and additional workshops or in-service training sessions required to help teachers become more efficient in their roles in the school (Klipps-Vaughan, 2013). Principals can be attentive to increasing the infrastructure for communication throughout the school. When teachers are under a lot of pressure it would help them immensely if they are kept up-to-date and there is effective two-way communication, especially if they are included in the decisions

Providing support for the teachers is a key role that the principal fulfils in a school. The role of a principal in providing support to the teachers can be perplexing at times, but it is without question an extremely vital role. At the heart of all the duties that a principal may have, the duty to support and mentor teachers, especially the younger, less experienced teachers is constantly the most important aspect of their work. Even if it is done via an official surveillance in their classes or having a conversation whilst drinking coffee in the school's personnel room, this supportive work, which should be done every-day, impacts greatly on the successes of the learners and the school community. Pursuing direction from the teachers should become a part of the school's ethos. All the stakeholders can work steadily towards developing a professional educational community (Dabbs, 2012).

4.1.3.4. Low level of parental involvement

Parents do have a significant role in influencing their kids to develop good ethics, principles, respect and to be self-disciplined. The skills that parents have in terms of child rearing nevertheless varies to a great extent from one parent to the next. A few parents are not consistent in terms of their parenting, a few may be too strict and rigid, and a few are too engrossed with their own distresses and their work situations that they tend to display a lack of care for their children or parents may be far too tolerant (Lawrence, 2007:74). Some of the parents in the focus group commented that their own work situations kept them very busy to such an extent that they do not always have the time to attend to their children's disciplinary needs or become involved in the school and its activities. However, there still exists a large percentage of parents who have decent, dependable skills in terms of child rearing (Lawrence, 2007: 74). It is not

however at all times the parents who are at fault if their children do start to exhibit certain anti-social actions or they become juvenile delinquents. The parents can only insofar as provide a safe, healthy and loving environment try to do their utmost best to ensure that their child is raised in an appropriate manner but they cannot at all times safeguard their children from the nefarious guidance of their friends and the mass media (Lawrence, 2007:74).

According to Symeou (2003:473) parents, at nearly all levels, are concerned about their children's education and success and want advice and help from schools on ways of helping their children. Some of the parents in the focus group indicated that they would like to become more involved with the school and the discipline of their children but they require information and advice from the school in order to do this. Quiocho and Daoud (2006:256), and Brannon (2008:57) note that parental involvement leads to higher academic achievement and improved perceptions of children's competence. They add that the increasing evidence of the sustained benefits of parental involvement in the higher primary grades and in high school, calls for continued research in this area and the necessity of implementing parental involvement programs at all levels of school education.

Parents are required to involve themselves in the lives of their children and in their school and try their best to raise the child in terms of all the appropriate aspects involved with decent parenting. This should start from teaching their children morals at home at an early stage (Lebesa, 2015). If self-discipline and the concept of respect is modelled at taught at their homes, it will aid in the creation of more organised, safer and greatly disciplined atmospheres in schools. (Van Jaarsveld, 2011). From the data, it became evident that there is a lack of parental involvement as some parents tend to remain unresponsive as mentioned by the principal and teachers.

Parents' meetings are also vital, as this is when parents are given an opportunity to meet with their children's teachers (Lebesa, 2015). According to Morewood and Bond (2012), some parents feel intimidated by the school since they had experienced many failures and negative experiences during their own schooling days (This poor interaction between the parents and the teachers may affect the ways in which teachers perceive parent involvement (Lebesa, 2015). A few of the parents indicated

that they were unwilling to attend parent's meetings as they believed the Department of Education carried the sole responsibility for the disciplinary system in a school and they would thus be wasting their time to attend these meetings. Some of the other parents did however state that they made the effort to attend meetings and develop relations with the teachers in order to become involved with their children's education and discipline. Another factor that contributed to the perceptions and beliefs of the disciplinary system is the socio-economic factors.

4.1.3.5. Socio-economic factors

The data indicated that there was a definite negative impact created by socio-economic factors on the disciplinary system of the school. The first factor is poverty as a result of low-income households due to unemployment. Researchers have also recognised how current periods of increasing societal and financial inequity and ethnic segregation have joined to yield unparalleled suffering and pressure on families that have a middle to low income and communities of coloured and non-white people (Koon, 2013). Studies that have been conducted make the suggestion that children living in neighbourhoods of intense deficiency in terms of finances exhibit trauma indicators and coping-mechanisms that may give the impression of being disturbing in schools, such as nervousness, being hyper vigilant, and displaying a "harsh facade" to defend against any additional ill-treatment (Koon, 2013).

Governmental, financial and societal changes have a noteworthy effect on education and on the learners who attend a school (Van Jaarsveld, 2011:30). This is, however, not always realised by staff. Neither the teachers nor the principal made any mention of socio-economic factors as a contributing factor to parental involvement or the disruptive behaviour of the learners which is indicative of the fact that they are not aware of the influence of these factors within the school. With some underdeveloped countries undergoing a rising proportion of poverty, many people no longer have the funds for the price of schooling, and with the organisational modification procedures the worth of schooling has been lowered dramatically as stated by The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 1996).

In this case some of the parents indicated that they were unemployed resulting in them being unable to become more involved in the school due to them not having sufficient funds for taxi fares and based on the information provided by the learners, many of the families are suffering from severe poverty.

Another factor also influencing the disciplinary system in the school is the fact that many learners live in single-parent families due to divorce or death in the family. Without the encouragement and guidance of a grown-up, a learner may become increasingly susceptible to the treacherous influences of his friends and the mass media which will in turn cause many discipline difficulties in schools. (Moore et al., 2003). The non-teaching staff linked the learners' bad behaviour to the loss that they have experienced and the impact of divorce and losing the father-figure's involvement in their lives (NT2).

4.1.3.6. Learners' behavioural problems

The negative behaviour displayed by most of the learners does not only affect the teachers, but also affects their parents and peers (Lebesa, 2015). Rossouw (2003) states that the most prominent factor that influences the learning environment in South African schools is learner conduct. T3 mentioned that the learners' problematic behaviour was experienced inside and outside of the classrooms and that the older learners in the school often tended to disturb the younger learners during class time and deprive them of receiving a proper contact time in classes. Oosthuizen et al. (2003) further this as they explain that the breakdown in discipline in South African schools is due to learners disrespecting their teachers, refusing to obey commands, making comments during lessons, skipping classes and having an overall carefree attitude about the school. The parents, teachers and some the learners themselves complained about the disciplinary problems in the school, but it seems that no one is taking proactive action steps to change the situation.

4.1.3.7. The impact of the implementation of CCTV cameras on discipline

The teachers had contrasting views regarding the implementation of the CCTV cameras as some indicated it does make them feel safer whilst others indicated they feel it is a tool used only to monitor them and a few indicated that the cameras have only worsened the disciplinary system in the school. The learners also indicated that the cameras have only made the unruly learners act much worse as they now perform for the cameras and show no fear for consequences resulting from the cameras' footage. The non-teaching staff also believes that the implementation of CCTV cameras in the school has had no impact on the disciplinary system in the school as it does not limit the learners' problematic behaviour. Many of the learners stated in their open-ended questions' answer: "It made no difference in the school, the kids are just doing what they have always been doing and we do not even know whether the cameras really work."

