

**THE IMPACT OF DISCIPLINARY PROBLEMS ON
EDUCATOR MORALE IN SECONDARY SCHOOLS
AND IMPLICATIONS FOR MANAGEMENT**

by

MORONGWA CONSTANCE MASEKOAMENG

Submitted in fulfillment of the requirements for the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROF S SCHULZE

NOVEMBER 2010

DECLARATION

I declare that 'The impact of disciplinary problems on educator morale in secondary schools and implications for management' is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Morongwa Constance Masekoameng

Date

Student number

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and appreciation to the following individuals and institutions for the support and inspiration they gave me during my study:

- The Almighty God, who gave me the strength, capacity and wisdom to be able to complete this study. I could feel His presence as He frequently assisted me with the determination and courage to carry on.
- Professor Salomé Schulze, my supervisor, for her patience and guidance. The support and encouragement she gave me, made this study a success.
- My dear parents, my late father, Jonas Kau Mothapo, and my mother, Rosina Makgape Mothapo, who gave me the foundation to be able to actualize my potential. They have been my pillars of strength and inspiration.
- My brothers and sisters, for their continued support and motivation.
- My late husband, Nkebaeba, for giving me the opportunity to continue with my studies during my marriage.
- The principals and educators in Zebediela who participated in this study and made it a success.
- My colleagues, Mr Phillip Mpanyane, Mrs Matilda Malefo, and Mrs Daphney Mathabatha, who assisted me with the use of a computer whenever there was a need. Their continued assistance in mailing my documents to my supervisor really helped me a lot.
- The Department of Education in Limpopo for granting me permission to conduct this study in secondary schools in the Zebediela Cluster in the Limpopo Province.
- My son Thabo, who constantly assisted me with my typing and the use of the computer. He has been my source of inspiration.

I dedicate this dissertation to you, Thabo!

SUMMARY

The aim of this study was to identify the kinds of disciplinary problems educators experience in schools, their causes, as well as their impact on the morale of educators. The researcher made use of a quantitative approach whereby questionnaires were completed by educators from five secondary schools in the Zebediela area. In total, 89 respondents completed the questionnaires. They were from both genders, with various years' of teaching experience, and generally well qualified.

The results indicated that there indeed existed disciplinary problems in the schools. These problems were caused by factors relating to the learners, to their parents, the educators, as well as to the school principal. The impact of a lack of discipline on educator morale included anger, irritability, tiredness, loss of control, and expressing the wish to leave the teaching profession. The study made recommendations for managers on how to improve the situation, and also for further study. Some limitations of the study were also identified.

KEY WORDS

- disciplinary problems
- educator morale
- secondary schools
- education managers
- causes of disciplinary problems
- quantitative research

TABLE OF CONTENTS

CHAPTER 1: OVERVIEW AND RATIONALE FOR THE STUDY

	Page
1.1 INTRODUCTION AND BACKGROUND	1
1.2 ANALYSIS AND STATEMENT OF THE PROBLEM	3
1.3 AIMS OF THE RESEARCH	6
1.3.1 Specific aims	6
1.3.2 General aims	6
1.4 THE RESEARCH METHODS	7
1.4.1 Research design and sample	7
1.4.2 Data collection	7
1.4.3 Data processing	7
1.5 CLARIFICATION OF THE CONCEPTS	8
1.5.1 Disciplinary problems	8
1.5.2 Secondary schools	8
1.5.3 Educator morale	8
1.5.4 Management	9
1.6 THE RESEARCH PROGRAMME	10
1.7 CONCLUSION	10

CHAPTER 2: DISCIPLINARY PROBLEMS IN SECONDARY SCHOOLS

2.1 INTRODUCTION	11
2.2 TYPES OF DISCIPLINARY PROBLEMS	11
2.2.1 Common types of disciplinary problems	11
2.2.2 Severe types of disciplinary problems	15
2.3 CAUSES OF DISCIPLINARY PROBLEMS	16
2.3.1 Parental/home influence	16
2.3.2 The role of the educators	19

2.3.3	Political, social and economic factors	22
2.3.4	Learners with emotional problems	25
2.3.5	The kind of principal	27
2.3.6	The influence of gender and race	28
2.3.7	Public schools versus private schools	29
2.3.8	The curriculum	29
2.4	THE MANAGEMENT OF SCHOOL DISCIPLINE	30
2.4.1	The authoritarian approach to discipline	30
2.4.2	Alternative modes of discipline	32
2.4.2.1	An educative, corrective approach	32
2.4.2.2	The bio-physical theory and alternative discipline	33
2.4.2.3	The psycho-dynamic theory and alternative discipline	34
2.5	THE CODE OF CONDUCT	35
2.5.1	Developing a Code of Conduct	36
2.5.1.1	The role of the learners	37
2.5.1.2	The role of the School Governing Body	38
2.5.2	Implementing the Code of Conduct	39
2.5.2.1	The role of the learners	39
2.5.2.2	The role of the School Governing Body	40
2.5.3	Factors contributing towards the poor implementation of the Code of Conduct by the School Governing Body	41
2.6	CLASSROOM MANAGEMENT STRATEGIES FOR EDUCATORS	43
2.6.1	Participatory decision-making	43
2.6.2	Working with difficult learners	44
2.6.3	Establishing cooperative relationships	46
2.7	CONCLUSION	47

CHAPTER 3: EDUCATOR MORALE

3.1	INTRODUCTION	48
3.2	DEFINITIONS AND LEVELS OF EDUCATOR MORALE	48
3.3	FACTORS INFLUENCING MORALE	50
3.4	EDUCATOR MORALE AND JOB SATISFACTION	54
3.5	THE EFFECT OF HIGH EDUCATOR MORALE	56
3.6	THE EFFECT OF LOW EDUCATOR MORALE	58
3.7	THE IMPACT OF DISCIPLINARY PROBLEMS ON EDUCATOR MORALE	61
3.8	THE ROLE OF INSTITUTIONAL LEADERSHIP AND MANAGEMENT TO ENHANCE MORALE	65
3.9	CONCLUSION	69

CHAPTER 4: THE RESEARCH DESIGN

4.1	INTRODUCTION	70
4.2	THE GENERAL RESEARCH PROBLEM	70
4.3	SPECIFIC RESEARCH PROBLEMS	70
4.4	THE RESEARCH DESIGN AND DATA COLLECTION METHODS	71
4.4.1	Research ethics	71
4.4.1.1	Voluntary participation	71
4.4.1.2	Informed consent	71
4.4.1.3	Deception of subjects and/or respondents	72
4.4.1.4	Violation of privacy	72
4.4.1.5	Actions and competence of the researcher	72
4.4.1.6	Confidentiality and anonymity	72
4.4.1.7	Permission to conduct research at an institution	73
4.4.2	Respondents	73
4.4.3	The questionnaire	74
4.4.4	The pilot study.....	75

4.4.5	Procedures	75
4.5	VALIDITY	76
4.5.1	Content validity	76
4.5.2	Face validity	76
4.6	RELIABILITY	77
4.7	ANALYSIS OF THE DATA	78
4.8	CONCLUSION	78

CHAPTER 5: RESULTS AND DISCUSSION

5.1	INTRODUCTION	79
5.2	THE RESULTS	79
5.2.1	Biographical data	79
5.2.2	Types of disciplinary problems	81
5.2.3	The educators' views on the causes of disciplinary problems	83
5.2.4	The educators' views on the impact of disciplinary problems on their morale	87
5.3	DISCUSSION OF THE RESULTS	89
5.3.1	Biographical data	89
5.3.2	Types of disciplinary problems	90
5.3.3	Causes of disciplinary problems	91
5.3.4	The impact of disciplinary problems on educator morale	94
5.5	SUMMARY	95

CHAPTER 6: CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS

6.1	INTRODUCTION	96
6.2	CONCLUSIONS	96
6.2.1	Conclusions regarding the educators' views on the types of disciplinary problems they experience	96

6.2.2	Conclusions regarding the educators' views on the causes of disciplinary problems they experience	97
6.2.3	Conclusions regarding the educators' views on the impact of disciplinary problems on educator morale	98
6.3	RECOMMENDATIONS	98
6.3.1	Recommendations for limiting the negative impact of disciplinary problems on educators	98
6.3.2	Recommendations for further study	101
6.4	LIMITATIONS OF THE STUDY	102
6.5	SUMMARY	102
	REFERENCES	104

APPENDICES

APPENDIX A: Permission to conduct research

APPENDIX B: The questionnaire

LIST OF TABLES

Table 2.1	Types of misbehaviour	12
Table 2.2	The parents' style of discipline	19
Table 3.1	General trends of educators' morale or job-related attitudes	53
Table 4.1	The reliability of the sections of the questionnaire	77
Table 5.1	Biographical data	80
Table 5.2	Types of disciplinary problems	81
Table 5.3	Causes of disciplinary problems	83
Table 5.4	The impact of disciplinary problems on educator morale	87

CHAPTER 1

OVERVIEW AND RATIONALE FOR THE STUDY

1.1 INTRODUCTION AND BACKGROUND

In this study the focus will be on disciplinary problems as experienced by educators in secondary schools, which impact negatively on teaching and learning. Disciplinary problems often need active supervision to be reduced (Johnson-Gros, Lyons & Griffin 2008:39). According to Short, Short and Blanton (1994:ix), many educators express frustration over the energy they spend in controlling learners in the classroom, energy and time that could have been used for the facilitation of learning. Short, *et al.* (1994:iv) also indicate that administrators spend a great deal of time struggling with learners' disciplinary problems.

Disciplinary problems are not unique to South Africa. Major (1990:15) highlights findings from the National Institute of Education in the United States of America where it has been reported that 64% of junior high school educators said learners had sworn or made obscene gestures at them, and 12% of the educators said that they had hesitated to confront misbehaving learners for fear of their own safety, and other educators mentioned thefts, assaults requiring medical treatment, and damage to property. In one survey in New York educators mentioned that managing disruptive children was the most stressful problem of their professional lives, and it was rated as the highest stress factor among educators regardless of age, type of school, district, sex, marital status, or grade level (Seeman 2000:xix).

In secondary schools the situation is worse than in primary schools, because the learners, as adolescents, now become aware of their rights, namely to privacy, to

freedom of religion, belief, opinion, and expression, among others (Republic of South Africa [RSA] 1996:8 & 9).

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

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

According to Pager (1994:16), educators at one school in the Western Cape reported high levels of absenteeism, truancy, laziness, substance abuse, and subversion of assessments of achievements by learners. Consequently, many teachers are leaving the profession. The above are all signs of a low morale. Other authors (for example, Block 2008:416; Eklund 2009:25; Ferguson & Johnson 2010:302; McIntyre 2010:349; Perrachione, Petersen & Rosser 2008:1; Vanderslice 2010:298) also found that the lack of a supportive and friendly school environment influences educators' job satisfaction and may cause them to leave the profession.

In our country (South Africa) today teaching is regarded as a stressful profession. Lewis (1991:2) indicates a number of physical and emotional symptoms related to the stress that educators experience. These include:

- tiredness and a lack of energy;
- tenseness and irritability;
- sore throats, coughs and colds;
- swelling, aching joints, and painful muscles;
- headaches, depression, nausea, dizziness;
- a reduced interest in sex, and
- chest, back, and stomach pains.

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

1.2 ANALYSIS AND STATEMENT OF THE PROBLEM

McManus (1995:68) indicates the following as some of the common types of disciplinary problems that learners exhibit in schools today, namely

- arriving late at school;
- missing lessons;
- smoking in the toilets;
- playing with matches in classrooms;
- making rude remarks towards teachers;
- throwing pencils and pens across the classrooms;

- talking when the educators are talking;
- painting graffiti on corridor walls; and
- damaging classroom fittings

From the researcher's point of view, the extent of disciplinary problems differs from one school to another. For example, multi-cultural schools are more prone to experience disciplinary problems than schools with learners of the same culture and ethnic background. Other factors which may determine the types of problems in schools are, for example, the size of the school, the managerial skills of the principal, and the socio-economic backgrounds of learners, to name but a few. Goldstein, Harrotunian and Conoley (1994:9) maintain that the nature of leadership and governance in a school could have a significant influence on the lack of discipline in those schools. They (1994:9) are of the opinion that the size of the school can determine the extent of the disciplinary problems. They argue that bigger schools are more at risk than smaller schools, as aggressive behaviour occurs more frequently in the more crowded school locations, like the stairways, hallways, and cafeterias, but less frequently in the classrooms. The intensity of the problems are likewise not the same from school to school. This is something that this research has to investigate.

Educators throughout the world share the same sentiment regarding the fact that the lack of discipline in schools make it impossible to teach effectively. The majority of educators struggle to find effective solutions to the problem (Porteus, Vally & Tamar 2001:1). It is for this reason that a study concentrating on this aspect is important.

Factors outside the school also play a role. According to Walker, Colvin and Ramsey (1995:155), antisocial, and aggressive learners generally come from home environments where their daily needs are not met or attended to. This includes not being served meals, not having an indicated time for going to bed, and a lack of parental control. According to Stark (in: Major 1990:22), there are hundreds of reasons influencing secondary school learners to misbehave at school, such as, for instance, struggling with hormonal changes; seeing society as deserving criticism and

reshaping; a shortage of wisdom to learn from experience; a lack of religion; racism; poverty; and child abuse. In addition, Major (1990:22) indicates reasons the educators give for learners' misbehaviour, including learners who want attention, who see too much violence on television, who have low self-concepts, have no supervision at home, are bored, and do not know of any better.

The researcher believes that disciplinary problems may be the main reason for the low educator morale. Hence, in this study the focus will be on the impact of disciplinary problems on educator morale.

The role of management to address disciplinary problems is important. The researcher agrees with Lewis (1991:11) where he says that most educators have been raised in more autocratic times, and therefore has fewer management skills suited to today's more democratic society. It is therefore very important that educators should learn to equip themselves with management strategies which will assist them in dealing with today's youth. This simply means that the question of school and classroom management should be investigated to make sure that the situation in the classrooms and the schools are conducive to effective teaching and learning. The study therefore aims to identify management strategies which may assist educators in curbing disciplinary problems at secondary schools. Short *et al.* (1994:9) mention that the principals of well-managed schools are constantly aware of disciplinary problems, and are capable of providing the necessary support for educators.

The above-mentioned leads to the main research questions being identified as:

- *What are the educators' views on the types of disciplinary problems they experience?*
- *What are their views on the causes of the disciplinary problems they experience?*
- *What is the impact of disciplinary problems on educator morale?*

- *What does this imply for management?*

1.3 AIMS OF THE RESEARCH

1.3.1 Specific aims

(a) To conduct a literature study in order to be able to describe and explain the following:

- disciplinary problems at secondary schools; and
- the relationship between disciplinary problems and educator morale.

(b) To conduct an empirical study to assess disciplinary problems with regard to

- the types of disciplinary problems that are being experienced in selected secondary schools;
- the causes of disciplinary problems that are being experienced in these schools; and
- the extent to which these disciplinary problems are impacting on educator morale.

1.3.2 General aims

The general aims of the study are

- to recommend to managers to address the problems with discipline in secondary schools, and to improve educator morale; and

- to make recommendations for further research on the issue of disciplinary problems in secondary schools.

1.4 THE RESEARCH METHODS

A quantitative research approach will be adopted because it is the most suitable to address the research questions. The following procedure is to be followed:

1.4.1 Research design and sample

This research study will consist of a survey design. The researcher will use educators from five secondary schools as a sample of the larger population of secondary schools in the Zebediela area (Limpopo Province) of South Africa. The reason for selection of the Zebediela area is primarily proximity to the school where the researcher is based, namely Matladi Secondary School. All the educators at the five schools will be requested to complete the questionnaires (see Appendix B) The method of sampling is known as purposeful and convenience sampling (McMillan & Schumacher 2010:137, 138).

1.4.2 Data collection

Structured questionnaires will be handed to the educators of the five selected schools. The respondents will be requested to complete the details on the questionnaires as honestly as possible. Their anonymity would be guaranteed.

1.4.3 Data processing

The data collected will be analysed by making use of the computer software package called the Statistical Package for the Social Sciences (SPSS). The findings will then be interpreted.

Details of the research design, and validity and reliability, as well as research ethics will be discussed in Chapter 4.

1.5 CLARIFICATION OF THE CONCEPTS

1.5.1 Disciplinary problems

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

- resistance to teacher direction;
- argumentativeness or procrastination;
- defiance, or swearing at the teacher; and
- frequent frustrating behaviour, such as calling out and talking out of turn.