The principal is the only stakeholder in the school who believes that the cameras may help as they provide useful evidence of the learners' behaviour which may be shown to parents and used within disciplinary hearings. One could view the current use of CCTV in schools with reference to Foucault's writings on the panopticon (Hayden, 2011). The panopticon was Bentham's design for a prison (published in 1791) which used visibility as a trap, with the 'inmate' subject to the possibility of constant surveillance (Hayden, 2011). Hope (2009) argues that there has been 'function creep' in the use of CCTV in schools; so that this initial use of *protection from* 'outsiders' has moved to a more routine surveillance device used to monitor and gather *evidence on* insiders (learner behaviour). Hope's (2009) research found that 'disciplinary action' in schools is often dependent on the production of evidence and that CCTV is often used retrospectively to produce evidence; sometimes as proof of behaviour to parents. Whether this use of CCTV simply replaces the informal controls and guardianship previously provided by adults and children in schools, or is a more insidious and problematic development is highly debatable. It could also be argued that the use of CCTV in schools is evidence of the 'morality of low expectation' (Furedi, 1997) in which problematic behaviour is expected and is responded to by situational control, rather than through the problem solving responses and actions of adults and children in schools.

4.1.3.8. The effect of the incorporation of human rights on school discipline

The teachers all agreed that the learners in the school have too much information about their rights and claim them without being willing to fulfil their responsibility of not violating the rights of other learners or the teachers. One negative effect is the overemphasis on human rights by many stakeholders. Since human rights became an issue, the situation in schools have changed dramatically (Rossouw, 2003). This overemphasis prevails internally – in schools – as well as externally – in homes and in the community (Rossouw, 2003). It manifests in the fact that many learners are very much aware of their rights, but show little responsibility to meet their obligations. It would seem that learners nowadays have too many rights and no sense of responsibility (Rossouw, 2003). The stakeholders agree that the learners claim they have rights but have no intentions of fulfilling the associated responsibilities of those rights (Rossouw, 2003). This definitely leads to a lack of respect for seniors and teachers (Rossouw, 2003). Associated problems that an overemphasis of rights may cause, is a “don’t-care attitude” and lack of insight regarding their role in the learning process (Rossouw, 2003).

Table 21 summarises the themes which emerged from the final analysis as well as literature control which was linked to the collapsed categories.

Table 21: Codes, categories and themes (Adapted from Lebesa, 2015)

Codes	Themes	Literature control	Research question and sub question
<ul style="list-style-type: none"> • Dissemination of information • Approach • Problem solving • Planning • Organisation • Control • Involvement of different committees • Respect • Working relationship • Comfort • Openness • Leadership styles • Leadership skills 	<p>The leadership of the principal (Insufficient leadership) <u>Theme no.1</u></p> <ul style="list-style-type: none"> • Motivation (pp. 148-150,174) • Unity (pp.144,145-148,173-175) • Effective communication (pp.30,149,169-170,187) • Support (pp.29,36-38,43-44,54,153,173-174) 	<p>Leadership and management of the school</p> <p>Principal's influence on the disciplinary system of a school (pg. 36-38)</p>	<p>How do the stakeholders in a South African secondary school perceive the disciplinary system of the school?</p> <p>How does the principal perceive the disciplinary system?</p>
<ul style="list-style-type: none"> • Teaching and learning of learners • The role of the teachers • Work of teachers • Responsibility of teachers • Curriculum changes • Time management • Knowledge of curriculum • Behaviour of learners • Corporal punishment • Overcrowding 	<p>Challenges faced by teachers (Lack of support for teachers) <u>Theme no.2</u></p> <ul style="list-style-type: none"> • Lack of support by management (pp.187-188) • Lack of knowledge of the disciplinary system and procedures (pp. 19,154,177) • Learners' behavioural problems (pp.33-35, 160,179-181) 	<p>Teacher 's influence on the disciplinary system of a school (pp.38-43)</p>	<p>How do the staff perceive the disciplinary system?</p>



<ul style="list-style-type: none"> • Communication with the teachers • The role of parents • Support of children • Knowledge of curriculum • Behaviour of parents • Non-involvement of parents • Parents meetings • Working relationship • Working of parents • Teacher attitudes and behaviour • Parents attitudes and behaviour 	<ul style="list-style-type: none"> • The challenges faced by parents (pp.154-156) <p>Teachers and principal experiences with regards to the parents (Low level of parental involvement) <u>Theme no.3</u> (pp.188-190)</p> <ul style="list-style-type: none"> • Non-involvement of parents • Parents' influence on the disciplinary system of the school 	<p>Parental involvement (pg. 188-190)</p> <p>Parents' influence on the disciplinary system of a school (pp.19-20,43-46)</p>	<p>How do the parents perceive the disciplinary system?</p>
<ul style="list-style-type: none"> • Lack of information • Lack of knowledge • Learner performance • Learner problems • Parents problems • Affordability of parents • Parents mortality • Hunger 	<p>The role of socio economic factors (Socio economic factors) <u>Theme no.4</u></p> <ul style="list-style-type: none"> • Illiteracy • HIV/AIDS • Child-headed families • Unemployment and poverty 	<p>Socio economic factors (pp.68-70,156-159,178-179,190-191)</p>	
<ul style="list-style-type: none"> • Fighting of learners • Learning of learners • Discipline • Learner performance • Littering • Use of drugs 	<p>Learner behaviour (Behavioural problems of learners) <u>Theme no.5</u></p> <ul style="list-style-type: none"> • Bullying • Lack of concentration • Ill-disciplined learners • Isolation 	<p>Behavioural problems of learners (pp.33-35,160,179-181)</p>	<p>How do the learners perceive the disciplinary system?</p>

<ul style="list-style-type: none"> • Possible solutions to disciplinary problems • Implementation of CCTV cameras • Incorporation of human rights 	<p>The role of CCTV cameras in the school's disciplinary system (The impact of the implementation of CCTV cameras) <u><i>Theme no.6</i></u></p> <ul style="list-style-type: none"> • Implementation • Response • Effectiveness <p>The incorporation of human rights (The effect of the incorporation of human rights) <u><i>Theme no.7</i></u></p> <ul style="list-style-type: none"> • Incorporation • Effect 	<p>CCTV cameras (pp.15,24,58,90-97,161-162,175-176,192)</p> <p>Human rights (pp.15,17,24-25,34,94-97,161-167,175-176,191-192)</p>	
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The analysis of the data and the emergent categories and themes as shown in table 21 assisted me in answering the main research question and the sub questions.

4.2. Conclusion

The discussions in this chapter explored the perceptions and beliefs of the participants with regard to the disciplinary system that exists within the school. The findings emerged from the data collected from the interviews with the principal and ten of the Grade 8 and 9 teachers, a focus group discussion with the parents, and a questionnaire administered to the learners to gain an understanding of their perceptions and beliefs of the disciplinary system within a South African secondary school. The results were presented according to the three levels of analysis: firstly I described what was found in the data set, secondly I have presented the interpretation of the data and lastly the data was linked to the existing literature in this field and also to my conceptual framework. The main themes that emerged from the analysis are insufficient leadership, lack of support for teachers, low level of parental involvement, challenging socio-economic factors, behavioural problems of learners, the implementation of CCTV cameras and the incorporation of Human Rights in the school. The negative perceptions and beliefs of school discipline is resulting in a dysfunctional disciplinary system. In chapter 5, a summary of the study will be given and recommendations from this study, are presented. These culminate in answering the main research question as well as the sub questions.