1.5.2 Secondary schools

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

1.5.3 Educator morale

'Morale' is defined as a condition of courage, determination and pride in the mind of a person, team, or army, among others (Pearsall 2002). Evans (1997:832) defines 'educator morale' as follows:

A state of mind determined by the individual's anticipation of the extent of satisfaction of those needs which s/he perceives as significantly affecting her/his total work situation.

This definition is confirmed by a later explanation of the term by him (1998:25). The impression that an educator is generally content with his/her work is an indication of a high morale. Conversely, evidence of disaffection and of widespread malaise, is described as a low morale (Evans 1998:21).

The Word Thesaurus function indicates that 'morale' is synonymous with "confidence", "self-esteem", "drive" (in other words, 'motivation'), and "spirits".

1.5.4 Management

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

Short *et al.* (1994:102) indicate the following strategies which principals can employ to increase their involvement in classroom management, and to fulfill their position as instructional leaders:

- introduction, implementation, and reinforcement of classroom management skills;
- the development of partnerships with educators;
- understanding and adjusting the classroom dynamics;
- establishing student responsibility; and
- using a systematic approach to discipline.

In the light of the above exposition, the researcher undertakes to investigate management strategies which can be employed by secondary school principals and

by educators to eradicate the disciplinary problems that impact negatively on educator morale.

1.6 THE RESEARCH PROGRAMME

The programme for this research is as follows:

- Chapter 1 introduced the problem and gave the overview of the research.
- Chapter 2 will deal with a literature review on the kinds and the causes of disciplinary problems.
- Chapter 3 will present a literature review on educator morale, and how it is affected by disciplinary problems.
- In Chapter 4 the research design, namely a quantitative design, and the collection of data from the questionnaires will be described.
- In Chapter 5 the results and a discussion thereof, as the interpretation of data from the questionnaires, will be presented.
- Chapter 6 will consist of the conclusions of the research, as well as recommendations, and the limitations of the study.

1.7 CONCLUSION

Chapter one presented an overview of the study. The purpose of the research is to investigate disciplinary problems at secondary schools; and the relationship between disciplinary problems and educator morale. To this end, the chapter delimited the problem statement, research questions and aims of the research. This was followed by a definition of concepts and a brief overview of the research design and data collection methods.

In the next chapter the types and causes of disciplinary problems will be indicated.

CHAPTER 2

DISCIPLINARY PROBLEMS IN SECONDARY SCHOOLS

2.1 INTRODUCTION

In Chapter 1 a brief overview of the study was given.

In this chapter the types of disciplinary problems and their causes will be explained.

By means of a literature review the researcher aims to investigate secondary school disciplinary issues in countries throughout the world. As mentioned before, the types and causes of disciplinary problems will be the focus of the review.

2.2 TYPES OF DISCIPLINARY PROBLEMS

2.2.1 Common types of disciplinary problems

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

The table below illustrates Lewis' views.

Table 2.1 Types of misbehaviour

Intent	The behaviour impedes only the student's learning	The behaviour disrupts the learning of other learners	The behaviour is to the detriment of the educator
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 educator's request to sit down

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

- a learner consistently comes to class late and disrupts the flow of the class;
- he/she talks while the teacher is addressing the class;
- he/she writes graffiti on school property;
- another one continuously calls out in class;
- one is not listening and asks questions that have already been answered;
- another one defies the teacher and refuses to follow instructions; and
- another one moves around in the class to the point of becoming a distraction.

In the researcher's own daily observation, the types of disciplinary problems listed above are mostly caused by specific learners, and they do impact negatively on educator morale.

Rosen (1997:51-52), another American author, distinguishes the following ten types of disciplinary problems which may lead to a learner's suspension, namely

- defiance of school authority;
- not reporting to after-school detention or Saturday school;
- class disruption;
- truancy;
- fighting;
- the use of profanity;
- damaging school property;
- dress code violations;
- theft; and
- leaving campus without permission.

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

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

include disrespect, disobedience, fighting, class disruption, leaving books at home, and failure to do homework.

McManus (1995:68) lists several types of misbehaviour which make the work of educators difficult. These include

- repeatedly asking to go to the toilet;
- missing lessons, absconding;
- smoking in the toilets;
- pushing past the educator;
- playing with matches in class;
- making rude remarks to the educator;
- talking when the learner is supposed to be writing;
- being abusive to the educator;
- fighting in class;
- chasing one another around the classroom;
- packing up early, as if to leave;
- taking the educator's property;
- wearing bizarre clothing and make-up;
- threatening the educator;
- leaving class early; and
- commenting on the work.

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

2.2.2 Severe types of disciplinary problems

According to Alidzulwi (2000), in the Venda district in South Africa, severe disciplinary problems have been experienced. He indicates that some schools have developed into battlefields, since learners carry weapons such as guns to schools. Incidences have been reported of learners stabbing their educators and principals with pangas, and they also fight each other.

A survey on South African educators' opinions on violence in education conducted by Frazer and others (in: Smith 1999:362) in the provinces of Gauteng, the Free State and KwaZulu-Natal, reveals serious cases of learner violence. These include the burning down of classrooms, learners attacking educators and principals, learners setting fire to educators' cars, and attacking taxi drivers, in order to steal their cars.

The Sowetan (2006:6) had the following headline '*Battlegrounds: two more learners die in South African Schools*'. In the article it was indicated that four schoolchildren from the provinces of Limpopo and Gauteng (two from each province) were stabbed to death at their schools. The boys and their murderers were involved in an argument. In another incident a 19 year old boy from Forest High School was stabbed to death by a 14 year old schoolmate on October 9, 2006. The article in The Sowetan (2006:6) concludes that the issue of safety in South African schools is questioned, following on the above-mentioned crimes in the schools.

In a TV programme on SABC 1 called 'Azikhulume' on Sunday May 28 2006, the issue of violence in South African schools was discussed at length (Azikhulume 2006). Various indications were given of learners who were stabbed to death or shot on the school premises in schools across the country. In the same programme it was also indicated that learners brought dangerous weapons like knives and guns to school.

Moodj (in: Smith 1999:211), a Netherlands researcher, distinguishes the kinds of perpetrators of school violence as those making themselves guilty of

- verbal violence (name-calling, creating disorder, bullying);
- more serious behaviour, including vandalism, theft, blackmail;
- extortions, or using a weapon on the school premises;
- planned violence, which includes physical violence with weapons in or outside the school; and
- the sexual harassment of girls.

2.3 CAUSES OF DISCIPLINARY PROBLEMS

2.3.1 Parental/home influence

Alidzulwi (2000) like most authors, regards parents as of the greatest importance in creating a conducive teaching and learning atmosphere. It seems that the lack of parental involvement is the major cause of disciplinary problems in secondary schools (Alidzulwi 2000). This is especially true in black families (Shiluvane 1999). Alidzulwi (2000) points out that many parents in Venda are not involved in the education of their children, causing poor results, high drop-out rates, and the absence of discipline in schools. Bowman (2004:3) is of the opinion that parents' failure to teach their children discipline is identified as the greatest contributing factor to disciplinary problems in schools. A psychologist is quoted by Louw and Barnes (2003:10-11), claiming that he has never seen a problem child, only problem parents. In his study, Varma (1993:79) also points out that those learners who behave badly at school do not receive proper discipline at home.

In the researcher's opinion the statements made by several authors indicate the extent to which parents are being blamed for the disciplinary problems in schools. Thus, bad behaviour can be seen to have its roots in the quality of parenting as

evinced by erratic discipline, parental disharmony, and the approval of bad behaviour (Varma 1993:76).

Hayward (2003:9) indicates that when parents show due civility and respect, their children reflect it in their interaction with their educators. On the other hand, if parents fail to exhibit reverence to others, the learners will imitate this behaviour and show little or no respect for their educators (Louw & Barnes, 2003:10-11).

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

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

To complement the findings made above, Rossouw (2003:426) points out that teenager parents are afraid of their children and end up feeling helpless. He further indicates that parents expect the schools to teach their children proper conduct, without admitting their own responsibilities. This is considered one way of passing the buck.

When analysing the inability of parents to take care of their children on all socio-economic levels and in all racial groups, Rossouw (2003:426) regards the decline in discipline in most schools as originating from the communities rather than from schools. He (2003:426) indicates that parents show a lack of tolerance and respect towards government authorities as well as towards educators, and some have a *laissez-faire* approach towards their children.

Some other factors related to the lack of parental involvement in schools that influence discipline were identified by a study in the San Francisco Bay area (in: Short *et al.* 1994:3), namely

- single parent homes;
- a lack of parental control at home;
- the negative influence of television;
- neighbourhood and community problems that influence the home; and
- values differences between the home and the school.

Besag (1991:164), in reference to bullying, indicates two styles of parental discipline in particular, namely punitive and rewarding. He says that many bullies at school come from homes where a punitive style of discipline is used and where aggression is seen as a way of settling problems. Learners who are bullied are also more often absent from school (Gastic 2008:391). Besag (1991:110) further stresses that harsh and punitive discipline is ineffective, and may be interpreted as violence by the learners, and also offer a model for their own disruptive behaviour. Conversely, the behaviour of children is more respectful when they come from stable families where parents are rewarding and talk to their children in a loving and an encouraging manner.

The two styles of discipline are illustrated by Table 2.2.

Table 2.2 The parents' style of discipline

Punitive discipline	Rewarding
Scolding and smacking	Praise for good behavior
Resentment by the child, and anger of parent	Better understanding and communication between parent and child
Unpleasant atmosphere	Pleasant atmosphere
Even more punishment	Less punishment

Rossouw (2003:423) indicated in his research that many educators regard a lack of respect as the underlying reason for many other forms of misconduct. According to him (2003:431), learners and educators mentioned that this attitude stems from home values, where parents do not show respect towards those in authority in the wider community.

2.3.2 The role of the educators

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

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

engaged and interested in classroom activities, stay on task at a higher level than learners less interested and involved.

An educator who involves his or her learners in class, treats them as people who are capable of thinking for themselves, and do not treat them as objects to be cajoled and shaped into manageable underlings who need to climb on board the educator's behaviour track experience less disciplinary problems. The learners are perceived as people capable of sophisticated patterns of thought and interaction. Even their misbehaviour can be a source of understanding of the life world of adolescents (Butchart 1998:78). Short *et al.* (1994:8) emphasize that negative learner behaviour seems to decrease in schools where the educators have created climates of learner belongingness and involvement.

In a study done by Mabeba and Prinsloo (1999:37), it was indicated that learners prefer strict educators who involve them in the management of discipline, educators who are always ready to allow them to determine the consequences of their behaviour, and who also make them responsible for the consequences of their behaviour. Bowman (2004) confirmed that report notes impact student behavior significantly. Mabeba and Prinsloo (1999:37) agree that learners prefer participative decision-making. However, in most cases educators are not ready to allow it, and these conflicting views may create disciplinary problems.

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

- The Tardiness Syndrome, or the educator who is always late for class and in starting the lesson.
- The "He is not my child" Syndrome, or the educator who ignores learners who misbehave in class.

- The “I’ll keep a low profile” Syndrome, or the educator who is present in body but not in mind.
- The “It’s none of my business” Syndrome, or the educator who tries to become an ally of the learner by telling the learner, “I’ll stick to my business, you stick to yours”.

Some educators are irresponsible and believe that their task is only to teach, and that the issue of discipline should be taken out of their hands by the system (Varma 1993:3). That is why a general concern is brought to the fore by several authors, namely that educators are no longer as committed to their profession as in the past. Karakus and Aslan (2009:425) found that the educators’ commitment was influenced by personal characteristics such as gender, marital status, and tenure. Day (2005:563-577) also found that the educators’ commitment tends to decrease progressively over the course of their teaching career.

Rogers (1991:28) believes that educators who force learners to do something may not succeed; instead, it encourages learners to act in a stubborn manner. The educator who is always harsh and forceful in giving instructions may never be successful, especially when dealing with power-seeking grade sevens.

Two researchers, Mabeba and Prinsloo (1999:37), also reckon that educators who do not prepare their lessons thoroughly or meaningfully, promote a negative self-esteem in learners, with little or no participation in the classroom. This creates disciplinary problems.

Zondi (1998) indicates that teacher education fails to cover the problems related to classroom behaviour issues, and subsequently educators lack the adequate skills, knowledge, and training in classroom management. Reddy (in: Rossouw 2003:416) shares the same sentiments where he points out that poorly qualified and incompetent educators as well as the “work-to-rule” attitudes of educators exacerbate the problem.

2.3.3 Political, social and economic factors

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

Rossouw (2003:424) also indicates the over-emphasis placed on children's rights as one of the factors confusing principals, educators and learners in matters relating to the discipline of learners at school. He further indicates that some principals are under pressure to recognise learners' rights, and do not know to which point they should make allowance for their learners' voices. He mentions (2003:424) that educators have reported that they are uncertain, confused and afraid of infringing upon learners' rights, and of being accused of misconduct. He furthermore points out that the over-emphasis placed on learners' rights may cause a "don't-care attitude" and a lack of regard for the educators' role in the classroom. This may cause some learners not to strive to excel. Instead, they try to influence their classmates negatively to exhibit the same lack of discipline.

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

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

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

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

In South Africa corporal punishment has been abolished. In the Constitution it is stated that everyone has the right not to be treated or punished in a cruel, inhuman or degrading way (the SASA, Act 84 of 1996 Subsection 8(1), in: RSA 1996). The South African Schools Act indicates that each school should make sure that the School

Governing Body adapts a Code of Conduct that encourages good behaviour among learners. However, not all Codes of Conduct can influence how discipline is maintained at school.

An important investigation was done by Naong (2007). It focuses on educators' morale and their views of discipline after corporal punishment was abolished. In their research they had to respond to the following:

- Poor discipline at our school is a serious problem.
- Other methods of discipline besides corporal punishment are not effective in instilling discipline at school.
- I feel like making use of corporal punishment when the learners do not want to behave.
- I fully understand the difference between punishment and discipline.
- I feel happy that corporal punishment has been abolished at our schools.
- The poor discipline at our school will make me leave the profession sooner than expected.
- The performance of my learners has deteriorated since the scrapping of corporal punishment.
- I am adequately trained to deal with the situation of poor discipline in my classroom.
- My morale has improved since the abolition of corporal punishment.
- I have my own methods of disciplining learners in my class.

The results of the above-mentioned study indicate the following: In spite of the fact that 40% of the educators felt helpless, 99% of them indicated that they made use of their own personal methods of maintaining discipline in their classes. According to Naong (2007), it was unfortunately not clear if corporal punishment still formed part of the methods of discipline the educators used even though it was not allowed. It was, however, clear that the methods they used were not working, as indicated by 68% of the respondents. Of them 88% indicated they understood what the difference was

between 'punishment' and 'discipline'. It was also pointed out by 90% of the respondents that the situation of poor discipline at school would make them leave the profession. Naong (2007:293) concluded that thorough training to address disciplinary problems at school was vital to empower educators and to restore their sense of self-worth.

Allie (2001:71) indicated that after the abolition of corporal punishment in South Africa, most schools were faced with enormous disciplinary problems. In discovering the intensity of disciplinary problems in schools, the then Minister of Education introduced the document entitled *Alternatives to Corporal Punishment in the year 2000* (Allie 2001:71). The success of the issue of discipline at school lies in the ability of the School Governing Body to draw up a Code of Conduct for the school, as well as in the implementation of guidelines and regulations on school discipline, so that transgressions can be handled uniformly.

Another research project by Fraser (in: Smith 1999:362) in the provinces of Gauteng, the Free State, and KwaZulu-Natal, revealed serious cases of learner violence. These incidences included learners burning down classrooms, attacking educators and principals, setting fire to educators' cars, and attacking taxi drivers, as indicated. In his research Fraser sees the causes of violence by learners as stemming from the social conditions in which the learners were living. These included poor living and sanitary conditions, poor school facilities, the unemployment of parents, low income, and isolation from significant others.

2.3.4 Learners with emotional problems

When learners have emotional problems, this may cause them to misbehave. They may behave badly in class because they need special attention, want to be leaders, want to be left alone, or want to hurt others as they have been hurt (Lewis, 1991:86). Rossouw (2003:423) mentioned that some learners play with cell phones in class,

and when the educator confronts them they start acting aggressively to impress their classmates.

Learners with emotional problems are particularly disruptive when certain teaching methods are used. For example, Rossouw (2003:423) comments on active learning approaches which allow learners to speak out aloud. As the lesson progresses some learners take advantage of the situation and start making a lot of noise. Thus they are troublesome.

Rossouw, furthermore (2003:425), mentions that learners with emotional problems often have no respect for human dignity, hence younger learners are often victimized and bullied by older ones. He (2003:425) indicates that some learners have a negative influence on others, for example, a group of learners may admire and imitate individuals who are unruly and arrogant. This is typical behaviour of adolescents in secondary school.