CHAPTER 5: OVERVIEW, SYNTHESIS OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

In the previous chapter, I presented the analysed data from interviews, a focus group discussion and questionnaires administered to learners on the disciplinary system of one secondary school in the Gauteng Province of Southern Africa. The responses from the participants were coded and categorised to form themes that focused on the research question. The quantitative data from the questionnaires were analysed through descriptive statistical analysis adding to the themes that had emerged in this study. The research findings were discussed and have contributed to a better understanding of the relationship between the effectiveness of the school's disciplinary system and the perceptions and beliefs of the stakeholders regarding this disciplinary system. The data confirmed that the disciplinary system within this particular school is viewed negatively by the stakeholders.

In this chapter, I present a summary of the research aimed at exploring the effects of the stakeholders' perceptions on the effectiveness of the disciplinary system in this secondary school as it relates to the research questions that I posed in the first chapter. Secondly, the findings are synthesised. The synthesis was done to answer the main and secondary research questions. Thirdly, the recommendations from the study, limitations of the study and the need for further research are presented.

5.2. Overview of the chapters

An overview of each chapter is provided below.

Chapter 1

In this chapter, I introduced the study by explaining the need for this research and presented the main research question and the sub questions. The rationale, problem statement and aim of the research were then discussed. A preliminary literature review, theoretical framework and the methodology provided an orientation and background of the study. The clarification of the concepts *discipline*, *CCTV camera*

systems and *human rights* directed the study. The four different orientations of teachers to discipline were introduced. The research methodology and how the data would be analysed were briefly discussed in order for the reader to understand the nature of the research and to establish a foundation on which the next chapter could build.

Chapter 2

The literature review of my study examined scholarly work on the effectiveness of disciplinary systems and strategies on the functioning of certain schools. The aspects covered in the literature included the influence of principals, teachers, parents and learners who are important role-players in the establishment of any school's disciplinary system. It emerged from the review of literature that the effectiveness of a school's disciplinary system is influenced by the beliefs, perceptions and values of stakeholders of the school. Principals, teachers and parents have different leadership roles that impact not only on the well-being of learners, but also on the school's discipline. Included in this chapter is also an expansion of the theoretical framework, mentioned in chapter one. I have unpacked the four orientations to school discipline in relation to my research.

Chapter 3

This chapter discussed the paradigm and methodology that guided the study. As the critical realism paradigm aims to understand and evaluate social phenomena by critically evaluating them, this paradigm guided me in understanding the organisational structures of the school in terms of the values, beliefs, knowledge and attitudes underpinning the school's disciplinary system. The implementation of a qualitative case study design enabled me to collect data that informed the research questions. Face-to-face individual interviews with the principal and the teachers, a focus group discussion with parents, and questionnaires administered to the learners formed part of the data collection strategies. I adhered to the ethical standards of the University of Pretoria by ensuring confidentiality and by obtaining permission to engage with the stakeholders mentioned.

Chapter 4

Data analysis and interpretation were presented in Chapter 4. Data were analysed on three levels of analysis. The first level of analysis was dissecting the raw data to obtain different codes and to eventually form categories. In the second level of analysis, the seven themes that emerged from the codes and categories were discussed, namely insufficient leadership, lack of support for teachers, low level of parental involvement, socio-economic factors, behavioural problems of learners, the impact of the implementation of CCTV cameras and the effect of the incorporation of human rights. These seven themes were then linked to the literature on school discipline as well as the theoretical framework.

Chapter 5

In this Chapter the synthesis of the research findings was linked to the main research question and the sub-questions in order to facilitate a meaningful discussion of the key findings. The study has limitations which do not in any way diminish the significance of the study but serve as parameters for future studies in the same field. The strengths and recommendations are also presented in this chapter. The ethical considerations of the research are also presented according to the regulations of the University of Pretoria and general ethics in educational research. The strengths and weaknesses of this study will also be presented in this chapter.

5.3. Conclusions and synthesis of findings in terms of the research questions

In order to facilitate a meaningful discussion of the key findings, they will be presented in chronological order according to the main research question and the sub-research questions.

Main research question

How do the stakeholders in a South African secondary school perceive the disciplinary system of the school?

Research sub-question 1

How does the principal perceive the disciplinary system of the school?

The principal plays an extremely important role in the leadership of the school in terms of establishing a sound disciplinary system through means of effective administration and his or her own individual illustration. Principals should encourage teaching and support teachers with ideas and suggestions on how to put efficient strategies for discipline into practice. If principals are keen that the learners in their schools should be well-disciplined, they need to be highly visible role models to the learners. According to Duke (1999) principals should engross themselves in “administration by walking around on the school premises,” welcoming learners and teachers and informally monitoring possible problem areas to ensure they are dealt with promptly before the situation is able to escalate (Chapter 4:184). In this study, there is a clear discrepancy between the perception of the principal in terms of his role in the school’s disciplinary system and its effectiveness and the reality of the school’s disciplinary system and its effectiveness.

The principal reflected on his own leadership style by pointing out his endeavour to promote harmonious working relationships between all the stakeholders in the school as well as motivating all of these stakeholders to become actively involved in the school. He claimed that all the stakeholders of the school were encouraged to work together as a team to ensure the effectiveness of the disciplinary system. There is no corresponding evidence that the teachers, parents, learners or non-teaching staff work together as a team (Chapter 4:144-145). There was one instance where a teacher also complained about a lack of support from ‘management’, although in the data set there was evidence of certain responsibilities being delegated to other members of the management team to deal with (Chapter 4:150-151), it seems to continue to be insufficient to meet the needs of the teachers in terms of support.

The principal gave some examples of how he motivated the various stakeholders in the school, however he pointed out that the parents are not always willing to cooperate or get involved in the school and its disciplinary system. There are contrasting views regarding the principal’s ability to motivate the stakeholders as some teachers and the

non-teaching staff do feel motivated whereas there is no corresponding evidence to show that the principal motivates the parents as none of them mentioned the principal as the person who motivates them (Chapter 4:148-150). Furthermore the principal believes that he has established effective communication between all stakeholders in the school. However there is no corresponding evidence to show that there is any effective communication between the different stakeholders of the school (Chapter 4:187).

The principal discussed the incorporation of human rights into schools as a factor that only complicates the efficiency of a school's disciplinary system (Chapter 4:162-163). He did however implement a CCTV camera system in the school to create a more efficient disciplinary system in the school and he truly believes that the CCTV cameras have had a positive impact on the disciplinary system of the school as it improves the safety of teachers and learners (Chapter 4:161-162).

It would therefore appear that the principal has a very positive perception about the disciplinary system of the school and the role he plays in creating and maintaining the efficiency of the system.

Research sub-question 2

How do the staff perceive the disciplinary system of the school?

The principle of discipline in schools according to Nolte (1980) and Barrell (1978) is founded on the idea that the authority figures in school are "acting in the parents' stead" (*in loco parentis*) which in turn permits the powers that be in schools, full accountability for the rearing of children as well as the right to enforce discipline and control. Consequently, teachers may lawfully discipline learners who disregard the rules laid down in a school. This role of teachers is challenged by the findings of this research. Some teachers believe that the discipline of learners is no longer their responsibility (Chapter 4:172-173).

The claim is also made that discipline can only be as good or as bad as the management of a school and in a school where the management does not support its teachers, the disciplinary system will fail, especially if the teachers are not made aware of the policies and procedures associated with the discipline of a school (Chapter 4:182). Furthermore the role of the Department of Education in the disciplinary system of schools is questioned due to the fact that teachers feel powerless to act against a learner who is disrupting their classes as the Department of Education backs the learners and not the teacher. For this reason teachers stop trying to maintain the discipline in their classrooms which will ultimately lead to a careless attitude amongst teachers and a breakdown not only of the disciplinary system in a school but also of the culture of teaching and learning in a school (Chapter 4:182).