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

Lewis (1991:23) points out that there exists a cycle of behaviour, namely learners who believe that they are not recognised and respected, start misbehaving. This is a strategy of the learners to show their presence and to seek attention. In the process, the attention-seeking behaviour may result in the educator spending a lot of time trying to discipline that learner, which causes the cycle to go on and on.

2.3.5 The kind of principal

The kind of principal has attracted the attention of several researchers in respect of discipline at school. Short *et al.* (1994:8) advocate learner and educator participation in matters relating to the running of the school. Principals who are autocratic and self-centered end up with many disciplinary problems at their schools.

Allie (2001:114) discovered that the principal's attitude influences discipline at school. In his findings, Allie came up with five types of principals, named A, B, C, D and E. They have different attitudes towards discipline, but they all believe that the attitude of the principal influences discipline at school. Allie (2001:114) explains:

- Principal A believes that, when things go wrong and discipline is poor, he is the cause and that he is not a strong enough principal.
- Principal B does not accept the idea that educators should take responsibility for any disciplinary problems. He believes that he himself has to deal with every situation at school concerning discipline, according to a Code of Conduct.
- Principal C believes that he is influenced by the attitude of educators although they sometimes put pressure on him, and that he may need the intervention of the Governing Body.
- Principal D regards matters concerning discipline as a team effort. He also believes that his attitude plays a role, but it has to be influenced by a collegial relationship with the staff.

According to Allie (2001:115), this kind of principal does not see himself in a hierarchical relationship and at the top of the hierarchy. He sees himself as one of many -- he views himself as an educator first, and thereafter as a head-educator. He attends to disciplinary problems with that mindset.

- Principal E believes that discipline at school depends on the strictness of the principal.

Allie (2001:116) believes that this kind of principal thinks that the fundamental responsibility of the principal is to set the tone and discipline of the school. The type E principal also believes in leading by example, for example if he preaches punctuality, then he must always be punctual.

2.3.6 The influence of gender and race

Learner gender is another important aspect worth looking into in terms of how it influences the extent of disciplinary problems. Day-Vines (2005:236-243) states that urban American male adolescents experience disproportionately higher rates of disciplinary referrals than females, as well as suspension and expulsion, which have been attributed to numerous ecological factors. These include cultural conflicts and misunderstandings related to the culture of origin and school. Monroe (2005:2) also brings the difference in gender to the fore when he indicates that African American males are disciplined with greater frequency and severity than their peers in other countries.

Morris (2005:25-48) pointed out that school officials tend to view the behaviour of boys as more threatening than that of girls, and in most cases boys are the ones receiving strict, punitive discipline. According to Olweus (in: Besag 1991:16), boys are more violent at school than girls, using both physical aggression and threats. Girls tend to portray more indirect modes of malicious gossip, as well as malicious ostracism. Maccoby and Jacklin (in: Besag 1991:39) share the same sentiments as Olweus above. They point out that the reason why boys are more violent than girls is because boys are biologically more prepared to learn dominance, competitiveness and aggression. Girls are socialized into being more inhibited.

Besag (1991:109) confirms that there is a difference in the way boys and girls challenge the school in matters pertaining to discipline. She points out that boys challenge overtly by conflict and confrontation. Girls use their maturity to confront educators by wearing earrings, make-up, ignoring the dress code, and flaunting their sexuality.

2.3.7 Public schools versus private schools

There is a general concern that public schools experience more disciplinary problems than private schools. In a study done by De Jong (2005:353-370) it was ascertained that public opinion over the past 30 years rates the lack of discipline in public schools in the United States of America as the biggest problem communities have to deal with. The same view is shared by Marrison, Anthony, Storino, Cheng, Furlong and Morrison (2001:45-71) where they indicate that in public schools educators are confronted with learners who represent a significant range of needs. The other problem in public schools is the fact that the safety of learners is not guaranteed.

2.3.8 The curriculum

The relevancy of the curriculum to learners' needs also influences discipline at school. In research done by Raven (in: Besag 1991:109), it was ascertained that learners engage in several forms of deviant behaviour if the curriculum is not able to offer them opportunities for self-development and a sense of personal worth, and do not address the aims that are promoted by society. Besag (1991:109) further maintains that learners resort to taking matters into their own hands if they believe that the curriculum is irrelevant and boring. Accordingly, Doveton (1991:131) indicates that deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant to their interests and the needs of their communities. He (1991:131) emphasises the importance of linking the curriculum to the philosophy and customs of a particular society.

2.4 THE MANAGEMENT OF SCHOOL DISCIPLINE

2.4.1 The authoritarian approach to discipline

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

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

The Department of Education (2000:5) indicates that Christian National Education was designed to support the apartheid system by schooling children to become passive citizens who would accept authority unquestioningly. Educators were encouraged to use the cane as a way of keeping control and dealing with those who stepped out of line. But that notion did not last long. In 1994 the Department of Education (2000:7) pointed out several weaknesses in this style of enforcing discipline on learners when they concluded that "violence begets violence". In 1994 the Department of Education abolished corporal punishment. This measure was enforced by Section 12 of the South African Constitution which states that

“...everyone has the right not to be treated or punished in a cruel, inhuman or degrading way”. Several reasons for banning corporal punishment in all schools in South Africa were brought forward (in Department of Education 2000:7), indicating that corporal punishment

- does not build a culture of human rights, tolerance and respect;
- does not stop the bad behaviour of difficult learners; instead these children are punished over and over again for the same offences;
- does not nurture self-discipline in children; instead it evokes feelings of aggression or revenge and leads to anti-social behaviour;
- does not make children feel responsible for their own actions; they worry about being ‘caught’, not about their personal responsibilities, and this undermines the growth of self-discipline in children;
- takes the children’s focus away from the wrong-doing committed to the act of the beating itself, where some learners even brag about being beaten as something to be proud of, as a ‘badge’ of bravery or success;
- undermines a caring relationship between learner and educator, which is necessary for the development of all learners, particularly those with behavioural difficulties;
- undermines the self-esteem and confidence of children who have learning or behavioural problems and/or difficult home circumstances, and contributes to negative feelings about school;
- stands in the way of proper communication between educator and learner, and therefore hides the real problems which need to be tackled, such as trauma, poverty-related problems and conflict at home;
- is an excuse for educators not to find more constructive approaches to discipline in the classroom, and therefore reinforces bad or lazy teaching practices;
- has been used by educators in a prejudiced way, since those learners who are usually being beaten tend to be older than their peers, from poor homes, black rather than white, and boys rather than girls; and

- helps accelerate difficult or rebellious learners down a path of violence and gangsterism.

In line with the above-mentioned reasons the two largest teacher unions, the South African Teachers Union and the National Teachers Organisation of South Africa, have given their support to the banning of corporal punishment and the development of alternative strategies for discipline (Department of Education 2000:6). In section 10 of The South African Schools Act it was made clear that corporal punishment may not be used in public schools and independent schools.

2.4.2 Alternative modes of discipline

2.4.2.1 An educative, corrective approach

The Department of Education (2000:9) urges educators to use discipline rather than punishment proactively and constructively. It is expected that the learners experience an educative, corrective approach where they will learn to exercise self-control, to respect others, and to accept the consequences of their actions. In its guide for educators on how to deal with discipline, the Department of Education (2000:10) advises educators to adopt alternatives to corporal punishment for effective discipline, such as:

- present possible alternatives that focus on positive behaviour;
- focus on rewarding learners for their effort, as well as for good behaviour;
- discuss rules with learners and reach an agreement on these rules -- learners will attempt to keep these rules because they have been consulted in their design;
- make use of measures that are respectful and dignified, as well as physically and verbally non-violent;
- use disciplinary measures in such a way that the consequences of breaking the rules are directly related to the learners' behaviour;

- use time-out that is open-ended and managed by the learner, who determines his/her readiness to gain self-control;
- implement measures that are based on empathy and an understanding of the individual and his/her needs, abilities, circumstances, and developmental stage;
- recognise the fact that children have an innate sense of self-discipline, and can be self-regulatory;
- implement rules that selectively ignore minor misbehaviour, using reflection on an incident through give-and-take discussions;
- use measures that regard mistakes as an opportunity to learn – treat the learners with empathy, and give them the opportunity to express healthy remorse; and
- the behaviour, not the learner, must be the focus.

Rogers (1995:150) came up with a school discipline policy which provides a framework that corresponds with what a school will seek to practice. The framework aims at achieving the following, namely to

- establish a stable social learning environment;
- encourage students to be responsible for their own behaviour, to develop self-discipline, and enhance their self-worth, and to respect the rights and feelings of others, such as their fellow students and teachers;
- set out the school's expectations and rights, and to enhance positive behaviour; and
- establish a set of preferred practices and due processes, whereby the staff may address unacceptable student behaviour.

2.4.2.2 *The bio-physical theory and alternative discipline*

According to Henly (2010:14), the bio-physical theory explains human behaviour by means of an analysis of metabolic, genetic, and neurological factors. This theory

indicates that lead poisoning, allergies, and neurological impairments are the three widely accepted bio-physical causes of poor student behaviour. Henly (2010:14) further indicates that infections, a lack of sleep, a poor diet, and vision problems are other bio-physical explanations for attention problems in children.

It is therefore imperative for educators to understand that medication is an accepted treatment for a wide range of challenging behaviours and behavioural conditions, including hyperactivity, inattention, aggression, self-injurious behaviour, depression, bipolar disorder, anxiety disorder and Tourette's syndrome (McClellan & Werry, in: Scheuermann & Hall, 2008:33). Mood disorders such as depression and anxiety can be treated by prescription drugs. Lithium is prescribed for schizophrenia and amphetamines are used to treat attention deficits (Henly 2010:14).

Not only is medication to be used to control certain types of unwanted behaviour. Forness and Kavale (in: Scheuermann & Hall 2008:33) are of the opinion that medication for behavioural control should always be combined with the various types of behavioural interventions and positive behavioural supports. Some of these alternative corrective approaches were discussed in section 2.4.2.1.

The more educators understand the possible biological predisposition for challenging behaviour, the more likely it is that they will be motivated to provide environments designed to help the learners to overcome these biological influences (Scheuermann & Hall 2008:33). Research shows that even when behavioural disorders are attributable to biological influences, the most effective treatment programmes are those that include both medical treatment and psychological interventions. These are discussed next.

2.4.2.3 The psycho-dynamic theory and alternative discipline

For psychological health, children and young people must successfully complete a series of developmental stages, each which presents accompanying psychological

conflicts (Scheuermann & Hall 2008:36). If any of the developmental stages are not satisfactorily completed, or the conflicts are not adequately resolved, psychological difficulties, and accompanying behavioral problems, may result (Kessler, Rezmierski & Kotre, in: Scheuermann & Hall 2008:36).

Scheuermann and Hall (2008:37) demonstrate in the above model interventions which are more relevant to school settings. These include, among others, providing a warm, supportive climate, where all the staff members are trained to interact in various appropriate therapeutic ways with the learners. Such environments are designed to reduce unnecessary problems. Art, music, drama, and the work of play therapists may be used to help children identify negative feelings. Group processes and dynamics are emphasized.

It is important to provide an environment that is positive, predictable and consistent, and appropriate for each learner's emotional needs. Counseling is advised for students who exhibit high levels of challenging behaviour (Scheuermann & Hall 2008:37).

2.5 THE CODE OF CONDUCT

As indicated in the South African School Act (1996) section 8 (1), a Code of Conduct is a written statement of rules and principles concerning discipline in schools. It explains the kind of behaviour educators expect from each learner, and the standard of behaviour a school has to maintain. The Department of Education (2000:20) stresses that the Code of Conduct as drawn up by the individual schools may not contradict the Provincial or National Code of Conduct, which embraces the values enshrined in the Constitution of the Country and the Schools' Act.

Squelch (in: Lekalakala, 2007:26) indicates that a school's Code of Conduct contains a legal obligation, binding learners to comply with the conduct of the school which the learner is attending. In Joubert and Prinsloo's view (in: Lekalakala, 2007:26), a Code

of Conduct should therefore not conflict with the existing laws and legislations which includes the legislation, instructions, policies, and directives of the Department of Education.

Stevens, Wyngaard and Van Niekerk (2001:150) are of the opinion that a Code of Conduct serves as an important stepping-stone towards fostering a culture of teaching and learning, mutual respect, accountability, tolerance, co-operation and personal development within the schools and the surrounding environments. Stevens, *et.al.* (2001:150) further posit that the Code of Conduct as such will not reduce the incidence of violence and injury, but together with other environmental, educative and structural interventions, they create a context in which behavioural expectations are clearly communicated, consistently enforced, and fairly applied.

The Department of Education (2000:20) further indicates that the Code of Conduct of a school should be based on an ethos that is congruent with the South African Constitution and the vision and mission of the school. It should therefore reflect the rights and responsibilities of learners; provide guidelines for conduct; set standards of moral behaviour; promote self-discipline and constructive learning; be based on mutual respect and tolerance; and give learners a clear picture of what they should or should not do. It also has to include the channels of communication they may use, as well as the grievance procedures and due process to follow in the event of misconduct, like a disciplinary hearing.

2.5.1 Developing a Code of Conduct

As prescribed by the Department of Education (2000:20) and endorsed by the then Minister of Education, Professor Kader Asmal (in: Department of Education 2000:20), all members of the school community must acknowledge 'ownership' of the Code of Conduct of the school by playing a role in developing it together. Squelch (in: Lekalakala, 2007:26) emphasizes that a disciplinary policy should be developed in the school community through consensus. Such a policy is more likely to work

effectively than one that is imposed from above by the principal or the School Governing Body.

The Code of Conduct should be displayed on a notice board at the school and thus be easily observable by all the learners. This may help the learners to comply with the stipulations of the Code of Conduct of the school which the learners are attending.

2.5.1.1 The role of the learners

Bray (2005:133) indicates that learner representation at secondary school level to develop a Code of Conduct inculcates the values of democratic school practices. Although a learner at the secondary school level is not competent enough to enter independently into legal contracts, he/she is educationally mature enough to represent the learner corps of the school and act in its best interests.

George, Patmore and McIntyre (in: Egwuonwu 2008:37) mention that learners should be consulted in their own affairs, because research has shown that they will then be willing to conform to decisions that are made in that regard. Previous studies (in: Egwuonwu 2008:37) have indicated that learners are certainly “interested persons” in participating in decisions that affect them. That is the reason why they are to be consulted by the School Governing Body when a Code of Conduct is developed for the school.

Stevens *et al.* (2001:150 & 151) indicate that learner participation promotes responsible learner development and maturity, enabling them to be part of the solution rather than of the problem. Learners should be actively involved in decision making that concerns, for example, their own safety and school safety planning, and should be encouraged to become involved in the planning and management of learner events and programmes, if possible.

Wallin (in: Egwuonwu 2008:37) investigated Students' Leadership and Democratic Schools. He indicates that learner involvement has positive implications for learner discipline. The investigation further reveals that there is less likelihood that school rules will be broken if learners have an input in the development of the Code of Conduct for their school. They also note that learners with little disciplinary issues often become leaders (Wallin, in: Egwuonwu 2008:37).

2.5.1.2 The role of the School Governing Body

The Department of Education (2000:20) indicates that a Code of Conduct is part of the democratisation of education in South Africa. The Department states in their documentation that it is the responsibility of the School Governing Body of each particular school to draw up the Code of Conduct after an open and democratic process of consultation and negotiation with educators, learners and parents.

Squelch (in: Lekalakala 2007:27) mentions that a Code of Conduct should be based on the shared values and beliefs of the educators, the parents, governors, and learners. They should all reach an agreement of what they view as appropriate behaviour for that school. Lekalakala (2007:26) indicates that an open discussion regarding the school's Code of Conduct with the educators, the parents and the learners will help bring about a better understanding of their perceptions and problems with discipline in the school. This discussion process is reflexive in nature and a prime example of democracy-in-action: a democratic, transparent, and responsible process as illustrated in the Constitution in sections 16, 32, 33, 35 and 195, to name but a few sections (Bray 2005:135).

The Code of Conduct should be reviewed and revised on an ongoing basis, because it is not a static document (Squelch, in: Lekalakala 2007:28). Thus, it is important that all the stakeholders in the school community should be made aware that as new disciplinary issues, rules, regulations and procedures arise, they must be

communicated to the school and be included in the Code of Conduct (Squelch, in: Lekalakala 2007:27).

2.5.2 Implementing the Code of Conduct

Squelch (in: Lekalakala 2007:25) is of the opinion that the Code of Conduct should inform the learners of the way they ought to conduct themselves. This code will enable the learners, the parents and the educators to know what the consequences are of inappropriate behaviour or misconduct.

2.5.2.1 The role of the learners

The rights of the learners are to feature prominently in the Code of Conduct. These rights include, among others the following, namely the right to be treated fairly and responsibly; to be taught in a safe and disciplined school environment; and to be treated with respect (Department of Education 2000:21). The Code of Conduct also has to outline the rules, regulations, and provisions which learners are supposed to comply with. All these and also other areas, are meant to ensure that the learners are treated fairly and justly, and are not to be punished for offences they did not commit (Lekalakala 2007:29).

Sometimes the rights of individual learners can be superseded by the rights of the majority of learners (Bray 2005:135). For instance, a learner who has committed an offence like stealing another's property may be subjected to a disciplinary hearing where he or she may be punished with suspension. Then his or her right to attend school and to receive education will be limited or restricted by the suspension. Bray (2005:135-136) insists that the suspension is meted out in the interests of the school and the other learners, who are entitled to receive their education in a safe, uninterrupted school environment. That requires a proper administrative action which involves the enforcement of authority and the risk of infringement of rights. This has

to be conducted in a legally sound manner because the Constitution and education legislation requires that from the administrators in authority.

According to Bray (2005:136), *the rule of natural justice* (i.e., justice must be done and must be seen to be done) has developed into two rules: *audi alteram partem* (to hear the other side) and *nemo iudex in sua propria causa* (no one should be a judge in his own case- the rule against bias, particularly prejudice). These two rules form part of the right to administrative action in section 33 of the Bill of Rights. In Bray's (2005:136) view, it is very important for administrators to acquaint themselves with these rules in order to make sure that a decision taken in any case can meet all the requirements of a lawful, reasonable and procedurally fair administrative action. If action is not fair, learners can appeal.

2.5.2.2 *The role of the School Governing Body*

Squelch (in: Lekalakala 2007:31) indicates that it is important for learners, parents and educators to know what the consequences are of inappropriate behaviour or misconduct. It is the function of the School Governing Body to set out in the Code of Conduct sanctions or punishment for transgressing rules. All relevant parties, such as parents, need to be informed of learners' misconduct.

Van Wyk (in: Lekalakala 2007:30 & 31) mentions that legislation has made it possible for School Governing Bodies to become actively involved in assisting the professional management teams of schools to handle cases of discipline. The School Governing Bodies are therefore involved in transgressions of the school's Code of Conduct, meaning that learners who regularly transgress are referred to them for a disciplinary hearing.

Beckman and Prinsloo (2009) reiterate that since the South African Schools Act in section 8(1) places a duty on the Governing Body of every public school to adopt a Code of Conduct for the learners, parents and educators of the school, it is of the

utmost importance that disciplinary proceedings, sections 8 (5) (6) (7) (8) and (9) of the South African Schools Act, should comply with the following requirements:

- The existence of a valid reason for disciplining a learner (*e.g.* transgression of the Code of Conduct, or any other legislation).
- To be given adequate notice of the hearing.
- To have access to support, protection and representation in line with the learners' legal status, where necessary.
- To ensure sufficient proof of the misconduct, and that the evidence is valid and permissible.
- To ensure an impartial decision. The person responsible for the preliminary investigation (the principal or senior staff member) should not be involved in any decision regarding the incident.

2.5.3 Factors contributing towards the poor implementation of the Code of Conduct by the School Governing Body

Bray (2005:134) indicates that the Governing Body's functions are set out in section 20 of the South African Schools Act. She maintains that in order to govern efficiently and effectively, the Governing Body has to be able to design the rules for the good governance of the school. In addition, the Governing Body should also have the capacity and the will to implement these rules in the school situation. Finally, the Governing Body should be able to enforce the rules by means of specific disciplinary measures provided for in the Code of Conduct, in cases of learner misconduct. If the School Governing Body is not efficient in any of the above, disciplinary problems will be experienced.

According to Van Wyk (in: Lekalakala 2007:36), the problems with the implementation of the Code of Conduct are compounded by the fact that the School Governing Bodies are not fully equipped to deal with misconduct in schools. Often members of

the School Governing Body lack the experience in the drawing-up of a Code of Conduct, as some members are illiterate or semi-literate.

Another problem related to the implementation of the Code of Conduct is that the training of the School Governing Body members, which should be provided by the Provincial Department of Education, often does not take place, due to a lack of funds. The poor training, if any, they receive creates a lack of proper insight into the Code of Conduct and the inability to distinguish between major and minor transgressions of learners. The end-results may be inadequate involvement of the School Governing Body in the implementation of the Code of Conduct in schools and thus not contributing to addressing poor learner behaviour.

Dockling and Fulton (in: Lekalakala 2007:36) stress that the end-result of the inadequate involvement of the School Governing Bodies may encourage the teacher component of the Governing Body to dominate the decisions made by the group association. This encourages the rest of the members of the School Governing Body, especially the parents and the learners, to rubber stamp every decision made by the educators.

The School Governing Body is established by law and may only be dissolved under prescribed circumstances. It acts on behalf of the school, which is an organ of the state and may thus be viewed as the *state's* functionary, and not as that of the school and the school community. The Governing Body may therefore be viewed negatively by other stakeholders in the community such as parents (Davies, in: Lekalakala 2007:37).

2.6 CLASSROOM MANAGEMENT STRATEGIES FOR EDUCATORS

2.6.1 Participatory decision-making

In his approach to the handling of discipline in schools, Kohn (1996), an American researcher, has the same outlook as the Department of Education here in South Africa. He believes that the implementation of a new classroom management system that incorporates students in the decision-making processes will exert a positive impact on the students to eliminate behavioural problems.

Kohn (1996) indicates five ways for a classroom management system that incorporates students in the decision-making processes which will exert a positive impact on creating a democratic community within the classroom.

The system

- invites students to participate in their learning processes by making daily decisions;
- encourages students to learn appropriate behaviour among themselves, with the teacher's guidance;
- holds classroom discussions about wanted standards of behaviour for the learners in the classroom, which means that instead of teachers prescribing rules of conduct, the students are given the opportunity to explore and determine how to create a positive community;
- establishes routine classroom meetings for students to air their feelings, discuss classroom issues and learn how to solve problems in a democratic setting; and
- creates a safe and positive environment that promotes participation from all students, without fear of mockery and negative criticism.

2.6.2 Working with difficult learners

To focus the attention on the issue of difficult learners, Blog (2010) made a number of interesting remarks, one of which is the following:

We've all had them, they come in shapes and sizes and present a variety of group facilitation challenges - the difficult learners find the pain they are in before you tell them about the pain they have caused.

In one of their instructional courses, the Langevin Learning Services (in: Blog 2010) place difficult learners in the following three categories: the explorer (they want to learn), the vacationer (they somehow take it easy), and the prisoner (they want to be somewhere else). Blog (2010) insists that we should try to find the reasons why the difficult learner is bored, shy, sleeping, introverted, or dominant.

Daily Teach (in: Blog 2010) with its categories of challenging behaviour patterns by learners, highlights instant ideas from other teachers in the United States of America on how to deal with difficult learners. These are the following:

(a) Antagonism with authority.

- Provide opportunities for students to change their hostile and aggressive energy into socially acceptable channels such as sports, clubs, hobbies, and crafts.
- Give learners reading and/or writing assignments that deal with antagonistic behaviour, and ask them to comment on socially acceptable ways of handling conflict situations.
- Praise learners whenever they cooperate with other adults (e.g., "That was very kind of you to help her find her keys").
- Encourage learners to strive for greater self-control in as many situations as possible.

(b) Argumentative learners.

- Do not confront the learner in a group situation.
- Do not make threats that cannot be carried out.
- Allow emotions to cool before approaching the learner.
- Maintain the appearance of control at all times. Use a clear and firm voice.

(c) Boastful attention-seeking learners.

- Give the learner a position of responsibility in the classroom and encourage him/her to set a good example for the others (e.g., handing out papers).
- Assign a learner a special project of interest, and let him/her report to the class.
- Ignore a learner's annoying comments, but give praise when he/she describes his/her achievements.
- Provide recognition and positive attention whenever possible.

(d) Lack of motivation.

- Make classrooms interesting and stimulating for the learners. Make your lessons inviting and challenging, so that learners become interested in finding out what comes next.
- Take advantage of the learners' interests, and design learning around them.
- Make your lessons an experience that will allow the learner to gain self-esteem, because he/she is successful.

Van Brunt and Ebberling (in: Bart 2008) add the following two guidelines for working with difficult learners:

- *Set rules for classroom behavior:* When discussed in class and discussed as part of the syllabus, these rules provide a basis for future confrontation with the students. Allow learners to develop a set of classroom standards, and good manners.
- *Work as a team:* Don't feel you have to do it alone when it comes to working with difficult learners. You can refer at-risk learners to counseling services or you can get assistance on how to best approach a situation.

2.6.3 Establishing cooperative relationships

Krishnaveni and Anitha (2007:154) indicate that the teacher should afford the learners his/her time and space by being available. This will enhance the learner-teacher relationship. Cooperative teacher-learner relationships develop a sense of responsibility and self-discipline in learners. Such learners are then able to interact freely and effectively in groups, and also feel a sense of fair treatment and of being treated with care and respect.

Partin (2005:13) urges educators to consider having meetings where learners can openly discuss their views. To succeed in these meetings, the educator must indicate to the learners that he or she is genuinely interested in their views. Schools are more successful when learners experience a sense of ownership and belonging. Involving learners in classroom decisions, valuing their contributions, and respecting individual differences and helping to meet their personal needs whatever these may be.

In Scheuermann and Hall's (2008:223) opinion, for educators to succeed in establishing cooperative relationships with learners, they need to do the following: know the learners; praise the learners genuinely and frequently; ensure the learners' academic and behavioural success; set high, but reasonable and attainable

expectations for learning and behaviour; spend time interacting with the learners; learn and use listening skills; design the classrooms to be appealing to the learners; celebrate learners' successes and achievements; and use humor whenever possible.

2.7 CONCLUSION

This chapter presented an overview of the types of disciplinary problems, and their causes, the management of discipline in schools, the role of the Code of Conduct, and classroom management strategies for educators.

In the next chapter the issue of educator morale will be addressed. Particular attention will be given to the impact of disciplinary problems on educator morale.

CHAPTER 3

EDUCATOR MORALE

3.1 INTRODUCTION

In Chapter 2 a literature review was given of the types of disciplinary problems in secondary schools, as well as their causes.

This chapter will focus on educator morale. The chapter deals with the definitions of educator morale and what influences it, the effect of a high and a low educator morale, and how the educator's morale is affected by disciplinary problems.

The literature review has revealed that the morale of educators plays a major role in determining the effectiveness of the running of the schools. In this study the issue of a low educator morale will be closely looked into. The aim is to ultimately make recommendations to improve both the disciplinary problems and the educator morale.

Koutsoulis (in: Krishnaveni & Anitha 2007:154) stated that students require a humanistic approach, the effective communication skills of the teacher, and the ability to maintain discipline in the classroom. Classroom management is a main aspect of efficient teaching. It fosters learner involvement and facilitates a productive learning environment.

3.2 DEFINITIONS AND LEVELS OF EDUCATOR MORALE

Educator morale has briefly been defined in Chapter 1, section 1.6.3. To these definitions Lumsden (1998:1) adds that 'educator morale' is "...a feeling, a state of

mind, a mental attitude, and an emotional attitude”. As concerns teaching, Lumsden (1998:1) describes ‘morale’ as the feeling an educator has about his or her job based on how he or she perceives himself or herself in the organization, and the extent to which the organisation is viewed as meeting the educator's own needs and expectations.

In addition to the above, Mani and Devi (2010:2) state:

Morale is a fundamental psychological concept; it is the sum of several psychic qualities that include courage, fortitude, resolution and above all, confidence. Morale is a multidimensional concept. It is a complex mixture of several elements. It is viewed multidimensional because it recognises the influence of the job situation on attitudes of individuals and also includes the role of human needs as motivational forces. Morale is a group phenomenon consisting of pattern (sic) of attitudes of members of the group. It refers to the spirit of the organization and the managerial climate. Morale is mostly regarded as a long-term condition. As morale represents the state of balance and health within an organization, it must be viewed from a long-term point (sic). Rising morale to a high level and maintaining it is a long-run and continuous process which cannot be achieved through short-run devices such as contests, pep talks, gimmicks, or one shot actions.

Mackenzie (2007:100) identifies three levels of morale:

- *Personal morale* results from an individual teacher’s personal circumstances including health, family situation, and financial stability. Although the status of the profession and school experiences will impact upon personal morale, many factors which influence personal morale remain private and personal.
- *School morale* is the day-to-day experiences of teachers at school and in their local communities.

- *School morale* is influenced by personal morale, and *vice versa*.
- *Professional morale* or the *morale of the profession* is morale which is inextricably intertwined with, in this case, teaching as a profession. This morale may impact on personal morale and school morale, but may not impact on the day-to-day lives of teachers to the same extent as the personal and the school morale.

Mackenzie (2007:100) sums up the above by indicating that the three overlapping forms or levels of morale create *teacher morale*, which is guaranteed when all three of the levels are promoted.

3.3 FACTORS INFLUENCING MORALE

Regarding factors that determine educator morale, Evans (2001:291) stated,

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

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

that makes the educators feel undervalued and unappreciated. This would also be true of school principals who find it difficult to handle ill-disciplined learners.

The school climate also influences educator morale. Educators are being pushed to the limit; expectations placed on them seem to be expanding exponentially (Lumsden 1998:1). The same sentiment was echoed by Hicks and Smith (in: Mackenzie 2007:89) where they indicated that educator morale was, at that stage, at an all time low in Australia, with educators feeling under-valued, frustrated, unappreciated and demoralised.

In her study Evans (1997:840-843) found three factors to be particularly influential in educators' morale and attitudes. These were: professionalism, the relative perspective, and realistic expectations.

- *Professionalism* is a professional-oriented perspective which incorporates values and a vision. Some educators have a wide vision and others a more restricted, classroom-focused, and intuitively-based outlook. Educators with a wide vision that is mismatched with a school that does not make room for such as vision, would experience low morale and dissatisfaction.
- The *relative perspective* afforded by educators to their work is related to how they see their work in relation to other factors. For example, if they compare their current experiences, such as the discipline or lack thereof at a particular school with those of another school where they were previously employed, they are able to rate their current experience as satisfactory or not, and exhibit a high or low morale.
- How *realistic* educators' expectations are met by what they experience at school, influence satisfaction and morale. For example, new educators who have just completed their studies may not be expecting the lack of discipline that they experience at school. This can lead to a low morale.

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

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

As pointed out above, morale is associated with attitude. Table 3.1 is adapted from a later work by Evans (2001:297), who found the following trends in respect of educator morale and job-related attitudes for educators.

Table 3.1 General trends of educators' morale or job-related attitudes

Factor	Trend for school educators
Morale, job satisfaction and motivation	Diverse
Key factors influencing morale, job satisfaction and motivation levels	Institutional leadership Institutional organization Institutional policy and practice Collegial relations
General sources of positive job-related attitudes	Teaching Decisional participation Collegiality Interpersonal relations
General sources of negative job-related attitudes	Institutional policy Management decision Interpersonal relations
Specific sources of positive job-related attitudes	Passing skills and knowledge Personal efficiency Leading INSET Collegial camaraderie Involvement in institutional policy or decision-making Recognition from respected colleagues
Specific sources of negative job-related attitudes	Poor management Ineffective leadership Incompatibility with the institutional professional climate

Table 3.1 indicates how an institution such as a school and the leadership in the school are key factors that influence morale. School leadership in respect of discipline

and disciplinary problems are therefore important. Some principals themselves may not be examples of good discipline.

Table 3.1 also shows how interpersonal relations, such as with undisciplined school learners, are key factors that influence negative job-related attitudes, although this could also be a positive factor if relations are amicable. If management and leadership to address the lack of discipline in a school are poor and there exists a negative school climate, this could be a specific source of negative job-related morale and attitude.

Educator morale can be influenced positively. Hart (in: Don Reis 2007:13) concluded that educator morale can be improved positively if the environment is peaceful, and social problems are dealt with effectively. The same sentiments are echoed by Hart (in: Don Reis 2007:14) where he says that "...to improve educator morale, positive teaching experiences should outweigh the negative teaching experiences which will lead to a better quality of work life".

The importance of educators' morale for schools was confirmed in a study by Black (2001).

The effect of a high or a low educator morale will be addressed in sections 3.5 and 3.6.