Another result of this lack of support to deal with the discipline in the school is the fact that it causes teachers to lose valuable teaching time trying to silence the unruly learners in a classroom (Chapter 4:183). Some of the teachers feel that there is no time to try and determine whether there is an underlying cause for a learner's misbehaviour as there are counsellors available at the school and if counselling does not help, the learners who constantly disrupt classes should be permanently expelled from school and removed from the schooling system (Chapter 4:183). The non-teaching staff, however, believe that there are in fact underlying socio-economic factors which cause the breakdown of discipline within the school and that these issues need to be addressed in order to improve discipline (Chapter 4:156). However the non-teaching staff have the problem of learners taking advantage of the counselling service as an excuse to stay away from their classes which causes tension which has not been resolved by the management between the non-teaching staff and the teachers (Chapter 4:170).

The staff have developed a negative attitude towards the disciplinary system in the school as they believe their efforts to establish discipline will be meaningless as they do not receive any support from management or the Department.

Research sub-question 3

How do the parents perceive the disciplinary system of the school?

Frosch and Gropper (1999) propose that the parents and school community of the school should be essential partners in the efforts to create an effective disciplinary system and they need constant communication regarding occurrences and incidents in the classrooms, as well as recommendations on ways to deal with their own children in terms of their discipline (Chapter 4:186). The findings from the data show that the parents face many challenges in getting involved with the school and in the discipline of their children, such as their own work situation, poverty, inability to ensure that their children abide by the school rules and poor teacher/parent relationships.

Parents indicated that, in the first place, their own work prevented them from supporting the school and assisting with the discipline of their children. They do not all have the time to attend parent meetings. Both the principal and some of the teachers disregarded this argument. They were of the opinion that parents do not care about supporting the school in improving the efficiency of the disciplinary system.

Another major problem was the inability of many parents to become more involved with the school due to poverty (Chapter 4:157). In addition to this, there is the socio-economic phenomenon of child-headed families where children not only have no adult to assist them, but also have to take care of siblings and help to discipline them.

Parents also indicated that they felt unsure of how to assist the school with the discipline of their children in the school because they do not understand the disciplinary system of the school (Chapter 4: 154).

The relationship between the parents and the teachers is not conducive to an efficient disciplinary system. In the sampled school poor teacher-parent relationships resulted in a lack of communication, which resulted in negative attitudes that affect the school as the parents feel devalued when they are not informed about their children's behaviour (Chapter 4: 155). Instances were reported of parents not being informed

about their children's behaviour until the child is suspended from school (Chapter 4: 155).

The parents clearly have a negative perception of the school's disciplinary system as they are not properly informed about the policies and procedures involved with it and they are not all able to become involved in the school to improve the discipline in the school.

Research sub-question 4

How do the learners perceive the disciplinary system of the school?

Rossouw (2003) states that the most conspicuous issue that influences the everyday activities and effective functioning of a school in South Africa, is the behaviour of the learners. Closely related to the learners' behaviour is the discipline of the learners. Discipline is undoubtedly the most vital and also the most problematic aspect of education globally, because if there is no discipline within a school then there can be no effective teaching or learning can take place (Chapter 1:13).

The teachers experienced that the learners' problematic behaviour in the school was evident inside and outside the classrooms and also the fact that the older learners in the school often tended to disturb the younger learners during class time and deprive them of having proper contact time in classes (Chapter 4:160).

Many of the learners indicated different problems existing within the school whereas all of them indicated the following as the most prominent disciplinary problems within the school: theft, drug abuse by learners, sexual harassment of learners by learners, learner absenteeism, learners refusing to do homework, learners missing classes without permission, learners refusing to obey teachers' instructions, latecomers, fistfights on school property, bullying, vandalism, cheating and gang activities (Chapter 4:160).

The questionnaires revealed that the learners differ in their opinions of who they believe to be in charge of the discipline at the school and some even believe that there

is no one currently enforcing discipline at the school. Of the 225 respondents, 35 of the learners believe that the teachers are the sole authority figures responsible for controlling the disciplinary procedures in the school whilst another 35 learners believe it is the responsibility of the deputy principals. Only 8 learners indicated that they believe that the deputy principals should collaborate with the teachers to enforce the disciplinary procedures, however the majority of the learners (58) indicated that the principal should take full responsibility for ensuring that the disciplinary procedures are implemented. On the other hand, 11 learners indicated that the principal should collaborate with the teachers to ensure the effective control of the disciplinary procedures in the school. Another 23 learners indicated that the principal should collaborate with the deputy principals to control the disciplinary procedures. Contrary to the beliefs of these previously mentioned learners, 53 learners indicated that the principal, deputy principals and teachers should all collaborate and control the disciplinary procedures together, working together in unity. Lastly 3 learners indicated the same, however they also indicated that they believe at this stage there is no one in the school controlling the disciplinary procedures (Chapter 4:153).

The learners also have a very negative perception of the disciplinary system at the school as they are keenly aware of the disciplinary problems, but they differ in their opinion of who is controlling the disciplinary system indicating that there is confusion regarding that aspect.

5.3.1. Conclusion

The key findings of the research were chronologically presented to answer the main research question and the research sub-questions. The next section deals with the limitations and strengths of the study.

5.4. Limitations and strengths of the study

5.4.1. Limitations of this study

The procedure of assigning codes to all the questionnaires, reading all the data into the computer and analysing the data was a tremendously time-consuming and problematic undertaking, resulting from the bulky sample size of 225 learners and 10 teachers. As the researcher, I was faced with many challenges:

- Time constraints
- Language impediments (not all individuals' primary language is English).
- The learners did not all take the questionnaires seriously.
- The study was conducted in a single school only.
- Resulting from the interruptions that occurred during the course of the study, the analysis had to be written in a shorter amount of time than was anticipated.

- Time constraints

As the researcher, I experienced substantial time constraints resulting from several complications that I encountered in this study.

Gaining all the necessary ethical clearances and permissions took a considerable amount of time causing a delay in the start of the data collection process. Not all learners were always present and thus I had to place the administering of the questionnaires on hold for certain classes until the learners were eventually present at the school.

The questionnaire was sent to all the learners in the group via emails however only 8 questionnaires were returned regardless of the fact that the questionnaire was also made available on a website created by the researcher.

Due to the fact that internet access at the school is also not sufficient to deal with large volumes of individuals logging onto and doing work online, I had to eventually provide all learners with a hard copy of the questionnaire to complete and was thus not able to make use of Google Docs for this task. This led to much time being used to analyse

the data with the use of statistics programmes to gain the necessary analyses and graphs.

The researcher was further pressed for time as submission of the study was due and the data collection could only occur once the ethical clearance had been granted.

- Language impediments

We have to remember that the questionnaires that were administered at the selected school were set out in English however English is not the selected learners' home language. This caused a few minor issues in instances where the learners were unable to comprehend a question in terms of what was required in the answer and some completely misinterpreted questions or did not read the instructions thoroughly. The fact that English is not their home language, may be a contributory factor that led to certain questions being left blank and unanswered which in turn led to numerous questionnaires being incomplete and thus discarded from the final analytical procedures.

- Taking questionnaires seriously

There were a number of instances where the learners were not at all keen to complete the questionnaires. Insulting and extremely rude comments or exaggerated opinions about the disturbing behaviour caused by themselves and their friends, were written on the questionnaires. These questionnaires also had to be discarded in order to make sure that only accurate responses were used where possible.

- The study was conducted in a single school only

Due to the fact that the study was conducted in only one school, the data may not necessarily be applicable to all schools especially due to the fact that all schools differ in their approaches to discipline and the disciplinary systems that they may have in place. As an example, another school in the Ekurhuleni North area has a T-PLAN in place as part of their disciplinary system, the T-PLAN stands for Tolerance, Peace, Love, Accountability and Nation-building.

This shows that schools differ in their approaches but this study aims to provide suggestions that may help improve certain disciplinary situations. However, it may not always apply to certain schools.

5.4.2. Strengths

The study had the following strengths:

- The study focused on gaining an increased understanding of the perceptions of the different stakeholders of a school, regarding the disciplinary system of that secondary school in SA. This study also gives an understanding of how the perceptions influence the efficiency of a disciplinary system.
- A second strength of this study lies in the literature that has been reviewed as well as the conceptual framework which informed the research question. The attitudes of teachers to discipline informed the study. The literature on the different stakeholders was discussed, interpreted and used to obtain a clearer picture of the research. Findings were linked to the literature throughout the dissertation.
- This case study contributed to the body of knowledge on school disciplinary systems.

5.5. Aspects for future research

The study focused only on the perspectives of stakeholders in one sampled school. The following are suggested for further research:

- Investigating further aspects related to the efficiency of a disciplinary system and not focusing merely on the perceptions of the stakeholders of a school.
- Investigating the efficiency of CCTV camera systems as a disciplinary measure.
- Further research is recommended on the effects of human rights on the disciplinary systems of schools.

- Further research is recommended to investigate the disciplinary systems of schools more deeply, not only in one secondary school in the Gauteng Province but also across all the provinces in South Africa. More schools could be included, depending on the scope and coverage of the research question.

5.6. Recommendations

- The Department of Education should consider providing training for principals and teachers concerning their rights and responsibilities when it comes to dealing with the disciplinary problems of learners.
- There should be a forum where principals of different schools can share their experiences and learn from one another regarding effective procedures to deal with disciplinary problems in a legal manner.
- The principal should organise workshops and talks for parents and teachers on the issue of the school's disciplinary system to inform them of exactly what the policies and procedures entail.

5.7. Conclusion

This chapter has provided a synopsis of the content of the different chapters and of the findings of this research by answering the research questions that directed the study. The study probed into the perceptions and beliefs of the four main stakeholders (the principal, teachers, learners and parents) in a secondary school in the Gauteng province of South Africa. The findings emerged through analysing relevant interviews with these stakeholders as well as questionnaires completed by learners, concerning their perceptions. Through these encounters, I investigated the research problem as it was presented in the first chapter. These disciplinary problems are also relevant and experienced in many other South African schools. This chapter has completed the full circle by returning to the four sub-questions and answering them with the findings of the study. Furthermore, the strong points, limitations and recommendations of the study have been discussed. It is my hope that this research will enrich our understanding of these problems in schools in South Africa.

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ADDENDUM A: LETTER REQUESTING PERMISSION FROM THE PRINCIPAL

July 2014

For the attention of the principal

I am currently a master's student of the University of Pretoria, my study focuses on the perceptions and beliefs that teachers, non-teaching staff, parents and learners have regarding the disciplinary system in a school in South Africa.

I would like to ask permission that I involve all the grade 8 and 9 learners in my study by administering a questionnaire to them that is completed under my supervision. Furthermore, I would like to interview all the teachers involved with the grade 8 and 9 learners, the principal and the non-teaching staff at the school.

I would also like to conduct a focus group interview with the parents of the grade 8 and 9 learners to also gain their insights into the disciplinary system at the school.

The school's name will not be made public and all information collected will be treated with confidentiality.

Your consideration in allowing me to do my study at your school is greatly appreciated.

Kind regards

Ben Venter

ADDENDUM B: LETTER OF INFORMED CONSENT GIVEN TO PARTICIPANTS



Dear member of the staff

Consent to Participate in a Research Study:

The perceptions and beliefs that the teachers, non-teaching staff, parents and learners have of the disciplinary system in a South African school.

Researcher: Mr. B. Venter, Teacher at Noorderlig Combined School
Supervisor: Dr. A. Engelbrecht, Department of Humanities UP

I hereby cordially invite you as a staff member (teachers and non-teaching) to participate in the study that will be conducted at our school.

I will conduct an interview with you (regarding the disciplinary system in our school) in my office in classroom A32.

If you agree to being a part of the research study, your will complete this interview on a date and time that will be communicated to you.

Benefits:

Although your child may not directly benefit from being in this study, others may benefit because the information gathered through this research may shed light on a very important issue that is lacking in South African schools and that is discipline. It may help in getting the Department of Education to become more involved in our school.

Risks and discomforts

There are no risks associated with this study because the data collection is completely anonymous and the topic is not sensitive.

Unfortunately no incentives or payment can or will be given for this study, participants do this freely and voluntarily.

Confidentiality

I plan to publish the results of this study, but will not include any information that would identify you. There are some reasons why people other than the researchers may need to see information you provided as part of the study. This includes organizations responsible for making sure the research is done safely and properly, including the University of Pretoria and the Department of Education.

To keep your information safe, the researcher will provide all participants with pseudonyms to

to ensure anonymity and confidentiality.

Storage and future use of data:

Interviews will be tape recorded and the tapes will be in the researcher's possession. The transcriptions will be done on the researcher's own computer and will be available to the supervisor. Documents such as the questionnaires and copies of textual analyses will be available on paper and in the researcher's possession. All these documents and data will be kept in a safe place in the researcher's own study in a locked cupboard. After completion of the research, all material will be stored in the SMTE department with regards to required storage according to the policy requirements of the university.

Voluntary nature of the study:

Participating in this study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time. If you decide to withdraw early, you may do so and any data gathered regarding your participation will be withdrawn from the study.

Contact information:

If you have questions about this research, including questions about scheduling, you may contact me at 011 968 9930

Consent:

By signing this document, you are agreeing to be in the study. You will be given a copy of this document for your records and one copy will be kept with the study records. Be sure that questions you have about the study have been answered and that you understand what you are being asked to do. You may contact the researcher if you think of a question later.

I agree to participate in the study.

Printed Name

Signature

Date



Dear parents

Consent to Participate in a Research Study:

The perceptions and beliefs that the teachers, non-teaching staff, parents and learners have of the disciplinary system in a South African school.

Researcher: Mr. B. Venter, Teacher at Noorderlig Combined School
Supervisor: Dr. A. Engelbrecht, Department of Humanities UP

I hereby cordially invite you, as a parent of either a Grade 8 or 9 child at our school to participate in my study by attending a focus group interview to be held in the school hall.

You will form part of a focus group in which I will ask you a combination of open- as well as closed ended questions to gather information regarding your perceptions and beliefs regarding the disciplinary system in our school.

If you agree to be part of the research study, you will be asked to attend this focus group meeting on a date and time that will be communicated to you.

Risks and discomforts

There are no risks associated with this study because the data collection is completely anonymous and the topic is not sensitive.

Unfortunately no incentives or payment can or will be given for this study, participants do this freely and voluntarily.

Confidentiality

I plan to publish the results of this study, but will not include any information that would identify you. There are some reasons why people other than the researchers may need to see information you provided as part of the study. This includes organizations responsible for making sure the research is done safely and properly, including the University of Pretoria and the Department of Education.

To keep your information safe, the researcher will provide all participants with pseudonyms to ensure anonymity and confidentiality.

Voluntary nature of the study:

Participating in this study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time. If you decide to withdraw early, you may

do so and any data gathered regarding your participation will be withdrawn from the study.