A high or low educator morale is associated with job satisfaction or dissatisfaction.

This issue is addressed next.

3.4 EDUCATOR MORALE AND JOB SATISFACTION

Job satisfaction and educator morale are related. Evans (1997:832) defines 'morale' as "...a state of mind determined by the individual's anticipation of the extent of

satisfaction of those needs which he or she perceives as significantly affecting his or her total work situation". She describes 'job satisfaction' as "...the state of mind determined by the extent to which the individual perceives his/her job-related needs to be met". She suggests 'job comfort' and 'job fulfillment' as the components of job satisfaction.

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

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

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

- Achievement: Teachers often speak of their pleasure at seeing the progress of a particular learner, and indicate that this raises their morale.
- Recognition: Recognition can raise educator morale. This recognition must be from society at large, from the government acknowledging the school in some

way (for example, by making it a Beacon school), from one's superiors, or from the parents.

- Responsibility: Responsibility can raise morale, especially if the teacher feels that he or she can use that responsibility to make improvements in the teaching and learning in the school.
- Promotion: This is an interesting issue, since it seems that it is not the increased pay in itself that raises morale. Instead, it is the recognition granted in offering the promotion that is the biggest boost to morale.

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

The effect of high educator morale will be discussed in the next section.

3.5 THE EFFECT OF HIGH EDUCATOR MORALE

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

For schools to function effectively, educators must possess high morale, courage, self-discipline, enthusiasm, willingness to share, and the conviction of the ability to achieve success (Hay & Miskel, in: Mani & Devi 2010:3). In accordance with this, it is important that policy-makers, principals and all role-players have to ensure high educator morale in schools. Andrew (in: Don Reis 2007:13) indicates that a high morale is associated with belongingness, togetherness, and a positive self-esteem or

group esteem. High morale leads educators to work commitment (Cohen, in: Roby 2009:859).

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

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

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

In contrast to the above, educators sometimes show signs of a low morale. This may be related to a lack of discipline in schools.

The effect of low educator morale will be discussed in the next section.

3.6 THE EFFECT OF LOW EDUCATOR MORALE

Hart (in: Don Reis 2007:12) points out that a low morale in educators has significant and serious disadvantages for schools, and for education. In the following paragraphs this will be indicated.

Low educator morale can lead to a decrease in productivity, or even to burnout. Haberman (2005:1) makes use of a behavioural definition of 'burnout', and defines it as "...a condition in which educators remain as paid employees but stop functioning as professionals". Burnout is associated with a loss of concern for and detachment from the people with whom one works, a decrease in the quality of teaching, depression, more use of sick leave, concerted efforts to leave the profession, and a cynical and dehumanised perception of learners (Mendel, in: Lumsden 1998:1). Accordingly, Haberman (2005:1), points out that teaching has become a high-stress occupation, with a larger percentage of educators visiting doctors due to stress caused by their work. Such low levels of satisfaction and morale can lead to decreased teacher productivity and burnout.

Low educator morale causes educators to leave the profession (Rhodes 2006:157). Mackenzie (2007:92) also indicates that educators with a low morale may begin to lose heart, take increased sick leave, look for alternative employment, and develop a cynical attitude to learners, teaching, and the entire system of education. According to Nichols (2006:1), many educators in American schools suffer from low morale, and veterans often speak of their own retirement. "They can't wait!" (due in part to low pay, a lack of respect and a 'no child left behind' policy). The educators agree that they cannot understand why anyone would want to enter the teaching profession, even

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

Subbiah (2004:9), in her position as an educator at a secondary school in Kwazulu-Natal, indicated that she had first-hand experience of educators who were faced with tension and problems in managing discipline in the classroom. This was driving young educators out of the profession by droves. Mackenzie (2007:93) echoed the same sentiments where he indicated that young educators who initially begin their career with enthusiasm and positive expectations looked for a change in direction after three to five years, while experienced educators, suffering from low morale, are retiring early or leaving the profession to seek other employment opportunities. Accordingly, a survey with educators in Ireland, strongly suggested that an absence of positive experiences undermined the commitment and efficacy of newly qualified educators (Morgan *et al.* 2010:191). It was the perception of events at micro-level (such as misbehavior of learners) that impacted most significantly on motivation. Moreover, the importance of certain experiences was more related to frequency than intensity. A study in England and Wales confirmed the above (Rhodes, Nevill & Allan 2004:75). Young educators were worried about many aspects of teaching, including poor learner discipline, and that made them consider leaving the profession.

Low educator morale is associated with negative emotions and attitudes, as illustrated by the following studies:

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

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

responses exacerbate matters, in particular if unbehaved learners are seeking attention.

- Rogers (1995:268) realised that stressed and demoralised educators have a tendency of trying to embarrass, humiliate, and ridicule learners, to put them down, and to scream at them. Educators need to realise that they are fallible, and should form support groups such as cooperative groups, self-esteem groups, and groups formed around selected leaders. According to Rogers (1995:268), the main task of the groups is to make sure that each educator is in a position to reduce the stress level caused by disciplinary problems, to reduce his/her anger, and his/her frustration.

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

3.7 THE IMPACT OF DISCIPLINARY PROBLEMS ON EDUCATOR MORALE

In this study the focus is specifically on the relationship between educator morale and learner disciplinary problems. Geiger (2000:383), an American author, regarded a lack of discipline as a chronic problem in the classroom, and the manner in which it is being handled as determining the amount of learning that is taking place in schools. To complement this observation, another American author, Fuentes (2003:17-20), indicated that every year more than three million students are suspended, and nearly 100 000 more are expelled from kindergarten up to grade 12 in the United States of America. Many learners face police action for disciplinary problems that cannot be handled by the schools.

Some authors (in: Steyn & Wolhuter 2003:225-232) maintain that disciplinary problems are almost the same in different parts of the world. Experience with disciplinary problems in schools in three developed countries (the United States of

America, Great Britain and Australia) has shown that disciplinary problems are not unique to certain countries, and they can and should be managed by pedagogical intervention. In a study in England and Wales it was found that young educators had deep concerns about the levels of stress they would have to face, and that poor learner discipline was the third out of 20 factors why educators wanted to leave the profession (Rhodes, Nevill & Allan 2004:75). This issue results in a poor teaching and learning environment which impacts negatively on the morale of educators.

Mole (1990:5) indicated that student misbehaviour interferes with effective teaching and learning, and lowers the morale of educators. It can lead to helplessness and anger (Split & Koomen 2009:86). Lumsden (1998:2) also indicated that in the United States of America and in some other countries educators identified learners as the primary and central factor with an impact on the educators' professional enthusiasm. Joseph (2000:28) echoed the same sentiments where he indicated that student behaviour is one of the major factors which contributes to stress, demoralization, and the drop-out of educators and lecturers from education. Wilson, Malcolm, Edward and Davidson (2007) found, by means of a study conducted in England, that learners' truancy lowered educator morale. The passion for teaching is also significantly influenced by learner behaviour (Carbonneau, Vallerand, Fernet & Guay 2008:977).

With regard to race, Morris (2005:25-48) discovered that school officials viewed the behaviours of white Asian American learners as non-threatening in comparison to those of their counterparts in other cultures. Thus, educators who mainly teach Asian Americans have a relatively high morale.

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

learners in matters pertaining to the school, as well as positive social relationships among learners, which may reduce disciplinary problems.

According to Rogers (1991:167), in classroom management it is easy to discipline from emotion, and much of the emotion is self-indulgent. Educators sometimes say that their learners infuriate them to such an extent that they find themselves in a position where they say the first thing that comes to their minds. Lewis (1991:4) agrees and indicated that some educators do not know how to control poor learner behaviour. Such educators handle disciplinary problems in an unpleasant manner. For example, they become sarcastic or lose their self-control, and scream at the learners. Thus, some educators' frustration with their learners' unacceptable behaviour leads to stronger-than- desired responses. This may lead to greater disciplinary problems and even lower educator morale.

In McManus' (1995:143) view, stressed educators with a low morale cannot think objectively and/or effectively, and this affects teaching and learning at school in one way or another. Many educators bear their low morale in painful isolation, and that may influence the health of the educator, both mentally and physically.

Alidzulwi (2000) explains that in Venda, in the Limpopo Province in South Africa, disciplinary problems have reached alarming proportions, since daily classroom routines no longer receive attention, to an extent that some schools have turned into battlefields. Learners do not respect their educators while, on the other hand, educators go on strikes, have sit-ins and chalk-downs, as some of them are no longer loyal to their professions. Accordingly, one of the reasons why, in the Western Cape, educators experienced their profession as unpleasant and wanted to quit, was the lack of discipline in schools (Alidzulwi 2000).

Naong (2007:283-300) investigated the impact of the abolition of corporal punishment in South Africa on educator morale. Of the 269 educators who were fired by the Government for committing serious offences, these offences included the use of

corporal punishment. According to Kobeka (in: Naong 2007:283), many educators believed that without corporal punishment, discipline could not be maintained, because the learners would not show respect or work hard. The dilemma of the educators was that they were not supported while in a stage of transition from a system that supported what was viewed as inhumane practices (that included corporal punishment), to a system that promoted health and well-being. In addition, they suffered from 'change fatigue' that influenced their work ethic, job satisfaction, and morale (Naong 2007:285).

A questionnaire completed by a random sample of educators from eight South African schools on the issue of discipline (Naong 2007:295), led to the following findings that are important for this study:

- 40% of the educators felt helpless;
- 99% of the educators claimed to employ their own 'customised' methods of exercising discipline in their classroom;
- 68% of them indicated that their methods of disciplining learners were not working;
- 90% of the educators warned that the lack of school discipline would make them leave the profession;
- 38% of the white educators were satisfied with the abolition of corporal punishment, while 70% of the black and 60% of the coloured educators were not;
- 62% of the educators reprimanded learners when they misbehaved, 24% used detention, 22% made use of the withdrawal of privileges, while 19% sent misbehaving learners home to their parents;
- 9% of the black educators, 80% of the coloured educators, and almost 60% of the white educators expressed a very low morale.

Thus Naong (2007:295) concluded that educators felt unhappy and helpless when it came to the challenge of the learners' lack of discipline. This is indicative of a low educator morale.

3.8 THE ROLE OF INSTITUTIONAL LEADERSHIP AND MANAGEMENT TO ENHANCE MORALE

Some of the views of Lumsden (1998) correlate with those of Evans (2001), and will now be discussed.

Both authors believe that institutional leaders and managers play a role in influencing the morale of educators in schools. When examining the implications of policy and practices for management and leadership in an institution, Evans (2001:302) indicated that it is at this level that educator morale and job satisfaction are best enhanced and improved. Mercer and Evans (in: Evans 2001:302) recognise that, although there are limits to what may be achieved, institutional leaders and managers do have the scope to redress the negative effects of government policy and rhetoric upon teachers' attitudes to their work. These authors refer to school managers' failure to address the issue of job satisfaction among staff members as 'professional myopia',

“There appears to be an element of short-sightedness on the part of senior staff members who have the responsibility for ensuring the highest quality of performance from teachers....there is a great and perhaps largely unnecessary loss to the teaching profession”.

The above statement sheds light on the importance of managers and leaders in influencing the day-to-day running of the school because of its effect on teacher morale. Evans (2001:303) illustrates the capacity that educational leaders and managers have for buffering their staff against potentially demoralising, dissatisfying, and demotivating imposed changes. The evidence based upon a secondary school

headmaster's first-hand experience corroborates this, "Many teachers face poor prospects, low morale and even lower pay levels, but treat them right and they will move mountains for you" (Stephens, in: Evans 2001:303).

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

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

- support individual educators who struggle with discipline; and
- form cooperative groups with educators to discuss disciplinary issues and how to overcome challenges attached to them.

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

The *contractual approach*, on the other hand, is simply an approach to leadership and management that may reflect any ideology (Evans 2001:304). However, this sits perfectly easily with authoritarian (not autocratic) leadership, while on the other hand, goes hand-in-hand with the *teacher-centered* approach. From the authoritarian leadership side it would involve institutional and departmental leaders setting out their stalls and making explicit their ways of operating, indicating clearly not only their expectations of teachers, but also the nature of the managerial and leadership service that they would like to provide.

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

The views of Evans (2001) on institutional leadership and management coincides with those of Lumsden (1998), as will now be explicated.

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

A recent report from the National Center for Education Statistics 1997 (Lumsden 1998) on job satisfaction among American teachers identified the following to improve educator satisfaction and morale: more administrative support and leadership; good

student behavior; a positive school atmosphere; and teacher autonomy. Another report from the National Center for Education Statistics 1997 (Lumsden 1998) mentioned favourable work-place conditions, which would include disciplined learners. (This was regardless of whether a teacher was employed by a public or private school, elementary or secondary school, and regardless of the teacher's background characteristics or school demographics). The study also revealed that "...teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not" (in: Lumsden 1998). A weak relationship was found between teacher satisfaction and benefits.

To conclude her study Lumsden (1998) highlights five important ways which school managers can use to enhance the morale of educators:

- People who feel empowered tend to have a high morale. People are more personally involved in their work within an organisation when (i) they have a voice in what happens to them; and (ii) their work has meaning and significance in contributing to a higher purpose or goal.
- When teachers' sense of self-determination and purpose are supported by their managers, they relate to the learners in a qualitatively different manner.
- By treating teachers in ways that empower them, such as involving them in decisions about policies and practices (e.g. related to disciplinary matters), and acknowledging their expertise, school leaders and managers can help sustain teacher morale.
- Principals can also strengthen teacher morale by actively supporting teachers. Effective principals serve as guardians. They provide assistance with instructional time and with learners' disciplinary matters, allow teachers to develop disciplinary codes, and support teachers' authority in enforcing policies (Blaze & Kirby, in: Lumsden 1998).

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

3.9 CONCLUSION

This chapter presented an overview of educator morale, the relationship between educator morale and job satisfaction, the effect of high and low educator morale, and the impact of disciplinary problems on educator morale, as well as the role of institutional leadership and management to enhance morale.

In the next chapter, the research design will be explained. The focus will be on sampling and methods of data collection.

CHAPTER 4

THE RESEARCH DESIGN

4.1 INTRODUCTION

From the literature review in Chapter 2 on disciplinary problems and in Chapter 3 on the impact of disciplinary problems on educator morale, it became clear that a lack of discipline may have a negative impact on educator morale.

In this chapter the research design that was considered appropriate to collect data for this study will be described and explained. The aim is to answer the general and specific research questions as stated below.

4.2 THE GENERAL RESEARCH PROBLEM

The general research problem was stated in Chapter 1 (section 1.3) as follows:

What is the impact of disciplinary problems on educator morale? In addition, what does this imply for management?

4.3 SPECIFIC RESEARCH PROBLEMS

The specific research problems that were identified and listed in Chapter 1, section 1.2 are the following:

- *What are educators' views on the types of disciplinary problems they experience?*

- *What are educators' views on the causes of the disciplinary problems they experience?*
- *What are educators' views on the impact of the disciplinary problems on their morale?*
- *What does the above-mentioned imply for management?*

4.4 THE RESEARCH DESIGN AND DATA COLLECTION METHODS

The research design that was used to answer the research questions is a survey (McMillan & Schumacher 2010:235). A survey is used to collect information from a sample by using interviews or questionnaires, in order to learn about people's attitudes, beliefs, values, behaviours, opinions, and ideas. This design was therefore seen as suitable for this research.

4.4.1 Research ethics

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

4.4.1.1 Voluntary participation

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

4.4.1.2 Informed consent

Adequate information on the aims of the research, the procedures that would be followed, possible advantages and disadvantages for the respondents, the credibility of the researcher, and how the results would be used, were given to the respondents. This enabled the respondents to make an informed decision on whether they wanted to participate in the research or not.

The consent of all other relevant parties (such as the principals) was also obtained. This is illustrated in Appendix A.

4.4.1.3 Deception of subjects and/or respondents

No form of deception was inflicted upon the respondents. In other words, withholding information or offering incorrect information to ensure participation of subjects was considered unethical.

4.4.1.4 Violation of privacy

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

4.4.1.5 Actions and competence of the researcher

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

4.4.1.6 Confidentiality and anonymity

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

- collecting data anonymously; and
- reporting only group, not individual, results.

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

4.4.1.7 Permission to conduct research

To conduct research at an institution, such as a school, approval has to be obtained before any data may be collected. This was done (see Appendix A).

4.4.2 Respondents

Best and Kahn (1993:240) indicate that respondents should be those persons who possess the desired information and are interested in responding conscientiously and objectively. In this study the researcher made use of educators from five secondary schools in the Zebediela area as a sample of the larger population of secondary schools in that region. This was because the researcher is an educator at a secondary school in the Zebediela district. It would consequently be easier to get a sample of volunteers from the neighbouring secondary schools. Schools that seemed to struggle with disciplinary problems were selected.

The above mentioned indicates that a combination of convenience and purposeful sampling was used (Gay 1992:183; McMillan & Schumacher 2010:137). This implied that this sample could not be generalised to the population of all educators in South Africa. Generalisation will therefore be done with caution (Gay 1992:124).

Best and Kahn (1993:240) state that approval for the research needs to be secured from the principal who may also wish to secure the permission of the School Governing Body. (The letter asking for permission appears in Appendix A.)

4.4.3 The questionnaire

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

The questionnaire was designed as follows (see Appendix B):

Section A:

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

Section B:

Types of disciplinary problems: These were outlined in Chapter 2, Section 2.2.

Section C:

Causes of disciplinary problems: These causes were explained in Chapter 2, Section 2.3.

Section D:

The impact of disciplinary problems on educator morale: These were discussed in Chapter 3, in particular in Section 3.7.

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

4.4.4 The pilot study

According to Mason and Bramble (1997), a pilot study is a small scale version of the proposed study with a small sample that is similar to the final sample. In other words, before a questionnaire can be distributed to a larger sample, it is first completed by a few persons (three or four), with the aim of identifying major problems.

Hence, in this research, a pilot study was done with a small sample of educators from the school where the researcher is based. This assisted the researcher to access the quality of the questionnaire, as well as to determine how long it took the respondents to complete it (Johnson & Christensen 2004: 177).

4.4.5 Procedures

As indicated earlier, permission to conduct the research was requested from the School Governing Body through the principal (see Appendix A). As the study involved secondary school educators from the neighbouring schools, the researcher delivered the questionnaires personally, also to assure the principals of confidentiality. Moreover, the researcher could assure the principals that the names of the respondents or schools would not be used when writing the research report.

When possible, the educators were asked to complete the questionnaires on the spot so that the researcher could collect them immediately. If this was not possible, the researcher left them with the principal and collected them a few days later, as agreed with the principal. In these instances, a letter was added to the questionnaire. The letter indicated the following important information (Gay 1992:227):

- it explained the purpose of the study, emphasising its importance and significance, and included a good reason for cooperating; and
- it indicated a deadline when the completed questionnaire would again be collected.

4.5 VALIDITY

Johnson and Christensen (2004:140) define 'validity' as "...the appropriateness of the interpretations, inferences and actions that researchers make on the test scores". This simply refers to the accuracy of the interpretations the researchers make from the scores. What is important in validity is that the researcher makes sure that his or her test is measuring what he or she intends to measure for a particular sample in a particular context, and that the interpretations he or she makes based on the test, are correct (Johnson & Christensen 2004:140).

For this study, two measures of validity were seen as important, namely: content validity, and face validity (Gay 1992:156).

4.5.1 Content validity

Gay (1992:156) defines 'content validity' as "...the degree to which a test measures an intended content area". The content validity of this study was judged by the researcher and supervisor. It was agreed that the questionnaire covered all the sections and areas seen as significant for the study.

4.5.2 Face validity

'Face validity' refers to the degree to which a test appears to measure what it is supposed to measure (Gay 1992:156). Each item of the questionnaire was evaluated to judge if it tested what it was supposed to test. This was done by both the researcher and the supervisor.

4.6 RELIABILITY

Gay (1992:160) states that 'reliability' is the degree to which a test consistently measures whatever it measures. In other words, the more reliable a test is, the more confidence we can have that the scores obtained from the administration of the test would be obtained if the test is re-administrated. Best and Kahn (1993:217) confirm that reliable tests are stable in whatever they measure and yield comparable scores when re-administrated.

In this research, the reliability of the questionnaire was determined statistically by computing the Cronbach alpha reliability coefficient. According to McMillan and Schumacher (2010:186), the Cronbach alpha is generally the most appropriate form of reliability for survey research and other questionnaires in which there is a range of possible answers for each item (a scaled response such as in the questionnaire used in this study).

The reliabilities of the scaled sections of the questionnaire are indicated in Table 4.1.

Table 4.1 Reliabilities of the sections of the questionnaire

Section	Cronbach alpha	No of items
B	.711	25
C	.763	40
D	.861	20

Table 4.1 shows that the questionnaire had a high reliability because all reliabilities were above 0.7 (McMillan & Schumacher 2010:188). This means the questionnaire had internal consistency, because Cronbach alpha is a split-half method to determine reliability.

4.7 ANALYSIS OF THE DATA

Analysis of data was done by means of a computer, as results of computer analysis may be error free (Gay 1992:476). The Statistical Package for the Social Sciences (SPSS) program was used. Descriptive statistics were employed. Frequencies and percentages were calculated which are appropriate for a survey design as was used in this study (see section 4.4).

4.8 CONCLUSION

In this chapter the researcher focused on explaining the research design and data collection methods.

In the next chapter the results and a discussion of the results will be presented.

CHAPTER 5

RESULTS AND DISCUSSION

5.1 INTRODUCTION

Chapter 4 dealt with a description and explanation of the research design that was considered appropriate for collecting data for this study.

This chapter will focus on the results obtained from the completed questionnaires, as well as an analysis of those results. The questionnaires focused on the educators' biographical data, the types of disciplinary problems they experienced, and their possible causes, and the impact of the disciplinary problems on the educators' morale. The results obtained from the questionnaires will be compared with those of other researchers as presented in the literature review in Chapters 2 and 3.

5.2 THE RESULTS

As indicated in the previous chapter (section 4.6) the sections of the questionnaire had reliabilities of between .711 and .861. This is acceptable for this kind of questionnaire because it is above 0.7 (McMillan & Schumacher 2010:188).

The results of the data analysis are presented in tables 5.1 to 5.4.

5.2.1 Biographical data

The questionnaires were completed by 89 respondents. Their biographical data appear in Table 5.1:

Table 5.1 Biographical data

Variable	F	%
Age:		
20-30	1	1.1
31-40	17	19.1
41-50	50	56.2
51 and above	19	21.3
Gender:		
Male	41	46.1
Female	46	51.7
Teaching experience:		
1-10 years	10	11.2
11-20 years	29	32.6
21-30 years	41	46.1
31 and above	7	7.9
Highest academic qualification:		
M + 2	1	1.1
M + 3	16	18
M + 4	48	53.9
M + 5 and above	21	23.6

From Table 5.1 it can be seen that most of the respondents were middle-aged: about 56, 2% of the educators were in the age group 41-50 years, which is more than half of them, while another 21,3% were above 50 years of age. Only 1,1 % of the educators were younger than 30 years of age. The genders were more or less equally represented with 51, 7 % females and 46, 1% males.

The teaching experience of most of the educators is quite interesting. About 46,1 % of the educators had 20 to 30 years of experience, and 32,6% had between 10 and 20 years of experience. The statistics also show that 53,9% of the respondents had matric plus four years education qualifications, while 23,6% of them had a matric certificate plus five years education qualifications. There is no doubt that in terms of experience and qualifications, the educators possess all that is needed to teach efficiently.

5.2.2 Types of disciplinary problems

The types of disciplinary problems that the educators experience are listed in Table 5.2.

Table 5.2 Types of disciplinary problems

Item	Not agree (%)	Uncertain (%)	Agree (%)
5. Various types of disciplinary problems prevail in my school	2.2	3.4	92.1
6. Learners in my school are often late for school	15.7	5.6	75.3
7. Bad graffiti appear on school property	12.4	10.1	75.3
8. Learners use abusive language at school	30.3	18	49.4
9. Learners refuse to follow instructions	57.3	7.9	32.6
10. The lack of discipline is a chronic problem in my classroom	47.2	10.1	40.4
11. Learners regularly bunk classes	47.2	4.5	46.1
12. Learners make rude remarks towards me	70.8	12.4	14.6
13. Learners talk while I am teaching	60.7	4.5	32.6
14. Learners enjoy arguing with me	40.4	11.2	36

Item	Not agree (%)	Uncertain (%)	Agree (%)
15. Learners damage their tables and chairs	7.9	5.6	84.3
16. Learners in my class are often absent from school	53.9	6.7	37.1
17. Some learners repeatedly ask to go to the toilet	16.9	9	71.9
18. Boys are more troublesome than girls	11.2	4.5	82
19. Misbehavior inhibits learners from learning	9	6.7	82
20. Learners fight a lot at school	60.7	9	28.1
21. Some learners bully others	34.8	11.2	51.7
22. Some learners neglect to do their homework	11.2	4.5	82
23. Some learners regularly leave their class-work books at home	28.1	6.7	62.9
24. Learners often leave the school premises without permission	31.5	12.4	53.9
25. Learners steal one another's property	34.8	15.7	47.2
26. Some learners bring dangerous weapons to school	52.8	22.5	22.5
27. Girls are often sexually harassed by boys	56.2	25.8	15.7
28. Learners throw papers on the school grounds	6.7	3.4	87.6
29. I often struggle to control the learners in my class	57.3	7.9	32.6

Note: Some values are missing because not all the questions were answered.

As seen from Table 5.2, about 92,1% of the educators indicated that various types of disciplinary problems prevail in their schools. Thus it is clear that almost all the schools in the Circuit are experiencing some form of disciplinary problems, regardless of the high level of experience and high qualifications most of the educators have.

The types of disciplinary problems that seemed to occur most, as indicated by 50% or more of the respondents, are the following in rank order:

- 87.6% of the respondents indicated that learners threw papers on the school grounds;
- 84.3% indicated that learners damaged their tables and chairs;
- 82% indicated that boys were more troublesome than girls;
- 82% indicated that misbehavior inhibits learners from learning;
- 75.3% indicated that learners were often late for school;
- 75.3% indicated that bad graffiti appeared on their school property;
- 71.9% indicated that some learners repeatedly asked to go to the toilet;
- 62.9% indicated that some learners regularly left their class-work books at home;
- 53.9% indicated that learners left the school premises without permission; and
- 51% of the respondents indicated that some learners bullied others.

5.2.3 The educators' views on the causes of disciplinary problems

The educators' views on the causes of disciplinary problems are depicted in Table 5.3.

Table 5.3 Causes of disciplinary problems

Item	Not agree (%)	Uncertain (%)	Agree (%)
30. Bad behavior emanate from poor parenting at home	22.5	11.2	64
31. Parents are uninvolved in their children's education	16.9	14.6	66.3
32. Some learners are often alone at home	3.4	10.1	84.3
33. Problem parents have problem children	19.1	19.1	59.6
34. Parents believe the school is responsible for their children's education	5.6	18	74.2
35. Learners prefer to be actively involved in classroom activities	40.4	18	39.3

Item	Not agree (%)	Uncertain (%)	Agree (%)
36. Many educators are unable to exercise discipline at school	28.1	23.6	46.1
37. Many educators exercise harsh discipline	51.7	23.6	22.5
38. Committed educators have less disciplinary problems than others	11.2	5.6	79.8
39. Educators who are well prepared for their lessons have less disciplinary problems than less prepared educators	7.9	7.9	82
40. An overemphasis on children's rights promote disciplinary problems at school	12.4	12.4	71.9
41. Poverty enhances poor discipline	31.5	18	48.3
42. Neglected children are troublesome at school	20.2	18	59.6
43. Harsh punitive measures cause misbehavioural problems	21.3	25.8	49.3
44. Poor learner behaviour is often caused by emotional problems	21.3	19.1	57.3
45. Some learners try to impress their classmates with poor behavior	3.4	5.6	88.8
46. Misbehaving learners want special attention	4.5	12.4	80.9
47. The desire for power leads to deviant behavior	16.9	20.2	60.7
48. Some learners imitate the unruly behavior of other learners	5.6	9	82
49. A lack of understanding of the world promotes deviant behaviour	16.9	19.1	61.8
50. Autocratic principals struggle to control learners at school	9	19.1	69.7
51. The principal is a major influence of discipline at school	7.9	7.9	82
52. If educators are well-disciplined learners will also be disciplined	5.6	12.4	79.8

Item	Not agree (%)	Uncertain (%)	Agree (%)
53. Team-work among educators will improve discipline at school	1.1	1.1	94.4
54. Many educators are unable to handle discipline at school	21.3	18	57.3
55. Female educators feel uncomfortable in classes dominated by boys	22.5	18	56.2
56. Classes with more boys than girls are uncontrollable	19.1	9	68.5
57. Boys cause more disciplinary problems than girls	7.9	4.5	84.3
58. Many girls try to be sexually provocative	42.7	19.1	34.8
59. Boys tend to be rude	23.6	13.5	59.6
60. Private schools have better discipline than public schools	9	10.1	77.5
61. There is lack of safety in public schools	16.9	9	70.8
62. The lack of discipline in public schools is a main concern	7.9	6.7	82
63. Private schools have better methods of handling discipline	10.1	11.2	75.3
64. Private school learners are easy to handle	5.6	13.5	77.5
65. The curriculum is unrelated to learners' needs	31.5	28.1	37.1
66. The ever-changing curriculum confuses learners	16.9	12.4	67.4
67. Learners have lost interest in what they are supposed to learn	20.2	22.5	53.9
68. Learners are unable to complete tasks assigned to them	13.5	18	65.2
69. Learners find the curriculum boring	19.1	36	41.6

Note: Some values are missing because not all the respondents answered all the questions.

According to Table 5.3, 82% of the respondents indicated that a lack of discipline in public schools is a main concern (item 62). The respondents were of the opinion that the most important causes of disciplinary problems were the following: (The percentage of the respondents in agreement is indicated in brackets and are 70% or more in the following cases).

- The principal: the principal's influence (82%);
- The educators: lack of team-work among educators (item 53) (94.4%); lack of educator preparation (item 39) (82%); lack of commitment of educators (item 38) (79.8%); and undisciplined educators (item 52) (79.8%).
- The learners: learners who try to impress their classmates with poor behaviour (88.8%); gender – boys cause more disciplinary problems than girls (84.3%); and learners who imitate the unruly behavior of other learners (82%).
- Type of school: private school learners are easy to handle (77.5%); have better discipline (77.5%); and have better methods of handling discipline (75.3%) than public school learners.
- The parents: learners who are often alone at home (84.3%); a lack of attention – misbehaving learners want special attention (80.9%); and parents' views that schools are responsible for their children's education (74.2%).
- The state: an overemphasis on children's rights (71.9%). In the literature review (Hayward, 2003) refers to this as the 'right syndrome' which places constraints on the effective functioning of the classroom and may cause educators not to last long in the profession.

Other causes of disciplinary problems were agreed upon by more than 60% of the respondents. They are the following: a desire for power leading to deviant behaviour (60,7%); the lack of understanding of the world promoting deviant behaviour (61,8%); autocratic principals being unable to control discipline in schools (69,7%); classes

consisting of mostly boys being uncontrollable (68,5%); and the ever-changing curriculum confusing learners (67,4%).

Of the causes that were listed, those that were seen to be the *least* causes of poor discipline were: educators who exercise harsh discipline (item 37); the curriculum (item 65 & 69); the active involvement of learners in classroom activities (item 35); harsh punitive measures causing misbehavioural problems (item 43); and girls trying to be sexually provocative (item 58).

5.2.4 The educators' views on the impact of disciplinary problems on their morale

The educators' views on the impact of disciplinary problems on their morale are indicated in Table 5.4.

Table 5.4 The impact of disciplinary problems on educator morale

Item	Not agree (%)	Uncertain (%)	Agree (%)
70. A noisy class makes me angry	9	7.9	80.9
71. I shout at disobedient learners	22.5	14.6	60.7
72. I sometimes feel irritated when I am in class	33.7	9	55.1
73. I generally feel unmotivated at school	43.8	12.4	41.6
74. I experience stress at school	38.2	16.9	42.7
75. I would leave teaching if I could find another job	14.6	9	74.2
76. I am unable to cope with misbehaving learners	44.9	12.4	40.4
77. I sometimes lose my temper in class	24.7	10.1	62.9
78. My morale is low	31.5	21.3	44.9
79. I am unable to guide disrespectful learners	60.7	9	28.1

Item	Not agree (%)	Uncertain (%)	Agree (%)
80. I chase disrespectful learners out of my class	42.7	5.6	49.4
81. I humiliate learners in class when I get angry	43.8	11.2	42.7
82. The type of stress I have makes me sick	56.2	11.2	30.3
83. I waste time trying to call learners to order	27	6.7	64
84. I feel helpless being confronted by fighting learners	47.2	11.2	39.3
85. I am tired of working with adolescents	34.8	10.1	52.8
86. I am discouraged by learners who laugh at me	55.1	7.9	34.8
87. I am unable to complete the syllabus	48.3	13.5	36.0
88. I am tired of chasing learners to class	28.1	7.9	61.8
89. My work is becoming very difficult	38.2	9	50.6

Note: Some values are missing because not all the questions were answered.