Contact information:

If you have questions about this research, including questions about scheduling, you may contact me at 011 968 9930

Consent:

By signing this document, you are agreeing to be in the study. You will be given a copy of this document for your records and one copy will be kept with the study records. Be sure that questions you have about the study have been answered and that you understand what you are being asked to do. You may contact the researcher if you think of a question later.

I agree to participate in the study.

Researcher's Name

Researcher's Signature

Supervisor's Name

Supervisor Signature

Printed Name

Signature

Date



Dear parents

Consent to Participate in a Research Study:

The perceptions and beliefs that the teachers, non-teaching staff, parents and learners have of the disciplinary system in a South African school.

Researcher: Mr. B. Venter, Teacher at Noorderlig Combined School
Supervisor: Dr. A. Engelbrecht, Department of Humanities UP

I hereby ask for your permission as the parent of _____ in Grade _____ that your child may participate in my study that is being conducted at our school.

Your child will be expected to complete a questionnaire to gather information regarding his/her perceptions and beliefs regarding the disciplinary system in our school.

If you agree to your child being a part of the research study, your child will complete this questionnaire on a date and time that will be communicated to you.

Benefits:

Although your child may not directly benefit from being in this study, others may benefit because the information gathered through this research may shed light on a very important issue that is lacking in South African schools and that is discipline. It may help in getting the Department of Education to become more involved in our school.

Risks and discomforts

There are no risks associated with this study because the data collection is completely anonymous and the topic is not sensitive.

Unfortunately no incentives or payment can or will be given for this study, participants do this freely and voluntarily.

Confidentiality

I plan to publish the results of this study, but will not include any information that would identify you. There are some reasons why people other than the researchers may need to see information you provided as part of the study.

To keep your information safe, the researcher will provide all the participants with pseudonyms to ensure anonymity and confidentiality.

Storage and future use of data:

Interviews will be tape recorded and the tapes will be in the researcher's possession. The transcriptions will be done on the researcher's own computer and will be available to the supervisor. Documents such as the questionnaires and copies of textual analyses will be available on paper and in the researcher's possession. All these documents and data will be kept in a safe place in the researcher's own study in a locked cupboard. After completion of the research, all material will be stored in the SMTE department with regards to required storage according to the policy requirements of the university.

Voluntary nature of the study:

Participating in this study is completely voluntary. Even if you decide to participate now, you may change your mind and stop at any time. If you decide to withdraw early, you may do so and any data gathered regarding your participation will be withdrawn from the study.

Contact information:

If you have questions about this research, including questions about scheduling, you may contact me at 011 968 9930

Consent:

By signing this document, you are agreeing to be in the study. You will be given a copy of this document for your records and one copy will be kept with the study records. Be sure that questions you have about the study have been answered and that you understand what you are being asked to do. You may contact the researcher if you think of a question later.

I agree that my child may participate in the study.

Printed Name

Signature

Date

ADDENDUM C: INTERVIEW SCHEDULE

INTERVIEW SCHEDULE FOR THE FOCUS GROUP INTERVIEWS

Opening

A. (**Establish Rapport**) [shake hands]. My name is Ben Venter and as a teacher at this school, I have noticed that there are many disputes regarding discipline and the ways that disciplinary problems are dealt with in school. Therefore I thought that it would be a good idea to interview you, so that I can better inform the rest of the staff and help in my research regarding your feelings and perceptions about the disciplinary system in our school.

B. (**Purpose**) I would like to ask you some questions about your feelings and perceptions regarding the disciplinary system in the school and all the aspects involved such as the newly implemented camera systems et cetera in order to learn more.

C. (**Motivation**) I hope to use this information to help to better understand the disciplinary system and its shortcomings and successes. All participation as explained in the letter is voluntary and your information will be kept confidential.

D. (**Time Line**) The interview should take about 90 minutes. Are you available to respond to some questions at this time?

Body

Introduce the topic of the interview and provide examples of disciplinary problems experienced in the school and schools in general

The Focus group interview will also be semi-structured, the questions below will be used as probing questions to start the discussion and hopefully lead to insight on the issue at hand.

- 1) How do you as parents feel about the general approach to discipline in the school? Please elaborate on your answer.
- 2) Are you all well informed about the processes that are followed? Why do you think that is?
- 3) Is there effective communication between you as the parents and the teachers and management of the school?
- 4) Do the disciplinary steps taken often seem to be unnecessary or ineffective? Why?
- 5) Do you as parents become involved with the school's disciplinary system?
- 6) What challenges are you faced with as parents when it comes to becoming involved in the school's disciplinary system?

- 7) What is the feeling you as parents have about the new CCTV camera system which have been installed in every classroom in the school?
- 8) How do you as parents feel about the fact that discipline is not consistently handled in all classrooms?
- 9) Do you believe that you are not given the opportunity to also become involved in the school's disciplinary system?
- 10) Which aspects of the disciplinary system would you like to have changed? Why?
- 11) Is it possible that Human Rights is one of the key factors causing disciplinary problem in the school? Please elaborate on your answer.

Conclusion

Summarise everything that has been said, maintain the rapport that has been established.

Greet everyone and thank them for their participation in this focus group interview.

**ADDENDUM D:
LETTER FROM
THE UNIVERSITY'S
ETHICS COMMITTEE**



Faculty of Education
Ethics Committee
3 June 2014

Dear Mr. Venter,

REFERENCE: HU 14/02/01

We received proof that you have met the conditions outlined. Your application is thus approved, and you may **continue with your fieldwork**. Should any changes to the study occur after approval was given, it is your responsibility to notify the Ethics Committee immediately.

Please note that this is **not** a clearance certificate. Upon completion of your research you need to submit the following documentation to the Ethics Committee:

1. Integrated Declarations form that you adhered to conditions stipulated in this letter – Form D08

Please Note:

- **Any** amendments to this approved protocol needs to be submitted to the Ethics Committee for review prior to data collection. Non-compliance implies that approval will be null and void.
- Final data collection protocols and supporting evidence (e.g.: questionnaires, interview schedules, observation schedules) have to be submitted to the Ethics Committee **before** they are used for data collection.
- On receipt of the above-mentioned documents you will be issued a clearance certificate. Please quote the reference number HU 14/02/01 in any communication with the Ethics Committee.

Best wishes,

Prof Liesel Ebersöhn
Chair: Ethics Committee
Faculty of Education

ADDENDUM E: LETTER FROM THE D.o.E GRANTING PERMISSION



GAUTENG PROVINCE

Department: Education
REPUBLIC OF SOUTH AFRICA

For administrative use:
Reference no: D2015 / 123

GDE RESEARCH APPROVAL LETTER

Date:	9 June 2014
Validity of Research Approval:	9 June 2014 to 3 October 2014
Name of Researcher:	Venter B.J.
Address of Researcher:	P.O. Box 55290
	Erasmuserand
	Pretoria
	0165
Telephone Number:	071 352 7300
Email address:	benventer55@gmail.com
Research Topic:	The perceptions and beliefs that the teachers, non-teaching staff, parents and learners have of the disciplinary system in a South African school
Number and type of schools:	ONE Secondary School
District/s/HO	Ekurhuleni North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Handwritten signature and date: 2016/02/10

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

Making education a societal priority

Office of the Director: Knowledge Management and Research

9th Floor, 115 Commissioner Street, Johannesburg, 2001
P.O. Box 7710, Johannesburg, 2000 Tel: (011) 355 3505
Email: David.Makhado@gauteng.gov.za
Website: www.education.gog.gov.za

ADDENDUM F: TEACHER INTERVIEW SCHEDULE

TEACHER INTERVIEW SCHEDULE

Opening

A. (**Establish Rapport**) [shake hands] My name is Ben Venter and I am currently completing my master's degree at the University of Pretoria, I thought it would be a good idea to interview you, so that I can gain a clearer idea as to what the perceptions and beliefs regarding the disciplinary system in the school may be.