As seen from Table 5.4, the impact of disciplinary problems on the respondents was as follows, in rank order, according to the responses:

- 80.9% of the respondents indicated that a noisy class made them angry;
- 74.2% indicated that they would leave teaching if they could find other jobs;
- 64% of the educators indicated that they were tired of calling learners to order;
- 62.9% sometimes lost their temper in class;
- 61.8% were tired of chasing learners to class;
- 60.7% indicated that they shouted at disobedient learners;
- 55.1% indicated that they felt irritated when they were in class;
- 52.8% felt tired of working with adolescents; and
- 50.6% of the sample believed that their work was becoming very difficult.

In spite of the above, most educators in the sample (60.7%) were of the opinion that they were able to guide disrespectful learners (item 79). Only 30.3% indicated that the stress made them sick (item 82). It is also interesting to note that only 39,3% indicated that they felt helpless being confronted by fighting learners, and 34,8% are discouraged by learners who laugh at them.

5.3 DISCUSSION OF THE RESULTS

5.3.1 Biographical data

The biographical data indicates that the majority of the educators are old enough to be the parents of adolescent children. With more than 50% in the age group 41 to 50 years and more than 20% in the age group of more than 50 years, there is a clear indication that the profession in this area is in mature hands. Only 1% of the educators are in the age group less than 30 years, while the remaining 19% are in the age group 31 to 40 years.

The majority of the educators have adequate teaching experience. The fact that about 46% of them have between 20 and 30 years teaching experience, which is more than two decades, is a clear indication that teaching has been their life-long career. The second largest percentage of educators falls in the group of 11 to 20 years teaching experience. They form about 32,6% of the total number of respondents. This is also more than enough experience for a classroom educator to acquire the necessary knowledge and skills needed in the teaching profession. A group of 7,9% of the educators even have more than 30 years teaching experience, and may be considered masters in their field. The views regarding discipline are therefore those of relatively experienced educators.

5.3.2 Types of disciplinary problems

According to Table 5.2, a large percentage (about 92,1%) of respondents believed that several types of disciplinary problems prevail in their schools. The results are in accordance with the findings of several authors as presented in the literature review who indicated that several types of disciplinary problems occur in many countries and regions. For example, in section 2.2.1, Zimba (1996:186-214) referred to disciplinary problems in Namibia; Moodj (in: Smith 1999:211) referred to the Netherlands; Alidzulwi (2000) to Venda; Frazer and others (in: Smith 1999:362) to Gauteng, the Free State and Kwazulu-Natal; and Donnelly (2000:1-3) to the United States of America. Thus, it means that the disciplinary problems experienced by the educators in the Zebediela area in the Limpopo Province are similar to those experienced in other parts of the country, and even the world.

The implication is that all schools experience the types of disciplinary problems that are driving educators out of the profession by droves, as Subbiah (2004:9) has indicated. Lewis (1991) identified what he called “educator-owned” by the disciplinary problems -- this is behaviour that can impact negatively on the educators’ morale and includes the following: learners writing graffiti on school property; calling out in class; not listening to the educator; or even asking questions already answered, and many more (see section 2.2.1). Another author, Rosen (1997:51-52), distinguished other types of disciplinary problems like fighting; class disruption; truancy; damaging school property, to name but a few. Thus, it seems that what the educators in the Zebediela area are experiencing is common in various parts of the world.

The respondents (who are educators from a population of educators from a number of schools in Zebediela), agreed on these disciplinary problems, in descending order, namely

- learners throw papers on the school grounds;
- learners damage their tables and chairs;

- boys are more troublesome than girls;
- misbehavior inhibit learners from learning;
- learners are often late for school;
- bad graffiti appear on their school property;
- some learners repeatedly ask to go to the toilet;
- some learners regularly left their class-work books at home;
- learners leave the school premises without permission; and
- some learners bully others.

What can be deduced from the results is that all the types of disciplinary problems are experienced in all secondary schools. Even if some were experienced by less than 50% of the respondents, the fact of the matter is that there are some 'pockets' of disciplinary problems in all secondary schools in the Zebediela area. Apart from the misbehavior already listed above, learners also fight, steal other's property, bring dangerous weapons to school, use abusive language, refuse to follow instructions, bunk classes, and make rude remarks towards educators.

Fortunately, some of the severe types of disciplinary problems indicated by Moodj (in: Smith 1999:211) are experienced by only a few educators. In this regarded particular reference can be made of bullying, bringing dangerous weapons to school, (as mentioned) and the sexual harassment of girls by boys (see section 2.2.2).

5.3.3 Causes of disciplinary problems

According to Table 5.3, most educators agreed with the possible causes of disciplinary problems mentioned in the questionnaire. In some instances the percentage is quite high, that is, higher than 80%. This is an indication that the causes of disciplinary problems cited by several authors in the literature review are seen as the real roots of disciplinary problems in the area under review.

According to the respondents, the causes of disciplinary problems ranged from poor parenting at home to bad educator practices, and the poor management of schools. These educators agreed with some authors referred to in the literature review (in section 2.3.1). For example, Alidzulwi (2000) indicated that many parents in Venda do not participate in their children's education.

The role of the parents in exacerbating disciplinary problems are highlighted in section 2.3.1 in the literature review, where it was indicated by Louw and Barnes (2003: 10-11) that a British psychologist claims that there are no problem children, only problem parents. Other authors, such as Alidzulwi (2000), also pointed out that many parents do not participate in their children's' education - this study was conducted in Venda, Limpopo Province. Bowman (2004:3) is another author who also blames poor parenting as the cause of poor learner discipline. He indicated that the parents' failure to teach their children discipline is the greatest contributing factor to disciplinary problems in schools.

The above view was confirmed by the majority of the respondents, where they generally agreed with the following statements:

- problem parents have problem children (59, 6%);
- bad parenting emanate from poor parenting at home (64%);
- parents believe that the school is responsible for their children's education (74,2%); and
- parents are uninvolved in their children's education (66,3%).

According to the respondents, the management of the school, in particular the principal as school leader, played a major role in the discipline at the school. In section 2.3.5 of the literature review Allie (2001:114) also indicated that the principal's attitude is the major influence of the discipline -- 82% of the respondents agreed with the statement. Short, *et al.* (1994:8) indicated that autocratic, self-centered principals

experience many disciplinary problems at their schools. Of the sample, 69,7% indicated that autocratic principals struggle to exercise discipline.

Gender also seemed to play a role in causing misbehavior. Olweus (in: Besag 1991:16) emphasised that boys are more violent than girls, using both physical aggression and threats. The majority of the respondents (84,3%) agreed that boys cause more disciplinary problems than girls. Morris (2005:25-48) views boys as more threatening than girls, and 68,5% of the respondents agreed that classes with boys in the majority are uncontrollable.

With regard to public schools versus private schools, it was ascertained in a study done by De Jong (2005:353-370) that over the past 30 years, the lack of discipline was the major problem in public schools. Coincidentally, 82% of the respondents echoed the same sentiments, while 70, 8% indicated that there was lack of safety in public schools.

The role of the educators in managing discipline is always of crucial importance. Mabeba and Prinsloo (1999:37) indicated that educators who do not prepare their lessons thoroughly promote a negative self-esteem in learners, and this promotes disciplinary problems (see section 2.3.2). The respondents also agreed in large numbers that the teachers' lack of preparation exacerbated misbehavior in learners. According to Table 5.3, they indicated that:

- committed educators have less disciplinary problems (79, 8%); and
- educators who are well-prepared for their lessons have less disciplinary problems than less prepared educators (82%).

With regard to the curriculum, Raven (in: Besag 1991:109, in section 2.3.8) indicated that learners engage in several forms of deviant behaviour if the curriculum does not offer them opportunities for self-development, a sense of personal worth, and access to the goals that are promoted by society. This issue was raised by the respondents

when 67,4% of them agreed that the ever-changing curriculum confuses learners, while 53,9% mentioned that learners lose interest in what they are supposed to learn (see Table 5.3).

5.3.4 The impact of disciplinary problems on educator morale

The educators in general indicated that disciplinary problems in their schools were affecting their morale to a greater or lesser degree. Many confirmed that they became angry, felt irritated, lost their tempers in class, and shouted at the learners. The same sentiments were expressed in the literature review (section 3.5) where Rogers (1991:167) also indicated that educators say that learners infuriate them to an extent that they find themselves in a position where they say the first things that come to their minds.

In addition to the above, the study revealed that the majority of educators mentioned that their work was becoming more difficult by the day, and that they would leave the teaching profession if they could find other work. The views presented in the literature study are similar. In section 3.5 it was reported that Bietz (1996) found that high levels of absenteeism, truancy, laziness, substance abuse, subversion, as well as wanting to leave the profession were found among the teachers.

In this study a significant number of educators indicated that their work was becoming very difficult for them. This is in accordance with the findings of the authors presented in section 3.6. For example, Haberman (2005:1) revealed that some educators indicate having reached the stage where they worked as paid employees, but stopped functioning as professionals.

A significant number of educators confirmed the negative impact of disciplinary problems on their morale. Their responses coincided with most of the sentiments expressed by authors quoted in the literature review. Mole (1990:5) indicated that misbehavior leads to helplessness and anger in educators. Lewis (1991:4) too

reiterates that some educators do not know how to control poor learner behaviour. That is why they become sarcastic and scream at learners. Joseph (2000:28) also indicated that poor student behaviour is one of the major factors which contribute to the stress, demoralisation and drop-out of educators (see section 3.6).

In addition to the above, the respondents indicated that they sometimes feel helpless in class. Some of the views which were similar to those of previous researchers, as described in the literature review, are as follows (see Table 5.4):

- a noisy class makes educators angry;
- the educators shout at disobedient learners;
- educators sometimes feel irritated in class;
- they often lose their tempers in class; and
- they would leave the teaching profession if they can find other jobs.

5.5 SUMMARY

This chapter illustrated the views of a group of educators on disciplinary problems that they have to deal with. The types of disciplinary problems that they were confronted with, the causes thereof, and the impact of the problems were indicated and discussed.

In the final chapter, chapter 6, the conclusions, recommendations and limitations of the study will be indicated.

CHAPTER 6

CONCLUSIONS, RECOMMENDATIONS, AND LIMITATIONS

6.1 INTRODUCTION

In Chapter 1, section 1.2, the following research questions were stated:

- *What are educators' views on the types of disciplinary problems they experience?*
- *What are educators' views on the causes of the disciplinary problems they experience?*
- *What is the impact of disciplinary problems on educator morale?*
- *What does this imply for management?*

In this chapter the researcher will present the overall conclusions of the educators on the types of disciplinary problems they experience, the causes of these problems, and the impact of the disciplinary problems on their morale. The researcher will also formulate recommendations for limiting the impact of disciplinary problems on educators, and for further study. The limitations of the study will be pointed out, and an overall summary of the study will be provided.

6.2 CONCLUSIONS

6.2.1 Conclusions regarding the educators' views on the types of disciplinary problems they experience

From the results in section 5.2.2, it can be concluded that educators share similar views on the types of disciplinary problems they experience in their schools. They

agreed that misbehavior inhibited learners from learning. Gender played a role, namely that boys were more troublesome than girls.

The following problems were indicated:

- learners were often late for school;
- some learners repeatedly asked to go to the toilet;
- some learners regularly left their class-work books at home; and
- learners often left the school premises without permission.

Vandalism was also a problem, namely

- shocking writing appeared on the school property;
- learners damaged their tables and chairs;
- learners threw papers on the school grounds; and
- some learners also bullied others.

6.2.2 Conclusions regarding the educators' views on the causes of the disciplinary problems they experience

From the results in section 5.2.3, it can be concluded that, according to a large number of educators, the causes of disciplinary problems came from all angles. Their origin was from family backgrounds, up to the school, and the classroom situation. The parents contributed towards disciplinary problems in the schools as noted by:

- the learners were left alone at home;
- the parents did not pay attention to their children; and
- the parents did not participate in their children's education, but saw it as the responsibility of the school.

Educators also contributed towards disciplinary problems as seen by the following:

- the lack of team-work;
- being unprepared for lessons;
- a lack of commitment; and
- being undisciplined themselves.

The principal also influenced discipline, or the lack thereof, at the school.

6.2.3 Conclusions regarding the educators' views on the impact of disciplinary problems on educator morale

The results in section 5.2.4 show that the educators in the sample felt that disciplinary problems in their schools were affecting their morale. Some educators felt angry and irritated, lost their tempers in class, and shouted at the learners. Thus, their work was becoming more difficult, since they spent a lot of time calling learners to order. This was affecting their morale negatively to the extent that many considered leaving the profession if given the opportunity to do so.

6.3 RECOMMENDATIONS

6.3.1 Recommendations for limiting the negative impact of disciplinary problems on educators

Managers can make a significant contribution to enhance discipline and to increase the morale and job satisfaction of educators (Smit 1994). Managers need to establish whole school positive support as described and explained by Luiselli *et al.* (2005:183-198). According to the authors mentioned (Luiselli *et al.* 2005:183-198), the whole school model was designed by managers with the assistance of and in consultation with educators. This approach emphasises the following:

- the improvement of the instructional methods of the educators;
- the formulation of behavioural expectations for educators and learners;
- an increase in classroom activity engagements;
- the reinforcement of positive performance; and
- monitoring efficiency through data-base evaluation.

The researchers (Luiselli *et al.* 2005:183-198) discovered that the whole school intervention was associated with a decrease in disciplinary problems over the course of the academic years of most learners.

Another important recommendation which cannot be over-emphasised is that managers need to ensure that there exists team-work among the educators. Tukani (1998:13) pointed out that when all the members of the staff, including the principals and deputy principals, work together the morale and motivation of educators will be enhanced. The causes of disciplinary problems are addressed if educators are actively involved in the teaching programmes of their school. This will result in parents more likely making school a priority for their children, and children more likely achieving better, and behaving in an acceptable manner (Mtsweni 2008: 98). Tukani (1998:13) indicated that educators who work together, share duties and results of disciplinary actions, learn from one another's mistakes, have a great potential for motivating one another, and thus for improving discipline, and also their morale.

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

In view of the above, a Code of Conduct for learners and educators is very important in all schools. Stevens *et al.* (2001:150) emphasise that a Code of Conduct serves as

an important stepping-stone towards fostering a culture of learning, mutual respect, accountability, tolerance, co-operation, and personal development within schools and the surrounding environments,

The development of a Code of Conduct is a must in every school for the purpose of creating order and discipline in the school. The Department of Education (2000:20) indicated that a Code of Conduct for learners is aimed at creating a positive learning environment by developing an incentive-based system that rewards good conduct and encourages self-discipline, which goes a long way towards lessening the need for disciplinary measures. The Code of Conduct is not merely there to prohibit bad behavior. Members of the Governing Body must consider the good behaviour of learners, which promotes a disciplined school environment that can improve the quality of the learning process (The Department of Education, in: Egwuonwu 2008:41). Egwuonwu (2008:41) lists a number of examples of such positive behaviour, namely respect for one another; assisting educators in their teaching functions; protecting school property; creating a culture of teaching and learning; ensuring respect for the school property; improving the image of the school; being responsible, trustworthy and honest; working hard; and assisting other learners. Learners are to be involved in compiling such a Code of Conduct.

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

Finally, Campbell (2000:10) expressed the view that educators should develop a sense of humour in order to assist learners to get rid of negative emotions. Moreover, this will help them to release their own negative feelings and to increase their

empathy and tolerance levels. Leading a life of honesty and integrity, likewise, will ensure emotional security for both educators and learners.

6.3.2 Recommendations for further study

In this study the main focus was on the impact of disciplinary problems on educator morale. In line with the recommendations on how to improve discipline, the following needs further study within the South African context:

- how to establish whole school positive support such as mentioned in this study;
- how to improve team-work among educators; and
- how to motivate educators to exhibit model behavior and to do their best in their teaching.

The development and implementation of a Code of Conduct *that suits the needs of each individual school* also needs further investigation. It is important that *all* learners are *actively* involved to create a sense of ownership.

Since parents have been cited as influential in the development of disciplinary problems in learners, it is also of vital importance to look into how parent involvement in the education of their children may be improved. Parents have a major role to play in ensuring that proper teaching and learning are attainable in our schools. The parents, the management of the school, and the educators should join hands in ensuring that a climate conducive to teaching and learning is prevalent in the schools. In particular, the focus should be on how management can enhance parent involvement.

6.4 LIMITATIONS OF THE STUDY

This study focused on the impact of disciplinary problems on educator morale. The aim was to gain educators' views on the type of disciplinary problems they were experiencing at their schools, the causes of the problems, as well as how those disciplinary problems were impacting on their morale.

The study was limited by some of the inherent drawbacks of quantitative research in particular, and research in general. For example, some educators omitted to answer some of the items, while others may not have been completely honest in answering some of the questions. In addition, a quantitative approach allows for generalisation but does not afford much depth. Depth of insight into issues can only be obtained by means of a qualitative approach.

The study is further limited by the fact that it was a *small scale* survey and results could not be generalised to all educators in all South African schools.

6.5 SUMMARY

The aim of this study was to identify the types of disciplinary problems existing in schools, their causes, and how they were impacting on the morale of educators. The researcher made use of a quantitative approach whereby questionnaires were completed by educators from five secondary schools in the Zebediela area. In total, 89 respondents completed the questionnaires. They were from both genders, with various years of teaching experience, and generally well-qualified.

The results indicated that there indeed existed disciplinary problems in the schools. These were caused by factors related to the learners, their parents, the educators, and the school principals. The impact of a lack of discipline on educator morale included anger, irritability, tiredness, a loss of control, and the wish to leave the teaching profession.

The study made recommendations for managers on how to improve the situation, and for further study.

Some limitations of the study were also identified.

REFERENCES

- Alidzulwi, T. A. 2000. *The role of parents in values education with special references to the situation in Venda (Northern Province)*. Unpublished MEd dissertation. Stellenbosch: University of Stellenbosch.
- Allie, A. 2001. *Expulsion of learners from secondary schools in the Western Cape: trends and reasons*. Unpublished MEd dissertation. Pretoria: University of South Africa.
- Atkinson, E.S. 2000. An investigation into the relationship between teacher motivation and pupil motivation. *Educational Psychology*, 20(1):45-47.
- Azikhulume. May 2006. SABC TV Programme hosted by Xolane Qwala. Johannesburg.
- Bart, M. 2008. *Classroom management strategies for working with difficult students*. New York: Magna Publications.
- Beckman, J. & Prinsloo, I. 2009. Legislation on school governors' power to appoint educators: friend or foe. *South African Journal of Education*, 29(2):171-184.
- Besag, E.B. 1991. *Bullies and victims in schools*. Milton Keynes: Open University Press.
- Best, J.W. & Kahn, J.V. 1993. *Research in Education*. Needham Heights: Allyn and Bacon.
- Bietz, M. 1996. Innocent warcraft in territorial seas from a historic perspective. Unpublished LLM dissertation. Cape Town: University of Cape Town.
- Black, S. 2001. Morale matters: When teachers feels good about their work. *American School Board Journal*, 1 (1):40-43.
- Block, A.A. 2008. Why should I be a teacher? *Journal of Teacher Education*, 59(5):416-431.
- Blog, L. 2010. *Listen to difficult learners, they are sending a message! Classroom management strategies*. Boston USA: Pearson Education Inc.
- Bowman, D.H. 2004. Report notes on the impact of student behaviour. *Education Week*, 23(37):3.

- Bray, E. 2005. Codes of conduct in public schools: a legal perspective. *South African Journal of Education*, 25 (3):133-138.
- Butchart, R.E. 1998. *Classroom discipline in American schools*. New York: State University of New York Press.
- Campbell, J. 1999. Recruitment, retention and reward: issues in the modernization of primary teaching. *Education*, 3-13, 27(3):24-30.
- Campbell, D. 2000. The contribution of emotional leadership to personal professional effectiveness in a school context. Unpublished MPhil dissertation. Johannesburg: Rand Afrikaans University.
- Carbonneau, N., Vallerand, R.J., Fernet, C. & Guay, F. 2008. The role of passion for teaching in intrapersonal and interpersonal outcomes. *Journal of Educational Psychology*, 100(4):977.
- Day, C. 2005. Reform, standards and teacher identity: Challenges of sustaining commitment. *Teacher and Teacher Education*, 21 (5):256-577.
- Day-Vines, N.L 2005. Culturally congruent strategies of addressing the behavioural needs of urban, African American male adolescents. *Professional Schooling Counseling*, 8(3):236-243.
- Department of Education. 2000. *Alternatives to corporal punishment: The learning experience*. Pretoria: Government Printers.
- De Jong, T. 2005. A framework of principles and best practice for managing student behaviour in the Australian Education Context. *School Psychology International*, 26(3):353-370.
- Don Reis, K.M. 2007. *The influence of gansterism on the morale of educators on the Cape Flats, Western Cape*. Florida: Boca Raton.
- Donnelly, J. 2000. Two simple rules-discipline problems down. *Pro Principal*, 16 (7):1-3.
- Doveton, E. 1991. *Managerial activities of the teacher*. Isando: Lexicon Publishers.
- Earthman, G.I. & Lemasters, L.K. 2009. Teacher attitudes about classroom conditions. *Journal of Educational Administration*, 47(3):323-336.

- Egwuonwu, I.N. 2008. A managerial perspective of the role of secondary school learners in the development and implementation of a code of conduct. Unpublished MEd dissertation. Pretoria: University of South Africa.
- Eklund, N. 2009. Sustainable workplace, retainable teachers. *Phi Delta Kappan*, 91(2):25-28
- Evans, L. 1997. Understanding educator morale and job satisfaction. *Teacher and Teacher Education*, 13(8):831-845.
- Evans, L. 1998. *Teacher morale, job satisfaction and motivation*. Thousand Oaks, California: Paul Chapman Publishing.
- Evans, L. 2001. Delving deeper into morale, job satisfaction and motivation among education professionals. *Educational Management and Administration*, 29(3):291-306.
- Ferguson, C.J. & Johnson, L. 2010. Building supportive and friendly school environments: Voices from beginning teachers. *Childhood Education*, 86(5):302-307.
- Fuentes, A. 2003. Discipline and punishment. *Nation*, 277(200):17-20.
- Gastic, B. 2008. School truancy and the disciplinary problems of bullying victims. *Educational Review*, 60(4):391-406.
- Gay, L.R. 1992. *Educational Research*. New York: MacMillan Publishing Company.
- Geiger, B. 2000. Discipline through 8th grade classrooms. *Education*, 121(2):383.
- Goldstein, A.P. Harrotunian B & Conoley, JC. 1994. *Student aggression*. New York: The Guilford Press.
- Haberman, M. 2005. Teacher burnout in black and white. *New Educator*, 1(3):153-175.
- Hart, P.M., Wearing, A. J., Conn, M., Carter, N.L. & Dingle, R.K. 2000. Development of the School Organisational Health Questionnaire: A measure for assessing teacher morale and school organisational health. *British Journal of Educational Psychology*, 70:211-228.
- Hayward, R. 2003. *Educator morale in South Africa: Report on findings*. Pretoria : NAPTOSA.
- Henly, M. 2010. *Classroom Management. A proactive Approach*. Upper Saddle River, NJ: Pearson.

- Hernandez, T.J. & Seem, S.R. 2004. A safe school climate: A systematic approach and the school counselor. *Professional School Counseling*, 7 (4):256.
- Johnson, B. & Christensen, L. 2004. *Educational Research*. Boston: Pearson.
- Johnson-Gros, K.N., Lyons, E.A. & Griffin, J.R. 2008. Active supervision: An intervention to reduce high school tardiness. *Education and Treatment of Children*, 31(1):39-54.
- Joseph, R. 2000. *Stress-free teaching: a practical guide to tackling stress in teaching*. London: Sterling.
- Karakus, M & Aslan, B. 2009. Teachers' commitment focuses: a three-dimensional view. *The Journal of Management Development*, 28(5):425-440.
- Kohn, A. 1996. *Beyond Discipline World Prosperity*. Alexandria, Va: ASCD.
- Krishnaveni, R. & Anitha, J. 2007. *Educators' professional characteristics. Quality Assurance in Education*, 15(2):149-161.
- Lekalakala, P.S. 2007. The role of the School Governing Body in implementing a Code of Conduct for learners in Secondary Schools in North West Province. Unpublished MEd dissertation. Pretoria: University of South Africa.
- Lewis, R. 1991. *The discipline dilemma*. Hawthorn: Australian Council for Educational Research LTD.
- Louw, E & Barnes, M. 2003. Stout kind: dis die ouers se skuld. *Die Huisgenoot*, :10-11.
- Luiselli, J.K; Putman, R.F; Handler, M.W. & Feinberg, A.B. 2005. Whole school positive behaviour support: effects on student discipline problems and academic performance. *Educational Psychology*, 25(2-3):183-198.
- Lumsden, L. 1998. *Teacher morale*. Oregon: University of Oregon.
- Mabeba, M.Z & Prinsloo E. 1999. Perceptions of discipline and ensuing discipline problems in secondary education. *The South African Journal of Education*, 20(1):34-41.
- Mackenzie, N. 2007. Teacher morale: More complex than we think. *The Australian Educational Researcher*, 4(1):89-104

- Mafora, P.M. 2004. Factors that promote the level of job satisfaction among school educators: an education management perspective. Unpublished MEd dissertation. Pretoria: University of South Africa.
- Major, R.L. 1990. *Discipline: the important subject we teach*. London: University Press.
- Mani, R.S. & Devi, N.U. 2010. Teacher morale - The magic behind the teacher. *Academic Leadership*, 8(2):1-6.
- Marrison, G.M., Anthony,S., Storino, M.H., Cheng, J.J., Furlong, M.J., Morrison, R.L 2001. School expulsion as a process and an event: Before and after-effects on children at risk for school discipline. *New Directions for Youth Development*, 2001(92):45-71.
- Mason, E.J & Bramble W.J, 1997. *Research in Education*. Dubuque: Brown & Benchmark.
- McIntyre, N. 2010. Providing friendly and supportive environments for teachers. *Childhood Education*, 86(5):349-351.
- McManus , M. 1995. *Troublesome behaviour in the classroom*. London: Routledge.
- McMillan, J.H. & Schumacher, S. 2010. *Research in Education. Evidence-based inquiry*. (7th edition.) Boston: Pearson.
- Mole, O.C. 1990. *Student discipline strategies*. Albany: State University of New York Press.
- Monroe, C.R. 2005. Why are the 'Bad Boys' always Black? *Clearing House*, 79(1): 45-50.
- Morgan, M., Ludlow, L., Kitching, K., O'Leary, M. & Clarke, A. 2010. What makes teachers tick? Sustaining events in new teachers' lives. *British Educational Research Journal*, 36(2):191-128.
- Morris, E.D. 2005. "Tuck in that shirt". Race, class, gender and discipline in an urban school. *Sociological Perspectives*, 48 (1):25-48.
- Mtsweni, J. 2008. *The role of educators in the management of school discipline in the Nkangala Region of Mpumalanga*. Unpublished MEd dissertation. Pretoria: University of South Africa.
- Mwangi, JG & Mwai, KA. 2002. Factors related to the morale of Agriculture in Machakos District. *Eastern Africa Social Science Research Review*, 18(2):31-42.

- Naong, M. 2007. The impact of the abolition of corporal punishment on teacher morale: 1994–2004. *South African Journal of Education*, 27(2):283–300.
- Nichols, S. 2006. Low pay, lack of respect and NCLB create crisis in teacher morale. (Online). Available at http://www.tellingthetruth.com/education_matters/ESSAYS_06/sandra_0506.html (Accessed on 2010/08/07).
- Pager, D.I. 1994. The culture of learning in Khayalitsha schools. Unpublished MA dissertation. Cape Town: University of Cape Town.
- Partin, R.L. 2005. *Classroom teachers' survival guide*. San Francisco, CA: Jossey-Bass.
- Pearsall, J. 2002. *The Concise Oxford Dictionary*. Oxford: Oxford University Press.
- Perrachione, B.A., Petersen, G.J. & Rosser, V.J. 2008. Why do they stay? Elementary teachers' perceptions of job satisfaction and retention. *Professional Educator*, 32(2):1-18.
- Porteus K. Vally S. & Tamar R. 2001. *Alternatives to corporal punishment*. Sandown: Heinemann Publishers.
- Republic of South Africa [RSA]. 1996. *The South African Schools Act (Act 84 of 1996)*. Pretoria: Government Printers.
- Rhodes, C. 2006. The impact of leadership and management on the construction of professional identity in school learning mentors. *Educational Studies*, 32(2):157–169.
- Rhodes, C., Nevill, A. & Allan, J. 2004. Valuing and supporting teachers. A survey of teacher satisfaction, dissatisfaction, morale, and retention in an English local education authority. *Research in Education*, 71:67-80.
- Roby, D.E. 2009. Teacher perceptions of levels of professional contribution to the school. *College Student Journal*, 43(3):852-859.
- Rogers, B. 1991. *You know the fair rule*. Hawthorne: The Australian Council for Educational Research Ltd.
- Rogers, B. 1995. *Strategies for making the hard job of discipline easier*. London: Longman.

- Rosen, L. 1997. *School discipline, best practices for administrators*. Thousand Oaks: Corwin Press.
- Rossouw, J.P. 2003. Learner discipline in South African public schools. *Koers*, 68 (4):413-435.
- Scheuermann, B.K & Hall, J.A. 2008. *Positive behavioural supports for the classroom*. Upper Saddle River, New Jersey: Pearson Prentice Hall.
- Seeman, H. 2000. *Preventing classroom discipline problems*. London: Scarecrow Press.
- Shiluvane, S.M. 1999. Black parental authority and education: A study in the time perspective. Unpublished MEd-dissertation. Pretoria: University of South Africa.
- Short, M, Short, R & Blanton C.1994. *Rethinking student discipline*. Thousand Oaks: Corwin Press.
- Sikhwari, M.G. 1999. *Parental involvement in rural schools in the Northern Province*. Unpublished MEd dissertation. Stellenbosch: University of Stellenbosch.
- Smit, B. 1994. Management strategies of the school principal with a view to job satisfaction among teachers. Unpublished MEd dissertation. Pretoria: University of Pretoria.
- Smith, P.K. 1999. *The nature of school bullying*. London: Routledge.
- Sowetan. 2006. October, 10. *Battlegrounds: Two more learners die in South African Schools*: 6.
- Split, J.L. & Koomen, H.M.Y. 2009. Widening the view on teacher-child relationships: Teachers' narratives concerning disruptive versus non-disruptive children. *School Psychology Review*, 38(1):86-102.
- Stevens, G. & Wyngaard, G. & Van Niekerk, A. 2001. *The safe school model: An antidote to school violence*. *Perspectives in Education*, 19 (2)145-157.
- Steyn G.M. 2002. A theoretical analysis of educator motivation and morale. *Educare*. 31(31): 82-101.
- Steyn, S.C. & Wolhuter, C.C. 2003. An international perspective on learner discipline in schools. *The South African Journal of Education*, 23(3):225-232.

- Subbiah, C. 2004. The role of learners in the management of discipline in urban secondary schools in Kwazulu-Natal. Unpublished MEd dissertation. Pretoria: University of South Africa.
- Tuckman, B.W, 1994. *Conducting Educational Research*. Florida: Harcourt Brace & Company.
- Tukani, RLG. 1998. The influence of colleagues on teacher motivation. Unpublished MEd-dissertation. Bloemfontein: University of the Orange Free State.
- Vanderslice, R. 2010. ABC's of keeping the best: Attrition, burnout, and climate. *Childhood Education*, 6(5):298-302.
- Van der Westhuizen, P.C.1991. *Effective management systems*. Cape Town: ABC Press.
- Valentic, K.M. 2005. *Teacher morale*. Ashland: Ashland University.
- Varma, PV. 1993. *The Management of behavior in schools*. New York: Longman Publishing.
- Varnham, S. 2005. Seeing things differently: restorative justice and school discipline. *Education and the Law*, 17 (3):87-104.
- Walker, H.M., Colvin,G. & Ramsey, E. 1995. *Antisocial behavior in schools: Strategies and best practices*. Belmont: Brooks/Cole Publishing Company.
- Wilson,V., Malcolm, H., Edward, S. & Davidson, J. 2007. 'Bunking off': the impact of truancy on pupils and teachers. *British Educational Research Journal*, 34(1):1-17.
- Wilson, J.H. 2008. Instructor attitudes toward students: job satisfaction and student outcomes. *College Teaching*, 56(4):225-230.
- Zimba, Z. 1996. Namibian secondary school teachers' perceptions of student misbehaviour. *Zimbabwe Journal of Educational Research*, 8 (3):186-214.
- Zondi, Z. 1998. The management of classroom behaviour problems in secondary schools. Unpublished MEd dissertation. Durban: University of Zululand.