B. (**Purpose**) I would like to ask you some questions about your background, your education, some experiences you have had, and some of your perceptions and beliefs in order to learn more about the perceptions and beliefs regarding the disciplinary system in the school and share this information in my research study.

C. (**Motivation**) I hope to use this information to help the school and the Department of Basic Education become aware of the perceptions and beliefs regarding the disciplinary system and the impact this has on the disciplinary measures as they are enforced at the school.

D. (**Time Line**) The interview should take about 20 minutes. Are you available to respond to some questions at this time?

(**Transition:** Let me begin by asking you some questions about your background and educational experience)

II Body

A. (Topic) General background and education information

1. How long have you been a teacher?

a. Which subjects do you teach and to which grades?

b. At which school did you previously work and why did you leave that school to come here?

2. Over which aspects of your classes' discipline do you believe you have control?

a. In what way do you enforce the school's disciplinary system?

b. Please describe your ideal classroom situation.

c. What type of measures are used within the school that could help make your ideal classroom a reality?

(Transition to the next topic)

B. (Topic) Discipline

1. How would you define discipline?

2. What do think of the disciplinary system in your school?

a. Please explain in what way the disciplinary system promotes or does not promote unity between learners and teachers?

b. In which way could the discipline in your school be too strict or too lenient?

c. How does the disciplinary system in your school aid (help) or hamper (disrupt) the teaching and learning?

d. In what way do you believe that the disciplinary system at the school can help learners to fully develop all of their abilities to their full potentials or limit the learners from this?

3. What are the most common disciplinary problems that are experienced at your school?

a. How are these problems dealt with?

b. Does the disciplinary system that is in place at the school truly make a difference in decreasing the disciplinary problems? Why?

c. Who are the people that are responsible for controlling these disciplinary procedures?

d. Do you believe that they are doing their jobs efficiently? Please elaborate on your answer.

e. Do you experience a lot of parental involvement in the school or is there a lack of thereof? Please elaborate upon your answer.

f. Did you receive all the school rules when you first started teaching at this school?

g. What would you suggest should be done to improve the disciplinary system at the school?

(Transition to the next topic)

C. (Topic) CCTV Cameras

1. How would you define CCTV camera systems in your own words?

2. Describe your feelings about the implementation of the CCTV cameras in your school.



a. Why did you feel this way?

b. In your opinion, what influences have the CCTV cameras had on the discipline in your school?

c. Do you believe that the implementation of CCTV cameras in your school has violated people in the schools' human rights? Please elaborate on your answer

3. If you could change the CCTV camera system in the school, what changes would you make? Would these changes help improve the school's discipline?

(Transition to the next topic)

D. (Topic) Human Rights

1. How would you define Human Rights in your own words?

2. Do you believe that there is a strong Human Rights culture in the school where everyone is aware of their own human rights?

a. Please explain in what way you believe that the activities in the school promote or do not promote human rights?

b. Do you have the perception that everyone in the school is treated equally in all school activities? Why?

c. In what way is the value of human dignity promoted or not promoted in all classrooms in your opinion?

d. Do you believe that it could only lead to punishment of anyone were to stand up for their human rights? Why?

e. Do you have the perception that the concept of human rights is taught in all classrooms? Why?

f. Is the Bill of Rights available in all the classrooms? Why?

3. What would you suggest could be done to improve the situation in the school in relation to human rights?

(**Transition:** Well, it has been a pleasure finding out more about your perceptions and beliefs regarding this matter. Let me briefly summarise the information that I have recorded during our interview.)

III Closing

A. (Summarise) you are very involved in _____ have made valuable contributions regarding your opinions and suggestions regarding _____. Your perceptions and beliefs about the disciplinary system in the school is _____.

B (Maintain Rapport) I appreciate the time you took for this interview. Is there anything else you think would be helpful for me to know so that I can successfully compile my research report?

C. (Action to be taken) I should have all the information I need. Would it be alright to call you at home if I have any more questions? Thanks again.

ADDENDUM G: THE QUESTIONNAIRE FOR THE LEARNERS

The disciplinary system in your school

Please answer all of the following questions as honestly as possible, since the collected information will be collated in order to develop as accurate a picture of the problem of discipline and the disciplinary system in your school for analytic purposes for this research project. Be assured that your anonymity will be protected! This questionnaire does not require you to identify yourself and there will be no possibility of being identified or linked in any way in the research findings in the final research report. Where required please indicate your answer with a checkmark in the appropriate box.

PLEASE NOTE: All Likert Scale based questions work as follows: 1 - Strongly Disagree, 2 - Disagree, 3 - Agree and 4 - Strongly Agree.

Section A

Biographical information

Age

Please indicate your age

Race

Please indicate your racial group

Gender

Please indicate your gender

- Male
- Female
- Other:

Nationality

In which country were you born?

- South Africa
- Zimbabwe
- Mozambique
- Namibia
- Botswana
- Swaziland
- Lesotho
- Other:

Occupation

Please indicate your current occupation (whether you have job or are still in school)

- Learner (Secondary School / High School)
- Student (University / College)
- Post-graduate student
- Teacher
- Head of Department
- Principal
- Administration staff
- Other:

Relationship status

What is your relationship status?

- Single
- Dating but not living with partner
- Living with partner
- Married
- Other:

Children of your own

Please state whether you have any children:

- Yes
- No

If your answer was yes to the question above

Please indicate the child or children's gender below

Male

Female

What are your parents' marital status?

Please indicate the appropriate response with regards to your parent's marriage

- Your biological parents are married to each other
- Your biological parents are not married but are currently together
- Your biological parents are separated or divorced
- Your biological parents never lived together
- One or both of your biological parents have died
- You did not or do not live with your biological parents because you were adopted

- You did not or do not live with your biological parents because you were raised in an orphanage

If your parents are not currently together, how old were you when they divorced, separated or died?

- Younger than 10
- 10
- Older than 10

Education level of your father or father-figure

Please tick the appropriate box for the level of education completed by your mother or mother-figure

- Primary School
- Some high school
- Completed high school
- Some college or technical school
- Completed 4 year college or university degree
- Some post-graduate education
- Completed a post-graduate degree (M.A., M.D., Ph.D., etc.)

Education level of your mother or mother-figure

Please tick the appropriate box for the level of education completed by your mother or mother-figure

- Primary School
- Some high school
- Completed high school
- Some college or technical school
- Completed 4 year college or university degree
- Some post-graduate education
- Completed a post-graduate degree (M.A., M.D., Ph.D., etc.)

What is your parent's or guardian's occupational status?

Do your parents or guardians have a job?

- Both parents / guardians / foster parents have a job
- One parent / guardian / foster parent has a job
- Both parents / guardians / foster parents are unemployed
- Other:

Please estimate your family's total household income before taxes for the year you started high school

- R0 - R2999



- R3000 - R7999
- R8000 - R12999
- R13000 - R19999
- R20000 - R29999
- R30000 - R39999
- R40000 - R49999
- R50000 - R59999
- R60000 - R79999
- R80000 - R99999
- R100000 and over

Who owned your parents' home during the year that you started High School?

Please choose the suitable answer from the list below:

- Your parents
- Another relative living with you
- Another relative not living with you
- Non-relative living with you
- Parents' employer
- Landlord or non-relative who did not live with you
- Other:

How many siblings do you have?

- Younger brother
- Older brother
- 2 younger brothers
- 2 older brothers
- Younger sister
- Older sister
- 2 younger sisters
- 2 older sisters
- More than 2 younger brothers
- More than 2 older brothers
- More than 2 younger sisters
- More than 2 older sisters
- No siblings

Which mother or other parent-figure will you describe as the person who disciplined you and taught you right from wrong?

Please select the most appropriate answer:

- Biological mother

- Adoptive mother
- Foster mother
- Stepmother
- Father's girlfriend
- Other adult female relative
- Other:

Section B

School information relating to discipline

How would you define discipline?

Please choose the most appropriate response from the options given below:

- Discipline is the system of rules, punishments and behavioural strategies appropriate to the regulation of children and the maintenance of order in schools. Its aim is to create a safe and conducive learning environment in the classroom.
- Training to act in accordance with rules; drill
- Activity, exercise, or a regimen that develops or improves a skill; training
- Punishment inflicted by way of correction and training
- Behaviour in accordance with rules of conduct; behavior and order maintained by training and control

The discipline in your school promotes unity between learners as well as teachers

Does the discipline in your school lead to unity?

1 2 3 4

Strongly disagree Strongly agree

The discipline in your school is too strict

Do you believe the discipline in your school is too strict?

1 2 3 4

Strongly disagree Strongly agree

The disciplinary system in your school aids (helps) in the teaching and learning?

Does the disciplinary system benefit the teaching and learning in school?

1 2 3 4



Strongly disagree Strongly agree

The disciplinary system in the school does not allow me to fully develop all my abilities and talents.

Does the disciplinary system inhibit your growth as a learner and individual?

1 2 3 4

Strongly disagree Strongly agree

What are the disciplinary problems that are experienced at your school?

Please tick all the relevant answers

- Theft
- Drug dealing on school property by the teachers
- Drug dealing on school property by the learners
- Drug use by learners
- Drug use by teachers
- Stabbings
- Fistfights on the school property
- Guns used as weapons at school
- Knuckledusters used as weapons at school
- Knives used as weapons at school
- Threats with a weapon
- Threats without a weapon
- Learners assaulting teachers physically
- Teachers assaulting learners physically
- Teachers assaulting one another physically
- Learners sexually harassing other learners
- Learners sexually harassing teachers
- Teachers sexually harassing learners
- Sexual assault/rape of learners by learners
- Sexual assault/rape of teachers by learners
- Sexual assault/rape of learners by teachers
- Sexual assault/rape of teachers by teachers
- Gang activities on school property
- Vandalism of school property
- Bullying
- Murder
- Attempted murders
- Learners refusing to obey teachers' commands
- Learners refusing to do homework



- Learners bunking classes
- Teachers not coming to class to teach
- Learners assaulting teachers verbally
- Teachers assaulting learners verbally
- Teachers assaulting one another verbally
- Latecomers
- Teacher absenteeism
- Learner absenteeism
- Latecomers
- Cheating
- Going to the bathroom constantly
- Honesty in general
- Other:

Who are the people responsible for controlling the disciplinary procedures in your school?

Please select all appropriate answers:

- The principal
- The deputy principals
- Teachers
- No one controls the disciplinary procedures

Did you receive all the school rules when you applied at the school?

- Yes
- No
- Other:

What would you suggest should be done to improve the disciplinary system in your school?

Select a possible solution or solutions from the list below:

- Parental involvement must increase
- A school discipline plan must be created and enforced
- Discipline should be developed through training in leadership skills
- Teachers should not merely threaten but put word to deed and follow through with the consequences they set for learners
- A reputation for fairness must be built in the school environment - no discrimination should take place
- Implement additional school policies to aid in the disciplinary system
- Learners must receive the code of conduct and all rules along with the consequences for breaking them

- All teachers must also receive all the school rules along with the appropriate actions to be taken
- Reducing class sizes
- Expelling the unruly learners
- Enforcing detention on Friday afternoons
- Make learners do hard manual labour such as creating a vegetable garden in the school as punishment for misbehaviour
- The principal and deputy principals must be more visible in the school
- The school management must patrol the school grounds each period to ensure the classes are kept disciplined
- Stop treating learners as small adults and treat them as the children they are
- Other:

Section C

School information relating to the CCTV camera systems

How would you define CCTV camera systems?

Provide a definition of CCTV camera systems by selecting the appropriate response from the list below:

- CCTV (closed-circuit television) is a TV system in which signals are not publicly distributed but are monitored, primarily for surveillance and security purposes
- The definition of CCTV refers to closed-circuit television, or the use of video cameras to transmit images to a specific limited number of televisions on the same network or circuit
- A private television system involving one or more cameras connected to one or more monitors for security, surveillance, law enforcement, and general purpose monitoring applications. Unlike public broadcast TV, CCTV is a closed system in intended for private use
- (Closed Circuit TV) A self-contained surveillance system comprising cameras, recorders and displays for monitoring activities in a store or company
- Other:

Describe your feelings about the implementation of CCTV cameras in your school?

How do you feel about the fact that there are CCTV cameras in your school?

- Angry
- Sad
- Nervous
- Excited
- Do not care about it
- Other:

In your opinion what influences have the CCTV cameras had on the discipline in your school?

Has the cameras really made a difference or not or did it make it worse and please motivate your answer with a reason.

If you could change the CCTV camera system, what changes would you make and why?

- Provide all learners with letters informing them of their rights in relation to the implementation of the CCTV cameras
- Signs informing every one of the use of CCTV cameras in the school should be placed in strategic locations
- Have all learners sign a letter of consent stating that the footage that is captured may be used against them in a disciplinary hearing
- Send letters to all parents also informing them of the implementation of the CCTV cameras
- Other:

The implementation of the CCTV camera systems has violated my human right to privacy.

Do you believe that the cameras violate your right to privacy

1 2 3 4

Strongly disagree Strongly agree

Section D

School information relating to human rights

How would you define human rights?

Provide your definition of human rights by selecting the appropriate response from the list below:

- Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible
- The rights you have simply because you are human
- The fundamental rights that humans have by the fact of being human, and that are neither created nor can be abrogated by any government
- The recognition and respect of people's dignity
- A set of moral and legal guidelines that promote and protect a recognition of our values, our identity and ability to ensure an adequate standard of living
- The basic standards by which we can identify and measure inequality and fairness
- Those rights associated with the Universal Declaration of Human Rights
- Other:

Everyone in your school is well informed of human rights

1 2 3 4

Strongly disagree Strongly agree

All the activities in your school promote human rights

1 2 3 4

Strongly disagree Strongly agree

Everyone in your school is treated equally in all school activities

1 2 3 4

Strongly disagree Strongly agree

The value of human dignity is promoted in all classrooms

1 2 3 4

Strongly disagree Strongly agree

Standing up for your rights can only lead to punishment

1 2 3 4

Strongly disagree Strongly agree

The concept of human rights is taught in classes by the teachers

1 2 3 4

Strongly disagree Strongly agree

The Bill of Rights is available in all classrooms

1 2 3 4

Strongly disagree Strongly agree

What would you suggest could be done to improve the situation in school in relation to human rights?

What changes can be made in school to ensure that no human rights are violated?

- Ensure that all Life Orientation teachers provide the learners in their classes with the necessary information pertaining to Human Rights
- Rallies could be held to inform the school of Human Rights
- Learners may be asked to participate in the creation of class rules that are non-discriminating
- Learners' opinions should be taken into account
- Other: