CHAPTER 1

1.1   BACKGROUND TO THE STUDY

In the Limpopo Province there are different allegations that are reflected in newspapers, televisions, political meetings, churches and football grounds.   All allegations are based on discipline at some secondary schools.   Learners especially in Grade 12, are ill-disciplined and yet educators should teach them effectively and achieve good results at the end of the year.

Some secondary schools in the Limpopo Province are no longer safe and conducive for teaching and learning.   Mabeba (1996:119) confirms this by saying that where rules are lacking, the school becomes a fearful place.

During ancient times, for example Plato's time teaching was enjoyable because learners were well disciplined.   Corporal punishment was the only form of discipline.   Learners did not abuse alcohol and drugs.   They knew nothing about guns and dangerous weapons.   Educators of Plato's time did not abuse their learners physically and sexually. Teaching was a respectable profession.   According to Coetzer (1991:23), corporal punishment was meted intuitively by any adult who observed a deviant behaviour.   Learners could be taught and good results were achieved.

Today it is difficult to discipline learners in the wake of new legislation that govern corporal punishment. According to Bernhardt (1964:7) for many people discipline has a harsh old-fashioned meaning because it

means punishment, pain and fear. He views this as the narrow negative view of discipline – discipline as essentially correction. Discipline is basically positive training not correction, guiding not punishing, creating a conducive environment for learning not just inhibiting and restricting. Bernhardt (1964:7) concludes by saying that corporal punishment violates the personal dignity of the child. Corporal punishment is unfair, personal and frequently emotional. There is no place in a reasonable scheme of discipline for the use of any kind of corporal punishment.

Since the abolishing of corporal punishment, some school managers and classroom managers feel completely helpless. Van Vollenhoven (2000:6) confirms this by saying that it is not possible to teach and learn in an environment that is disorderly, disruptive and unsafe. He further states that many teachers and principals find it difficult to maintain discipline. Do educators and school managers need re-skilling?

Kimberley (2001: 1) avers that since 1994, there have been several legislative initiatives to outlaw the physical and psychological abuse of learners within schools. Perhaps these are the laws that make it difficult to keep discipline and to teach effectively.

There are acceptable and unacceptable disciplinary strategies that school managers can use successfully. One principal in "The Teacher" of December 2001 on page 11, stated that after realizing the difficult conditions, under which they were operating they decided to increase the level of commitment for both teachers, parents and learners. He called this a "triangle". "We combine dedication with discipline", he says. As a result grade 12 academic performance increased from poor to 94.8% in year 2000 and is increasing every year.

There are allegations that secondary school learners abuse alcohol and drugs. They carry guns and dangerous weapons to school. For example, the Capricorn of July 2007 on page 16 reported that a learner at Kgaiso Secondary School in Seshego, Polokwane stabbed another learner severely.

Some educators are also accused of incompetency in matters of discipline and the Department of Education Authorities do very little to empower educators and school managers to be able to cope with such situations at their schools.

The "Teacher" of November 2001, Gerwel said that three was a serious lack of discipline in school and a feeling among educators that the progressive rights – based foundation of the new order left many feeling exposed, unprotected and vulnerable.

He continued to say that teachers had their professional confidence severely dented in the period of rationalization and curriculum changes, had left them doubting their competence in subject areas and classroom practice. "They need professional refreshment."

There are also allegations that in the Limpopo Province the other factors that contribute to poor results in grade 12 are under qualified educators, late registration of learners, poverty, re-deployment and rationalization and late delivery of Learners Supply Material.

Seeman (1988: 10) avers that one of the ways to prevent disciplinary problems is to train educators on how to form an educational non-adversary, even partnership relationship with learners.

In all the above-mentioned works of different scholars' perceptions of discipline, no one attempted to delve deeper to relate the effects of discipline to academic achievement. This study intends to venture and uproot the concealed information.

1.2 SIGNIFICANCE OF THE STUDY

This research is significant in the sense that the researcher is going to explore what has been given little or no attention by researchers in the past. The researcher will suggest the most effective strategies of discipline used by successful school managers in order to yield good academic results. It will also be significant because it will suggest discipline methods that replace corporal punishment since some educators and school managers still believe that this is the only strategy to keep discipline.

1.3 PROBLEM STATEMENT

The allegation that academic achievement of grade 12 learners in schools in the Limpopo Province is below standard because there is lack of discipline on the part of educators, learners and school managers who should be playing prominent role in assuring that excellent academic achievement is attained, is a problem and has become a concern for the Department of Education Officials, parents, religious leaders and teacher organizations who argue that if the code of

conduct could be introduced in schools, discipline would improve the academic achievement in secondary schools especially of grade 12 learners.

Grade 12 learners in the Limpopo Province are accused of abusing alcohol, drugs and carry dangerous weapons to school. For example: the Sunday Times of 11 January 1998 indicated lowest pass rate in the Limpopo Province scoring 31% nationwide.

Some educators are accused of under qualifications. The Department of Education Authorities are said to do very little to re-skill school managers and educators to be able to handle disciplinary problems at their schools. For example: in "The Teacher" of November 2001 we read that the latest research shows that 36% of all teachers fail to meet the basic requirement of a three-year tertiary-level qualification.

There are also allegations that the Learner Support Material is distributed late at schools causing disciplinary problems. For example: in "The Teacher" of October 2003 Susan Chala reported that some of the key problems at schools include lack of learner and teacher-support material.

1.4   MAIN RESEARCH QUESTION

What is the effect of leaner discipline on academic achievement?

1.4.1 Sub Questions
- Can discipline improve academic achievement?
- Which strategies promote high academic results?

- Why should discipline be employed for high academic achievement?
- Who should apply discipline for academic achievement?
- What hinders sound management of discipline for academic achievement?

1.5   AIMS OF THE STUDY

- This research is aiming at investigating the effects of learner discipline on academic achievement.

- It is also aiming at identifying strategies that promote high academic results.

1.6   OBJECTIVES OF THE STUDY

- The above stated aims will be achieved by uncovering favourable and unpopular disciplinary strategies.
- They will also be reached through identification of the role played by the school management, educators and parents concerning disciplinary matters. For example, finding out about school code of conduct.

1.7   DELIMITATION OF THE STUDY

This study investigates and assesses the quality of discipline in the secondary schools in the Capricorn District of Limpopo Province. The study will be limited to 4 selected secondary schools. It is also limited to

groups of people who are related to secondary schools targeting school managers, Grade 12 educators, Grade 12 learners and parents of Grade 12 learners.

1.8   DEFINITION OF CONCEPTS

Concepts that are used in this study are elucidated in order to avoid the misunderstanding and the researcher wants the reader to understand precisely what she means.

1.8.1 Learner Discipline

In this study, discipline means control and order exercised over people, both learners and educators.   According to Themane (1989:174) discipline is defined as all inner and outer actions and influences that work together in order to assure that behaviour on the part of everybody in the school shall make the aim of teaching and education the most effective. Learner discipline means that the learner will have to acquire the qualities of self-control and positive attitude that leads to voluntary commitment, motivation and eventually become self-disciplined. This supports Jennings (1979:61) when he says that discipline assists learners to acquire characteristics of a positive nature such as self-control and persistence. According to him discipline only means something to the learner once it becomes self-discipline.

1.8.2 Academic Achievement

This means the level of performance attained though scholarly efforts at the end to the year examination. The concept academic, according to

Cowie (1974: 385), emphasizes the difficulty of accomplishing something mental or physical.

Academic achievement also means high scores or good symbol achieved by learners on standardized tests or exams. The end of the year exams that are conducted in South Africa are regarded as a yardstick for learner achievement. It must also be indicated that the methods of interaction as used by educators and the school climate and culture determine the rate of achievement. (Mlangeni, 2001:88).

Academic achievement in this research will therefore mean the level of performance which a secondary school learner will scholarly attain by effort during the end of the year examination.

1.9 RESEARCH PROGRAMME

The study will consist of 5 chapters which consist of the following:

Chapter 1: Background of the study, Significance of the study, Problem Statement, Main research question, Aims & Objectives, Delimitation of the study, Definition of Concepts, Research Programme and Conclusion.

Chapter 2: Literature Review

Chapter 3: Research Methodology

Chapter 4: Data Analysis and interpretation

Chapter 5: Findings and Recommendations

1.10 CONCLUSION

In some schools situated in the Limpopo Province of South Africa there is a need to restore the culture of teaching and learning because the environment is no longer conducive to teaching and learning. Managers in these schools are demotivated. Teachers do not teach properly, principals seem to have lost control and no effective teaching and learning takes place and the academic achievement of learners is below standard.

In the following chapter Literature Review will be done. The researcher will explore the views of other scholars as far as the effects of learners discipline on academic achievement is concerned.

CHAPTER 2

LITERATURE REVIEW

2.1   INTRODUCTION

This chapter focuses on Literature Review pertaining to the effects of learner discipline on academic achievement. This will be done in order to find out what other scholars' views are.

McMillan (1993:113) avers that literature study helps to define and limit the problem. It also helps to place the present study in a historical and associational perspective and to avoid unintentional and unnecessary replication. He further states that it will help to relate the findings to previous knowledge and suggests further research.

The literature review in this chapter will indicate if there are any effects of learner discipline on academic achievement. The researcher will start by reviewing views held by ancient scholars like Plato, Luther and Dewey. This will be done to confirm that there is the relationship between discipline and academic achievement and that the strategies used to discipline learners in the past have drastically undergone changes. The present day education system and its views on discipline are based on the past thoughts.

This chapter will also do literature review on current accepted disciplinary strategies for academic achievement. This will include parental involvement and lastly it will touch obstacles that hinder learner discipline for high academic achievement.

2.2 ANCIENT VIEWS ON DISCIPLINE FOR ACADEMIC ACHIEVEMENT

2.2.1 Plato (427 – 347 BC)

According to Colliers (1990:141) Plato was a Greek philosopher and educator. Plato was born in Athens on 428 BC and died at the age of 80. His work is mentioned here in order to evaluate his thoughts on discipline and to gain insight into the strategies he used to achieve high standards of academic achievement during his days as an educator. These will be evaluated if they are still relevant to today's situation.

Plato's views on discipline were not directly expressed; nevertheless one deduces that his focus on academic achievement was centered around discipline. He clearly indicated that discipline and education are inseparably bound. (Coetzer 1993:23)

Coetzer (1993:23) further states that education is a matter of disciplined feelings of pleasure and pain. According to him, reprimand was regarded as an inherent part of pedagogic discipline. Misconduct had to be punished by any citizen who observed a deviant bahaviour.

Punishment during Plato's time was meted intuitively, for example, any adult could apply corporal punishment to any child who misbehaved. Today there are laws and regulations that govern punishment. This view has dramatically changed to be a punishable offence. This is supported by Kimberley (2001: 1) who aver that corporal punishment is now a criminal offence.

Plato was an advocate of self-discipline. In his time children were taught what is right or wrong at an early age, leading them towards self-internalised discipline. He associated pedagogic discipline with autocracy. He aspired for unconditional respect for superiors. He believed that the love of good should replace the generally accepted wrong. (Coetzer and Van Zyl 1999:29).

Today it is also generally accepted that children should be taught what is right or wrong at an early age. Self-discipline is highly valued but democracy is favoured against autocracy. There is also a difference from Plato's time in that today a child should be treated as a human being. Children should be respected as they have rights.

2.2.2 Martin Luther (1483 – 1546)

He was born on November 10, 1483 in the Central German Town of Eisleben in Thuringia, (Colliers 1990:111). Luther was brought up in an atmosphere of deeply earnest but austere piety. His early school days at Mansfield were darkened by harsh discipline and crude methods of instruction.

Martin Luther was opposed to teachers of schools of his time as, "the ones who only know how to beat and torment scholars". He regarded their schools as dungeons and hells and teachers themselves were regarded as tyrants and goalers (Coetzer and Van Zyl 1991:29).

From the look of things corporal punishment was never an accepted idea. Martin Luther experienced this himself and concluded with emotions that it should be used sparingly.

Painter (1946: 106) confirms this by saying that while exercising a salutary discipline, Luther was fond of children. The researcher's view in this regard is that children are prone to misbehaviour but they should be punished with love as Martin Luther suggested.

Luther himself was exposed to over strict discipline, hence opposing severity. He viewed parents' disciplinary measures towards their children as the same as God's towards His people. He argues that discipline can be the keeper of a good relationship between parent and child even though real suffering and pain could accompany it. (Coetzer and Van Zyl 1993:32)

When one reads further about Luther, one concludes that he valued parental discipline. Teachers acted in loco-parentis because they derived their authority from parents. According to him unsuccessful education was ascribed to either foolish tenderness or rigid severity. In this fashion he valued discipline for academic achievement.

2.2.3 John Dewey (1859 – 1952)

John Dewey was born on 20 October 1859 by a middle class couple. Very little has been published about his family but we know that he was reared in Vermant. (Colliers 1990:71)

Educational institutions and various organizations all over the world repeatedly recognized Dewey's thoughts and work. It forms the basis of today's views that education needs to be child-centered. Discipline according to him implied self-discipline.

He valued discipline guided by interest and self-determination to work purposefully and solve problems related to life. According to Clarke (1962 :190) Dewey's work has a special significance in that he was the first person to organize parents to participate in the education of their children.

Nowadays parental involvement in schools is highly valued as they are viewed as primary disciplinarians and without their support, discipline is inconceivable at schools.

Dewey's self-discipline was accompanied by group discussions and activities such as sharing views. According to him, teaching interacted with learning. The pupils were as much a part of the learning environment as the teacher.

His views, like the above one, are still highly valued. The Outcome Based Education is in place today. It calls for group discussions and sharing of ideas by learners. Discipline means self motivation and involvement on the part of the learners, and teachers are viewed as facilitators of learning.

As stated in chapter one that corporal punishment is one of the disciplinary strategies that are unpopular and considered as a serious offence and punishable by law, the question is what are acceptable

alternatives to corporal punishment and other unpopular means of discipline?

2.3   CONTEMPORARY VIEWS ON DISCIPLINE

According to the researcher academic achievement of Secondary school learners is greatly influenced by the type of disciplinary strategies employed by the different schools.   Berhardt (1964:9) contends that to many, people, discipline has a harsh old-fashioned sound, discipline means punishment, pain and fear.

However, discipline can be basically positive by being directed towards correction and guiding instead of punishing and restricting as it was during the times of Plato, Luther and Dewey.

According to Moles (1990:5) a recent national study, of American Secondary Schools, indicates that there is the correlation between juvenile delinquency and academic achievement.   Furthermore misbehaviour predicts a drop in grades and achievement test scores.

In Mole's opinion many other factors associated with high student achievement represent aspects of school organization, thereby raising the possibility that orderly environment and school organization are closely related.

Moles (1990:5) associate effective schools with organization factors such as frequent and systematic evaluation of students, goals linked to the acquisition of basic skills and clear rules.   One principal cited by Moles (1990: 17) Victore Herbert, came to a school which had poor

discipline e.g. ridden with drugs, fights, low achievement, and poor attendance. He improved it within five years though disciplinary strategies he employed.

To cite but one example, America developed programs like alternative schools to help reduce disparity between student's academic goals and their actual achievements. It also suggested ways of creating a school culture supportive of teaching and learning that will lead students to accept and comply with school rules. This kind of strategy is designed to increase the social bonding of students to the school as students and the staff work closely together. This changed the student norms to increase the level of commitment and belief in schools. (Moles 1990:17).

According to Kruger (1996:108-109) a teacher must strive to establish relationships, which promote educative teaching and learning in the classroom. A sound positive relationship of trust, knowing or understanding and authority complementing one another. He further states that a teacher should know children's names and use simple techniques to correct mistakes by building a strong bond between himself and the learners. He also indicates that appreciation and recognition of good work serve as motivation and reduce disciplinary problems. Kruger does not forget to mention firm but fair smile as it relieves pupils. Teachers should be firm when a deviant behavour is committed and be consistent. He further states that teachers should show respect for the child's opinion and they should not be afraid to admit their own mistakes. Good leaders are sympathetic, interesting and enthusiastic.

From what is said above the researcher feels that ideas on discipline today are based on views held by Plato, Luther & Dewey. From this literature review, researchers are able to pick up what they think is valuable and discard what they think is destructive.

According to Alcorn (1970:364-368), other desirable corrective measures include individual conferences, conference with parents, simple control measures like verbal or non-verbal communication, change seating, loss of privilege, temporary isolation under supervision and detention after school.

Professor Jakes Gerwel, former academic chairman of the Human Science Research Council, in the Teacher of November (2001:3), said that there was serious lack of discipline in schools, particularly in African and coloured community schools, and a feeling among educators that the progressive rights-based foundation of the new order left many feeling exposed, unprotected and vulnerable.

The Sowetan of Friday 27 July 2001 said that the Minister of Education, Professor Kader Asmal, visited two schools in Limpopo Province and experienced two types of contrasting learning environments. It is said that he visited George Moragula Secondary School in Polokwane West and Capricorn High School. The Minister further states that Capricorn has a history of performing well above average (above 90 percent) as far as Grade 12 learners academic performance is concerned. On the other hand George Moragula Grade 12 academic performance leaves much to be desired at around a zero percent.

This research will show that coercive discipline generally is not effective hence positive discipline always remains the best (Kate Figes in "The Teacher" November 2001 page 15).

2.4   ACCEPTED DISCIPLINARY STRATEGIES

According to the researcher, Educators should be aware of those disciplinary strategies less favourable like corporal punishment, sarcasm, ridicule and many more! The following five strategies are not the only accepted ways to keep discipline for academic achievement. They are viewed as very important by the researcher.

2.4.1 School rules and regulations as disciplinary strategy

Any system of school management needs some clearly defined rules but this should be kept to a minimum. (Lastett 1990:5).

As it is said above the researcher concluded that schools with clearly defined rules in the form of school policy, school constitution and code of conduct are well disciplined. A school where rules are obeyed most of the time by most of the learners is regarded as well-disciplined, efficient, happy and safe and the opposite is true. The observance of the school code of conduct results in a well-disciplined school.

Jennings (1979:48 - 49) contends that it is a good thing for a school to involve pupils in formulating school rules, rule enforcement, supervision, monitoring and duties of various kinds.

According to the researcher, classroom managers should display on the walls in their classrooms, well formulated and clearly defined classroom rules. The scope of the classroom rules should cover school property, homework and class activities. There should be something concerning behaviour in the classroom that will maintain order. It must also concern itself about relationship among the pupils. The purpose of this is to establish a disciplined school environment and to set a conducive atmosphere for teaching and learning. If these rules have been formulated with the participation of the learners there will be no opposition and the opposite is true.

2.4.2 School environment as disciplinary strategy

The researcher believes that the environment that is conducive to learning and teaching in itself is a strategy to help managers of schools to keep discipline. A clean an orderly environment is unlikely to breed disciplinary problems.

Giulio (1995:4) avers that in addition to research, common sense tells us that a chaotic classroom distracts learners, preventing them from attending, focusing and concentrating. Disorder wastes time and hinder learners from reaching their educational potential. Chaotic settings prevent them from reaching their social potential as well.

According to Seeman (1988:107) environment pushes us into a specific psychological set: they tell us the range and kinds of behaviour appropriate to where we are. The classroom environment can, in a way tell learners to care or not to care about their behaviour, or even

suggests disruptive behaviour. In the light of what has been said, the researcher concludes that many countries value the learning environment and believe that the type of furniture in the classrooms and the way learners are seated has an impact on the learner behaviour. It is the researcher's opinion that teachers should make a habit that their classrooms be well equipped because poorly equipped classrooms lead to disciplinary problems.

This is confirmed by Alcorn (1970:321) when he says that a physical environment that is comfortable, attractive and orderly is likely to bring the best in learner behaviour. It is the researcher's opinion that a good teacher is the one who makes all learners to sit comfortably in class. This boosts their self-esteem and self-worth. In this way children respect the teacher for the respect he/she offers them.

2.4.3 Subject matter as a disciplinary strategy

According to the researcher, the subject matter in itself is another way to discipline learners. The teacher's knowledge and planning of the subject matter makes him purposeful and businesslike. Learners enjoy to be taught by a teacher, who is enlightened and outgoing, and the teacher who is sure of the ultimate goal. The researcher also believes that the teacher who is able to organize his classroom, teach his subject in an interesting manner, show concern for and interest in progress of his pupils and maintain order in a firm but fair manner, will achieve the same quality of discipline as did teachers of Plato, Luther and Dewey's time without being harsh.

Jennings (1979:47) avers that the actual teaching of each subject should be competent and appetizing and this competence will depend on the personality of the individual teacher. He further states that the wish of nearly all pupils is to be taught by "good" teachers and they get very resentful if they have been fobbed off with poor teachers.

2.4.4 Curriculum as discipline strategy

Other scholars contend that the suitable curriculum is one factor which helps the school with discipline. This is suitable when it is relevant to the society and to the pupils future needs.

It is said that the class that has disciplinary problems like boredom, unresponsive, listless and daydreaming is a source of trouble. When probing deeper the teacher may find that the underlying problem is the irrelevant curriculum and lack of motivation. They see no need why they must bother as the things that are taught at school lead them nowhere. They do know and understand the objectives/outcomes in terms of the content they are exposed to.

Alcorn (1970:321) stated that in New York, Secondary school curriculum has been academic and bookish. Learning has been based on the accumulated heritage of mankind as recorded in books, with a neglect of the experiences and problems of everyday living.

According to the researcher a broad curriculum covers all types of individual needs as everyone has a wide choice to meet, has mental capabilities and interest. This type of a curriculum leaves learners with

a wide choice of learning areas and everyone feels it is worth pursuing hence discipline.

Jennings (1979:47) confirms this by stating that a sensible and broad curriculum, plus hefty programme of extra mural activities, finely tuned to differing individuals would be one of the major prescriptions for ensuring reasonable discipline in the school.

2.4.5 Parental involvement as a disciplinary strategy

Nationally it is clear that the school is the only place of transforming pupils into learners, and its particular function is to accomplish this by instruction, by training, by developing self-discipline which encourages initiative and enterprise which teachers cannot achieve without parental involvement in matters of school discipline.

There should be a sound relationship between parents and schools. If the child knows that teachers know his/her parents and there is communication between them, he tries to behave in an acceptable manner.

Other scholars contend that teachers should seek to involve the pupil's parents and to work with them if possible. This, according to the researcher will reduce problems of school discipline. There are many ways to communicate with parents for example they can be written a letter, or given a call and/or invited to school, with or without an appointment. They can be called to see a particular teacher concerning their child's school life in general or about some particular problem.

Jennings (1979:98) confirms this idea by saying that parental involvement in, and knowledge of their child's conduct in school is one of the most effective ways of dealing with problems of indiscipline. If the pupils know that the school policy in matters of serious breaches of school rules is to inform the parents and request their presence at the school, they will not engage in indisciplined behaviour.

In the above discussion, it is clear that teachers, parents and children should work hand in hand in order to maintain a disciplined school. The school in which teachers are men and woman of vision as well as good practitioners, will have few problems of discipline because there will be communication, parental support and self discipline.

2.4.6 Who should implement discipline for academic achievement in the Limpopo Province?

According to the researcher, some people are still not aware that discipline for academic achievement at schools is a joint venture. It is still believed that the principal is the only one vested with powers to discipline. They think that teachers and parents are observers; while other principals think that the only effective way to discipline the child is through corporal punishment.

Chabalala (1998:136) states that several parties have criticized the bill for banning corporal punishment, which they see as the way of maintaining discipline in schools. This is said because in the Education Act (1995:15), for Limpopo Province, for example, the following has been stated: "… No person shall administer corporal punishment to a learner at any public school or private school…" It is further stated that

since corporal punishment has been legally abolished principals and teachers are obliged to consult communities in order to get assistance for restoring discipline in schools.

Furthermore, Chabalala (1998:36) avers that discipline in most black secondary schools has deteriorated since the unbanning of ANC, PAC, SACP and release of political activists in 1990.

In the light of what has been said above, it is clear that principals need to involve the parents in managing discipline in their schools if academic achievement is the focus and just to be on the safe side.

Dekker (1986:154) confirms this when he says that the following results will be noticeable from the learners if their-parents are involved in matters of discipline:

- Improved academic achievements;
- Improved school attendance;
- Improved observation of the school uniform and lastly improved learner's behavior

Unlike during the times of Plato where a deviant behavior had to be punished by any citizen, today in Limpopo Province parents are represented by School Governing Bodies.

Ackowuah (1992:72 and 179) is also of the opinion that, community involvement provides parents who do not serve on the governing body with an opportunity of becoming involved with the school and its activities in a different way.

The Capricorn Newspaper of 2003 reported that the Mayor of Aganang Municipality, Ms Masehela Manoko, said the Limpopo Province used to be a Province of Education. This was said during Grade 12 achievers Award with the purpose of encouraging and acknowledging the effort and commitment of grade 12 learners, teachers and parents in working hard to achieve the best results.

This tries to answer the question: 'Who should implement discipline for academic achievement'. As the researcher has indicated earlier on, it is not the principal alone or an educator alone who must discipline learners but it should be a joint venture. Learners themselves are disciplinarians. They should practice self-discipline. Teachers should lead by example and parents also should be seen giving a helping hand in matters of school discipline. The Capricorn Newspaper reported that all stakeholders should be united to achieve this. All the above ideas still need to be confirmed by the empirical research in chapter 4.

2.5 OBSTACLES THAT HINDER LEARNER DISCIPLINE FOR EFFECTIVE MANAGEMENT OF ACADEMIC ACHIEVEMENT

2.5.1 Learner Support Material

According to the researcher, excellent academic achievement in grade 12 depends on the adequate learner support material. This should be delivered early enough because it becomes difficult for grade 12 learners to cope with huge amounts of work within the short space of

time. This increases the number of defaulters and indiscipline behaviour and obviously, leads to poor academic achievement.

Emilia Potenza (2003:1) avers that there is a strong correlation between learner's performance and the availability of learning and teaching materials. Learners in schools with a greater availability of textbooks obtained higher scores; 79% of teachers indicated that they had ordered learning material on time but one third received learning material early.

The Review of 24 and 25 May 2001 page 1 reported that nearly 140 schools in the Limpopo Province had not received all textbooks required for that academic year. Education MEC Joyce Mashamba confirmed this in a written form saying that 139 schools, mostly in the districts of Mutale, Mkhuhlu, Warmbaths and Kone-Kwena, had not received all textbooks. She added that publishers stopped delivery of books because suppliers owed them money.

If this is the case, one cannot expect good performance for Grade 12 especially when Learners Support Material had not reached schools by May. The remaining months are not enough to cover all the work that grade 12 learners should cover in preparation for the end of the year examination. More over all grades need to be working seriously by this time as good performance starts in Grade 12 and in lower grades.

South African Democratic Teachers Union (SADTU) in Sunday Times of 11 January 1998 reported that in the Limpopo Province many schools failed to receive books from the Provincial Education Department. With a pass rate of 31,8%, Limpopo Province recorded the lowest pass rate in the country.

2.5.2 Late Registration

Late registration is also perceived as one of the obstacles that hinder the sound management of grade 12 learners. If learners are not yet registered on the first day of schools' reopening, the management loose control, as chaos breaks loose.

The Teacher Volume 8, number 1, January 2003 reported that registration issues of a different nature surfaced in Limpopo as four mainly Afrikaans medium schools initially refusing to admit pupils – apparently because of language issues.

When these learners finally registered, the school obviously had a discipline problem. Unwanted learners may feel rejected and the frustration may lead them to discipline problems. Sound management of academic performance is unthinkable without the management of registration time.

2.5.3 Re-deployment and Rationalization

Redeployment and rationalization is one obstacle that hinders good academic achievement.

The Read Right issue in the Sunday Times of 12 September 1999 reported that schools like Taxilla Secondary School in Polokwane of the Limpopo Province manage to offer good quality education with limited resources it has. Solly Hassen, the principal, indicated that his school relied on teamwork. He sketched the parent teacher-child triangle. He

further stated that when cooperation is good between all three, the results are good.

For example:

Parent

Teacher   Child
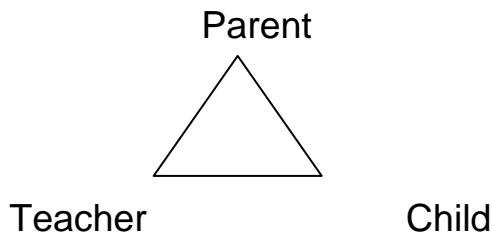
At the moment Taxilla had to lose as many as eight teachers in the rationalization process.

This is another way that leads schools in the Limpopo Province to chaotic situations as learners are left idle without teachers for other subjects.

The Read Right issue in the Sunday Times dated 12 September 1999 reported that the principal of Glen Cowie, Mamatshele, said that her school stood to lose five of its Matric teachers who were classified as temporary. The school would in turn get five redeployed teachers but she was apprehensive about the reshuffle, saying that the school had nothing to gain from it.

She attributed the ongoing success of the school to motivational meetings with teachers, pupils and parents, a competitive spirit among teachers, "Lots of testing, lots of written work, class work and assignments.

This indicates the frustrations that redeployment comes with. Not every school will be as fortunate as Glencowie because educators are not the same. Some other schools will exchange good teachers for unwilling to cooperate teachers (wheel barrows).

2.6 OTHER HINDRANCES TO SOUND MANAGEMENT OF ACADEMIC PERFORMANCE

South African Democratic Union (SADTU) highlighted a number of obstacles including:

- ➤ Chaotic promotion procedures at many schools resulting in unprepared pupils being promoted to grade 12.
- ➤ Unsatisfactory class attendance.
- ➤ A failure of teachers to perform their duties.
- ➤ A lack of principals in more than 1000 schools throughout the province in 1997.
- ➤ Lack of classrooms. According to the Conservative Party, the province would require:

  - 2457 additional classrooms
  - 2457 additional teachers, or
  - About 80 extra schools to accommodate approximately 86000 pupils who had failed Matric in 1997.

According to the researcher, team-work is an essential element for a successful management of academic achievement. The atmosphere of peace and tranquility had much to do with culture of learning and

teaching. Rationalisation and Redeployment are necessary but should be done as a gradual process.

2.7   CONCLUSION

It is clear from what has been said in this chapter that the school manager, parents and teachers are natural enemies of children because they are disciplinarians and they infringe with their freedom.

As an observer, the researcher has come to believe that what the society desires from the child is not to be educated in the true sense of the word, but to conform. Conformity above all with a rigid curriculum and the examination system, which at best will ensure the failure of the majority. The researcher further noticed that many of the education institutions do the job badly and create more problems of discipline than they solve.

It has been mentioned in the introduction that discipline is the core of a child's rearing. It was also evident that discipline cannot be separated from education. Since the times of Plato, reprimand was seen as an inherent part of pedagogic discipline. Corporal punishment used by Luther is today replaced by generally accepted types of disciplinary strategies like, setting classroom rules, discipline through the subject matter, discipline through the curriculum and motivation, be interesting and enthusiastic, change seating and parental involvement and many more.

Purposefulness, planning and commitment on the part of the teacher are necessary for an orderly environment. The curriculum must be

relevant so that the learners feel confident to pursue it. The school environment should be conducive as Seeman (1988:107) has reported earlier on that the environment pushes us into specific psychological sets. This makes it obvious that the environment dictates whether learners should care or not.

School managers and educators should aim at attaining self-discipline because as John Dewey believed, it is guided by interest and self-determination to work purposefully. School managers must display leadership qualities such as motivating teachers, allow creativity, encourage cooperation and appreciate good work openly as educators in newspapers stated.

School managers should not undermine the role played by parents in education. They should seek to win their support because parents' influence goes a long way to help teachers to keep discipline.

Without adequate delivery of Learner Support Material good results are not easy to attain. Registration and Teamwork were also found to be important. The Research Methodology is to follow.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The aim of this research is to investigate the effect of learner discipline on academic achievement in the Central Region of the Limpopo Province. To achieve this, the researcher had to use the research methodology and design that sought to obtain the most accurate answers to possible research questions.

According to Matsaung (1999: 26), methodology means phenomenological method, literature review, opinionnalre and descriptive research methods. The researcher followed the above-mentioned procedure to acquire information needed to answer the research questions.

3.2. RESEARCH DESIGN

According to the researcher, the research design describes the way of conducting the research for example, who or what is to be studied, when, how is the researcher going to collect data.

Bester, de Meillon, Oliver and Oosthuizen (1980: 172) aver that research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions or statements and to control the variable.

According to what has been highlighted, the researcher deduces that research design is a pattern that leads to the envisaged research goal. This is confirmed by De Vos [1998: 125] who defines research design as a blueprint or detailed plan of how the research study is to be conducted.

The researcher chose qualitative approach because schools were studied with the intention to describe the nature of existing conditions, identify standards against which existing conditions can be compared and determine the relationship that exists between specific events [Gay 1992: 217].

Terreblanche and Durrheim (1999: 430) believe that in qualitative research, the researcher understands and interprets the meaning and intentions that underlie everyday human actions.

Neumann (1994) argues that in qualitative research, the researcher uses an inductive form of reasoning, develops concepts, insights and understanding patterns in the data.

Qualitative research design was followed in this research. This research could not be successful without the consideration of participants, sampling and instruments that will be dealt with below.

3.3. POPULATION

According to the researcher, this term means the participants or target group. Hurberman (1994: 27) describes the term population as the

target group who would be the subjects of the research. Bless and Craig (2002: 342) defines a population as a complete set of events, people or things to which the research findings are to be applied. Goddard (1996: 29) maintain that a population is any group that is the subject of research interest.

In the light of what has been said above, the researcher's study involved school managers, educators, learners and parents. The researcher was quite satisfied with her participants since they were directly involved with sampled secondary schools, therefore sampling procedures are to follow.

3.4   SAMPLING PROCEDURES

According to the researcher, it is time consuming to study all the secondary schools in the Limpopo Province at the same time. Few secondary schools were sampled through purposive sampling. This was done because the researcher wanted to penetrate schools which were perceived as well disciplined and achieved high matric results and those which achieved poor matric results. This is confirmed by Neumann (1994:199) who avers that purposive sampling is a kind of sampling for special situations.

According to Bailey (1992:85) a sample is a subject or portion of the total population. Huberman (1994: 27) confirms this by saying that samples are the actual group who are included in the study and from whom the data are collected.

Sampling in this study did not differ from what has been said. This study targeted learners both male and females. It also targeted school managers both male and female because it was gender sensitive. Parents of learners of schools involved were also involved.

Four secondary schools in the Central Region of Limpopo Province were sampled. Of these, one secondary school achieved poorly as far as grade 12 academic achievements are concerned. The other two secondary schools have achieved beyond expectation as far as grade 12 results are concerned. The last school was moderate.

In each school the principal, 2 educators, 2 Learner Representative Council (LRC), 2 parents were participants. A total of 28 respondents were involved.   Two schools which achieved good results and two schools which were either poor achievers or moderate.

3.5.   RESEARCH INSTRUMENTS

Questionnaires were used to collect data in this research. This is the only instrument used to collect information from the respondents targeted. Bell (1993:76) avers that a questionnaire is a good way of collecting certain types of information quickly, relatively and cheaply as long as subjects are sufficiently disciplined to abandon questions that are superfluous to the main task.

According to Rogers (1996: 34), the use of a questionnaire to collect data has advantages such as the following:

- It yields information from a large sample cost-effectively.

- It yields specific and comparative data.
- Respondents are allowed to remain anonymous.
- It saves time.
- Questions are standardized, which limits errors to the instrument and respondents.

The questionnaires were designed to enable respondents to feel interested in answering the questions.

In this study, closed questionnaires were used because they call for short check responses. According to Mahlangu (1987:80) closed questionnaires are easy to fill, take little time and the respondent is kept focused on the subject. The respondents had to choose from a set of pre-selected answers.

3.6.   DATA COLLECTION PROCEDURES

Permission was sought from the Department of Education, Authorities and School Managers. 7 questionnaires were distributed in each of the 4 schools engaged in this study. (See Appendix E).

These had to be filled during their free periods so as not to disturb the smooth running of the schools. It was agreed that these questionnaires would be collected two days after distribution.

The researcher first followed the following procedure:

- She wrote a letter to the HOD of the Limpopo Province Department of Education to seek permission to conduct this research. (See Addendum E).
- The HOD in turn wrote letters to concerned secondary schools. This was done in order to alert them of this research. (See Addendum F). The researcher was requested by the HOD to notify the District Manager of the sampled schools.
- Questionnaires were then administered by the researcher as highlighted above as per attached appendixes A, B, C, and D.

3.7. CONFIDENTIALITY

In this study the researcher refrained from exposing her respondents because she did not intend to hurt people's feelings. All the information was treated with the highest confidentiality. Terreblanche and Durrheim (1999: 477) believe that confidentiality is an undertaking by the researcher to protect the anonymity of the research participants. In the light of this the respondents were requested not to write their names on the questionnaire. The researcher promised respondents that secrecy of the information would not be divulged as the participants had to be sure that their rights to privacy were protected.

3.8. RELIABILITY AND VALIDITY OF THE STUDY

The instrument that had been used will prove to be reliable if it is consistent. This means that the same results should come out if it is repeated. Since this research is qualitative, it implies that if respondents answer questionnaire number one, the same way on repeated

occasions, it is reliable. Goddard (1996: 47) avers that the instrument is reliable if consistently gives the same results.

According to De Vos (1995: 55) validity means that the measurements are correct i.e. the instrument measures what it is intended to measure and that it measures it correctly (Goddard, 19996:4].

3.9   CONCLUSION

The information needed in order to analyse data was successfully collected through the research methodology chosen.   The following chapter pertains data analysis and its interpretation.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter data collected from schools is analysed and interpreted. The information was collected through questionnaires and the methodologies used were both quantitative and qualitative. The researcher also used descriptive method supported by frequency distribution.

This chapter is divided into four sections, that is:

Section A dealing with the principals' responses,

Section B dealing with educators' responses,

Section C has to do with learners' responses and

Section D pertains to parents' responses.

The researcher presents and analyses data in order to find answers to research questions. Thereafter the interpretation will follow.

4.2 RESPONSES FROM SCHOOL MANAGER'S PERSONAL INFORMATION

Table 4.2.1:   School managers were asked about their ages

AGE GROUP	M	F	NUMBERS	PERCENTAGE
20 years and under	0	0	0	0%
21 – 30 years	0	0	0	0%
31 – 40 years	0	0	0	0%
41 and above	3	1	4	100%
TOTAL	**3**	**1**	**4**	**100%**

This question highlighted that 100% managers of sampled/selected schools are above forty years. It is safe to conclude that they are matured enough to handle secondary schools.

Table 4.2.2:   School managers were asked about their gender

GENDER	NUMBERS	PERCENTAGE
Male	3	75%
Female	1	25%
TOTAL	**4**	**100%**

According to the above table, the majority of principals were men (75%). Only 25% were women. This means that the majority of school managers who responded were men.

Table 4.2.3: **School managers were asked about experience in Teaching (Number of Years)**

EXPERIENCE	NUMBERS	PERCENTAGE
0 – 5 years	2	50%
6 – 10 years	1	25%
11 – 15 years	1	25%
16 and above	0	0%
TOTAL	**4**	**100%**

The results indicated that 50% school managers were quite experienced in management. The other 50% were less experienced because their experience in management of secondary schools was less than six years.

Table 4.2.4: **School managers were asked about their academic**

Qualifications

QUALIFICATION	NUMBERS	PERCENTAGE
STD 10	0	0%
BA/BA ED	1	25%
BED/BAH	3	75%
MA/M.ED & above	0	0%
TOTAL	**4**	**100%**

Only 25% indicated BA and BA Ed. 75% qualified in BED and BAH. This table shows that principals are qualified to cope with this position of leadership in secondary schools.

Table 4.2.5: School managers were asked about their Professional

Qualifications

PROFESSIONAL QUALIFICATION	NUMBERS	PERCENTAGE
PTC	0	0%
STD	1	25%
UED	1	25%
HED	1	25%
OTHERS e.g. SED, FDE	1	25%
TOTAL	**4**	**100%**

The results showed that 100% principals qualified to be managers of secondary schools as they all have relevant professional qualifications.

4.3   CONTENT QUESTIONS

Table 4.3.1:   Does your school have a code of conduct?

RESPONSE	NUMBER	PERCENTAGE
YES	4	100%
NO	0	0%
TOTAL	**4**	**100%**

All 100% school managers were positive about the code of conduct and 100% answered yes to question number two (see appendix 1) which was about the effectiveness of the code of conduct.

Table 4.3.2:   Do teachers act as Loco-parentis?

RESPONSE	NUMBER	PERCENTAGE
YES	4	100%
NO	0	0%
TOTAL	**4**	**100%**

100% of sampled school managers responded yes. Teachers act as parents. This is perceived as good relationship.

Table 4.3.3:   Do you and teachers value discipline for academic achievement?

RESPONSE	NUMBER	PERCENTAGE
YES	4	100%
NO	0	0%
TOTAL	**4**	**100%**

All school managers responded positively. They said they valued discipline for academic achievement.

Table 4.3.4:   Are parents supportive in matters of discipline at your

**   school?**

RESPONSE	NUMBER	PERCENTAGE
YES	4	100%
NO	0	0%
TOTAL	**4**	**100%**

100% of school managers are supported by parents in matters of discipline for academic achievement.

Table 4.3.5: **How can you describe the relationship between the**

school and parents?

RESPONSE	NUMBER	PERCENTAGE
Poor	0	0%
Fair	3	75%
Good	1	25%
TOTAL	**4**	**100%**

75% of sampled school managers responded that the relationship they had was fair and 25% indicated that it was good. In other words 100% of school managers who were respondents to this question are supported by parents in matters of discipline. This shows that parents have a positive attitude and the relationship they have with schools is good.

Table 4.3.6: **According to your school practice who implements**

discipline for academic achievement?

RESPONSE	NUMBER	PERCENTAGE
A PARENTS	0	0%
B SCHOOL PRINCIPAL	1	25%
C TEACHERS	0	0%
D ANYONE	0	0%
E ALL STAKEHOLDERS	3	75%
TOTAL	**4**	**100%**

25% indicated that the principal was responsible for discipline. 75% said that it was the responsibility of all the stakeholders. In other words parents, school managers and teachers get involved where discipline for academic achievement is needed.

Table 4.3.7:   Does the passing of tests and examinations relate to

disciplinary practices of your school?

RESPONSE	NUMBER	PERCENTAGE
YES	4	100%
NO	0	0%
TOTAL	4	100%

All school managers related academic achievement to disciplinary practices at their schools.

Table 4.3.8:   How was academic performance of grade 12 learners

at your school for the year 2004?

PASS RATE	NUMBER	PERCENTAGE
0%	1	25%
1 – 50%	0	0%
51 – 90%	1	25%
91 – 100%	2	50%
TOTAL	4	100%

The results revealed that in Central Region of the Limpopo Province there are managers of schools (25%) who still have a problem of

managing grade 12 academic achievement. 75% schools have sound management skills to discipline learners. 25% achieved beyond 50% pass and the last 50% obtained between 90% and 100% pass between years 2003 and 2004.

Table 4.3.9:   How is discipline at your school?

RESPONSE	NUMBER	PERCENTAGE
Too severe and harsh	1	25%
Lax and liberal	1	25%
Firm but fair	2	50%
TOTAL	**4**	**100%**

The above statistics show that 25% of managers apply severe and harsh measures. Another 25% are lax and liberal. 50% apply firm but fair measures of discipline.

Table 4.3.10:   Late availability of learner support material contribute

to poor discipline at your school?

RESPONSE	NUMBER	PERCENTAGE
YES	2	50%
NO	2	50%
TOTAL	**4**	**100%**

The table show that 50% of school managers viewed the late supply of learner support material as a hindrance to academic achievement. 50% viewed it as unproblematic.

Table 4.3.11: Does late registration of learners at your school contribute to indisciplined behaviour for both teachers and learners?

RESPONSE	NUMBER	PERCENTAGE
YES	2	50%
NO	2	50%
TOTAL	4	100%

50% respondents of this question answered yes while the other 50% answered no. 50% school managers believed that this has no contribution towards discipline for both educators and learners. 50% believed that it contributed towards indisciplined behaviour for both pupils and educators.

Table 4.3.12 Do you believe that appreciation and recognition of

good work serve as a motivation and reduce disciplinary problems?

RESPONSE	NUMBER	PERCENTAGE
YES	4	100%
NO	0	0%
TOTAL	4	100%

100% of school managers responded that they do appreciate and recognise good work for both educators and learners to reduce disciplinary problems.

This shows that their attitude is positive and it encourages hard work on the part of both educators and learners.

SECTION B: RESPONSES FROM EDUCATORS

4.4   PERSONAL AND BACKGROUND INFORMATION

Table 4.4.1:   Educators were asked about their age

AGE GROUP	NUMBER	PERCENTAGE
20 years + under	0	0%
21 – 30 years	0	0%
31 – 40 years	3	37.5%
41 and above	5	62.5%
TOTAL	**8**	**100%**

The above table revealed that 37.5% of educators who teach at secondary schools are between 31 and 40 years. 62.5% are between 41 years and above age. This shows that 100% educators are matured enough to handle teenagers.

Table 4.4.2:   Educators were asked about their gender

RESPONDENCES	NUMBER	PERCENTAGE
FEMALE	5	62.5%
MALE	3	37.5%
TOTAL	**8**	**100%**

The above table indicates that the majority of educators (62.5%) who teach in the selected/sampled secondary schools are female, only 37.5% are male. This shows that there might be disciplinary problems at school caused by the gender issue.

Table 4.4.3:   Educators were asked about their experience

EXPERIENCE	NUMBER	PERCENTAGE
0 – 5	0	0%
6 – 10	2	25%
11 – 15	1	12.5%
16 – 20	1	12.5%
21 – 25	3	37.5%
25 +	1	12,5%
TOTAL	**8**	**100%**

The above table indicates that 100% respondents are quite experienced in teaching secondary school children. The experience they possess is above 5 years.

Table 4.4.4:   Educators were asked about their academic qualifications

QUALIFICATION	NUMBER	PERCENTAGE
G 12	3	37.5%
B.A.	4	50%
B.A. HONS.	1	12.5&
MASTERS	0	0%
TOTAL	**8**	**100%**

All respondents are academically qualified to teach at secondary schools. 65% have academic qualifications ranging from B.A to B.A. Hons. Only 37.5 have Std 10 which is also still accepted by the present education system. (Although today these educators are deemed under qualified and the Department of Education has developed programmes to upgrade them).

Table 4.4.5:   Educators were asked about their professional qualifications?

PROFESSIONAL QUALIFICATIONS	NUMBER	PERCENTAGE
PTC	1	12.5%
STD	3	37.5
UED	0	0%
HED	1	12.5
OTHERS SPECIFY: FDE 1, SED 1, BAED 1	3	37.5%
TOTAL	**8**	**100%**

The above statistics show that 87.5% of educators are qualified to teach at the sampled secondary schools while only 12.5% are underqualified to handle grade 12 learners in particular and to teach at secondary school level.

This might be one of the hindrances to academic achievement of grade 12 learners.

4.5   CONTENT QUESTIONS

Table 4.5.1:   Are Educators free to act as loco-parentis?

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

The table above shows that all respondents answered yes to this question.

Table 4.5.2: **Do you see any need to involve parents in matters of discipline at this school?**

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

100% of educators who responded said yes to this question. Parents should be involved in matters of discipline.

Table 4.5.3: **How can you describe the relationship between the school and parents?**

RESPONSE	NUMBER	PERCENTAGE
POOR	0	0%
FAIR	6	75%
GOOD	2	25%
TOTAL	**8**	**100%**

The table above shows that 75% of the respondents said the relationship between the school and parents is fair while 25% indicated that it is good. No school has the poor relationship. This shows that the schools involve parents in the education of their children.

Table 4.5.4: **Which discipline strategy is the most favoured by parents and your learners?**

RESPONSE	NUMBER	PERCENTAGE
COERCIVE	0	0%
CORRECTIVE	8	100%
TOTAL	**8**	**100%**

100% Educators indicated that parents favoured corrective disciplinary strategy. None indicated coercive discipline.

Table 4.5.5: **Do you think that late supply of Learner Support Material at your school contributed to poor academic achievement?**

RESPONSE	NUMBER	PERCENTAGE
YES	6	75%
NO	2	25%
TOTAL	**8**	**100%**

The statistics shown above indicate that 75% of respondents agreed that the late supply of Learner Support Material (LSM) contributed to poor academic achievement while 25% feel this is not the reason.

Table 4.5.6: **Do you think late registration of learners at your school leads to indisciplined behaviour for both teachers and learners?**

RESPONSE	NUMBER	PERCENTAGE
YES	6	75%
NO	2	25%
TOTAL	**8**	**100%**

The response to this question indicated that 75% feel indisciplined behaviour for both learners and educators is caused by late registration of learners. 25% of educators did not experience this at their schools.

Table 4.5.7: **Do you think the environment at your school is conducive to teaching and learning?**

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%

TOTAL	**8**	**100%**

100% of respondents teach under normal conditions. They all felt that the environment is conducive to teaching and learning. No one indicated otherwise.

Table 4.5.8:   Does the passing of tests and examinations have any

relationship with disciplinary practices at your school?

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

100% educators felt that there is relationship between passing of tests and examinations and disciplinary practices. No one indicated the contrary.

Table 4.5.9:   How is discipline at your school?

RESPONSE	NUMBER	PERCENTAGE
A. Too severe & harsh	0	0%
B. Too lax & liberal	2	25%
C. Firm but fair	6	75%

TOTAL	**8**	**100%**

75% of responses from educators indicated that discipline at their schools is firm but fair. 25% indicated that at their school discipline is lax and liberal. One concludes that the majority of schools understand the laws that govern discipline especially when set goals are to be attained. A small percentage (25%) of schools still have a problem of discipline.

Table 4.5.10:   Are learners at your school working hard, highly motivated and respect others who achieve academically?

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

All 100% educators were positive that learners at their schools worked hard and were highly motivated to achieve to the best of their ability.

It can be concluded that given learners who are committed to their work, less disciplinary problems are expected in secondary schools. This also highlights that there is a relationship between discipline and academic achievement.

Table 4.5.11:   Do you have learners in grade 12 at your school who abuse alcohol and carry guns to school?

RESPONSE	NUMBER	PERCENTAGE
YES	1	13%
NO	7	87%
TOTAL	**8**	**100%**

87% of educators of grade 12 learners in sampled schools have no incidents of learners who abuse drugs, alcohol and possess illegal fire arms.

13% indicated that their schools experienced such behaviour from grade 12 learners, and this is a hindrance in management of discipline for academic achievement.

Table 4.5.12:   Is the curriculum relevant to the community and future of your grade 12 learners?

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

All 100% respondents felt that the curriculum followed at their schools addressed future needs of grade 12 learners. They were satisfied that it involved everyday experiences and problems people encountered. All educators felt that a broad curriculum reduced problems of discipline and enhanced academic achievement.

This shows that the curriculum itself is seen as the disciplinary strategy.

Table 4.5.13:   Do grade 12 learners finish all the work that had to be

covered each year in time?

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

100% educators indicated that they finished all the work that had to be done in time.

One deduces that high failure rate if any might be due to other reasons.

SECTION C: RESPONSES FROM LEARNERS

4.6   PERSONAL INFORMATION

Table 4.6.1:   Learners were asked about their age

RESPONSE	NUMBER	PERCENTAGE
16 – 17	0	0%
18 – 20	8	100%
21 – 25	0	0%
TOTAL	**8**	**100%**

The above table indicated that 100% of learners in grade 12 in year 2005 were aged between 18 and 20 years.

It showed that all the learners in grade 12 were still young and controllable.

Table 4.6.2:   Learners were asked about their gender

RESPONDENTS	NUMBER	PERCENTAGE
MALE	4	50%
FEMALE	4	50%
TOTAL	**8**	**100%**

According to the above table 50% of respondents were male and the other 50% were female. It means that there was gender balance.

Table 4.6.3:   **Learners were asked about the number of years in grade 12 class**

RESPONDENTS	NUMBER	PERCENTAGE
1st time	8	100%
2nd time	0	0%
TOTAL	**8**	**100%**

100% of learner respondents sampled were doing grade 12 for the first time.

Table 4.6.4:   **Learners were asked about the size of grade 12 class in year 2005?**

RESPONSE	NUMBER	PERCENTAGE
20 – 35	2	25%
36 – 45	4	50%
46 – 55	0	0%
56 – 65	0	0%
66 and above	2	25%
TOTAL	**8**	**100%**

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The above statistics indicated that 25% grade 12 classes were manageable. 50% grade 12 classes were a little bit uncomfortable and 25% indicated that they were overcrowded.

This might have an impact as far as discipline is concerned.

4.7   CONTENT QUESTIONS

Table 4.7.1: **Does your school have a school code of conduct?**

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

100% learners answered yes to this question. It was noted that all schools have the school code of conduct.

Table 4.7.2: **Is the school code of conduct effective or functional?**

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

The answer to this question was 100% yes. This implied that all school had a code of conduct and it was implemented by the school management.

Table 4.7.3:   Does your school have school rules?

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	8	100%

100% respondents answered yes to this question.

Table 4.7.4:   Were leaders of learners engaged in the formulation of school rules?

RESPONSE	NUMBER	PERCENTAGE
YES	6	75%
NO	2	25%
TOTAL	8	100%

75% of learners who responded to this question answered yes. 25% of respondents answered no. This means that there are still schools who pay lip service to learner involvement in mature decisions.

Table 4.7.5:   Is discipline at your school reached through self discipline or corporal punishment?

RESPONSE	NUMBER	PERCENTAGE
A. Self discipline	8	100%
B. Corporal Punishment	0	0%
TOTAL	8	100%

100% respondents answered yes to the question where they had to choose between A or B. This implied that all sampled schools inculcated self discipline as opposed to corporal punishment.

Table 4.7.6: **Do you agree that the observance of the school code of conduct results in a well disciplined school?**

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

100% learners responded positively to the above question.

Table 4.7.7: **Do you agree that disorder wastes time and hinders learners from learning optimally?**

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

100% learners agreed that disorder was hindrance to their education.

Table 4.7.8: Is late availability of Learner Support Material (LSM) the cause of poor academic achievement at your school?

RESPONSE	NUMBER	PERCENTAGE
YES	6	75%
NO	2	25%
TOTAL	8	100%

75% of learners agreed to this question. 25% of learners responded that this was not the case at their school.

One concludes that according to learners, LSM is delivered late at their schools and this hinders progress and adds to disciplinary problems.

Table 4.7.9: Does late admission of learners contribute to indisciplined behaviour for both teachers and learners at your school?

RESPONSE	NUMBER	PERCENTAGE
YES	6	75%
NO	2	25%
TOTAL	8	100%

25% of learners had no experience of late admission at their school. 75% agreed to this question.

Table 4.7.10: **Which disciplinary strategy is the most effective and**

favoured by both parents and learners at your school?

RESPONSE	NUMBER	PERCENTAGE
COERCIVE	0	0%
CORRECTIVE	8	100%
TOTAL	**8**	**100%**

100% respondents said that the most effective and favoured discipline strategy was corrective and not coercive discipline.

The above information is the sign that most schools aspire for self discipline.

Table 4.7.11: **Are grade 12 educators at your school committed to**

teaching and learning?

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

100% of learners sampled were positive that teachers at their schools were committed to teaching and learning.

Table 4.7.12: **How can you describe the relationship between teachers and learners at your school?**

RESPONSE	NUMBER	PERCENTAGE
NORMAL	8	100%
TENSE	0	0%
TOTAL	8	100%

100% of learners who responded to this question indicated that the relationship between teachers and learners was normal.

Table 4.7.13: **Do you have extra lessons during weekends and holidays at your school?**

RESPONSE	NUMBER	PERCENTAGE
YES	6	75%
NO	2	25%
TOTAL	8	100%

75% of learners answered yes to this question. The implication was that many schools offered extra lessons beyond normal time table. Only 25% of the sampled learners did not receive this tuition.

Table 4.7.14: **Do you think the curriculum is relevant to the community and the future needs of learners?**

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	8	100%

All learners (100%) who responded to this question felt that the curriculum was relevant.

Table 4.7.15: **Do you believe that the broad and sensible curriculum**

reduces problems of discipline and enhance academic achievement?

RESPONSE	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	8	100%

100% of learners felt that a broad curriculum reduced problems of discipline and enhanced academic achievement.

SECTION D: RESPONSES FROM PARENTS

4.8   PERSONAL INFORMATION

Table 4.8.1:   Parents were asked about their age

AGE GROUP	NUMBER	PERCENTAGE
30 – 39	0	0%
40 – 49	5	62,5%
50 – 59	3	37.5%
60 – 69	0	0%
TOTAL	**8**	**100%**

According to the above table 62.5% which is the majority of parents who responded were in their early forties.   Only 37.5% were in their early fifties.   This age group was in the position to understand the concept of discipline for academic achievement.

Table 4.8.2:   Parents were asked about their gender

RESPONSES	NUMBER	PERCENTAGE
MALE	3	37,5%
FEMALE	5	62.5%
TOTAL	**8**	**100%**

This information indicated that 62,5% females were in the majority. Only 37.5 were male respondents.

Table 4.8.3: **Parents were asked about the type of community the schools where their children go to are situated?**

RESPONSES	NUMBER	PERCENTAGE
Rural	4	50%
Town/City	4	50%
Township	0	0%
TOTAL	**8**	**100%**

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The responses showed that 50% of parents who responded were in rural areas while 50% were in either town or city residents.

This indicated that the responses from both groups struck the balance.

Table 4.8.4: **Do you have children who are learners at this school?**

RESPONSES	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

100% of parents answered yes to this question. It was the researcher's intention to question parents who had interest in the School.   There were no outsiders.

Table 4.8.5: **Parents were asked if they could read and write**

RESPONSES	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

All 100% of parents were literate and they understood the contents of the questionnaire.

4.9   CONTENT QUESTIONS

Table 4.9.1:   Do you attend all parents' meetings held at this school?

RESPONSES	NUMBER	PERCENTAGE
YES	7	87.5%
NO	1	12.5%
TOTAL	**8**	**100%**

87.5% of sampled parents indicated yes to this question.   12.5% indicated that they did not attend school parent's meetings.

Table 4.9.2:   How is the attendance by other parents?

If the answer is yes, how is the attendance by other parents?

RESPONSES	NUMBER	PERCENTAGE
POOR	2	25%
FAIR	3	37.5%
GOOD	3	37.5%
TOTAL	**8**	**100%**

25% of sampled parents responded that the attendance of parents at parent meetings was poor. 37.5% indicated fair attendance and 37.5% responded that attendance was good.   In other words a good percentage (75%) of parents attend school meetings.

Table 4.9.3:   Are parents supportive in matters of discipline for academic achievement?

RESPONSES	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

100% of sampled parents responded positively to this question.   All parents did support schools in matters of discipline.

Table 4.9.4:   Does this school value discipline?

RESPONSES	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	8	100%

100% sampled parents answered yes to this question.

Table 4.9.5:   How can you describe the relationship between the school and parents?

RESPONSES	NUMBER	PERCENTAGE
Poor	2	25%
Fair	3	37.5%
Good	3	37.5%
TOTAL	8	100%

37.5% said that the relationship between the school and parents was fair. 37.5% again said that it was good. Only 25% gave a negative answer, that it was poor.

Table 4.9.6:   Have the SGB members formulated the school code of conduct?

RESPONSES	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	8	100%

100% parents sampled answered yes to this question. One can conclude that schools know that the school code of conduct is the responsibility of the School Governing Body. This information was authentic and reliable because all others responded yes to this question.

Table 4.9.7: **Who implements discipline for academic achievement?**

RESPONSES	NUMBER	PERCENTAGE
Parents	3	37.5%
School manager	1	12.5%
Educators	1	12.5%
Anyone	0	0%
All stakeholders	3	37.5%
TOTAL	**8**	**100%**

37.5% respondents indicated that discipline is implemented by parents. Another 37.5% responded that parents, principal and educators joined hands. 12.5% indicated that the principal alone was responsible for discipline and the last 12.5% said that it was the responsibility of educators.

Table 4.9.8: Which discipline strategy is the most accepted by all the school community?

RESPONSES	NUMBER	PERCENTAGE
Self discipline	8	100%
Corporal Punishment	0	0%
Ridicule & Sarcasm	0	0%
TOTAL	**8**	**100%**

100% parent respondents favoured self discipline. Corporal punishment, ridicule and sarcasm were unpopular.

Table 4.9.9: Why should discipline be employed especially for grade 12 learners?

RESPONSES	NUMBER	PERCENTAGE
A. Without discipline good results are not conceivable	8	100%
B. When children fail, poor Management is perceived as the cause	0	0%
TOTAL	**8**	**100%**

100% chose A as the reason for employing discipline to Grade 12 learners. Parents saw the necessity of discipline.

Table 4.9.10: What are parents responsibilities concerning academic achievement of grade 12 learners?

RESPONSES	NUMBER	PERCENTAGE
A. Help the school in keeping Order and discipline	8	100%
B. Buy stationery & Textbooks	0	0%
TOTAL	**8**	**100%**

The whole 100% of parents answered that their responsibilities were to keep order and discipline.

Table 4.9.11:   In your opinion, can discipline improve academic achievement?

RESPONSES	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

The response to this question was 100% yes.

Table 4.9.12:   Is the school environment conducive to teaching and

learning?

RESPONSES	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	**8**	**100%**

100% answered that the environment was conducive to teaching and learning.

Table 4.9.13: **Are parents given a chance to visit the school and evaluate their children's academic progress?**

RESPONSES	NUMBER	PERCENTAGE
YES	7	87.5%
NO	1	12.5%
TOTAL	8	100%

87.5% of sampled parents are given a chance to visit schools progress. Only a small percentage, 12.5% of sampled parents have not had this experience.

Table 4.9.14: **Misbehaviour leads to drop in grades and academic test scores. Do you agree with this statement?**

RESPONSES	NUMBER	PERCENTAGE
YES	8	100%
NO	0	0%
TOTAL	8	100%

This question was also answered 100% yes.

4.10 CONCLUSION

The information found in this chapter focused on outstanding conditions and practices that prevail at schools which lead to success or failure of school managers in managing discipline for academic achievement.

In the following chapter research findings and recommendations will be discussed.

CHAPTER 5

RESEARCH FINDINGS AND RECOMMENDATIONS

5.1 INTRODUCTION

In no particular order, findings of this study are summarised as follows:

- Findings pertaining to school managers.
- Findings pertaining to educators.
- Findings pertaining to learners.
- Findings pertaining to parents.

5.1.1 These findings emanated from the data that was analysed in chapter

4. The main research question and subquestions are successfully answered.

5.1.2 These findings are also related to literature review in chapter 2.

The views and objectives that were investigated in this chapter were the following:

- The effect of learner discipline on academic achievement.
- Who should implement discipline in management of academic achievement of grade 12 learners?
- Causes that hinder the sound management of discipline for academic achievement.

- Strategies that promote high standards of academic achievement.
- The relationship between discipline and academic achievement.

The following findings focussed on the above information:

5.2 FINDINGS

5.2.1 Findings pertaining to School Managers

School managers indicated the following:

- That parents are supportive to maintenance of discipline for academic achievement in schools.
- They also said that their schools had a code of conduct which is effective.
- The findings also revealed that teachers act as loco-parentis in the absence of parents in schools.
- It was discovered that in most schools there is good relationship between school managers and other stakeholders. Few principals' indicated poor relationship.
- The findings revealed that although the majority of managers know that discipline in schools is the responsibility of all stakeholders, few believed it is the responsibility of the school manager alone.
- The findings uncovered from school managers that the passing of tests and examinations relate to disciplinary practices of their

schools. In other words, school managers related academic achievement to discipline.

- There are few school managers who still have a problem in management of grade 12 academic achievement.
- Some school managers use different disciplinary strategies. The minority group apply severe and harsh measures. The other minority group is lax and liberal, while the majority use firm but fair measures of discipline.
- Some school managers viewed late supply of learner Support Material as a hindrance to academic achievement. While some had no problem as in their schools Learner Support Material is delivered in time.
- Late registration of learners contribute to indiscipline behaviour for both teachers and learners in some schools.
- School managers do appreciate and recognise good word for both educators and learners to reduce disciplinary problems.

5.2.2 Findings pertaining to Educators

Educators indicated the following findings:

- It was found that teachers are free to act as loco-parentis in the absence of parents.
- Educators favour the involvement of parents in matters of discipline in schools.
- The majority of educators indicated that the relationship between their schools and parents was fair. Only a few schools indicated good relationship.
- It was found that parents and learners favour corrective discipline.

- The majority of educators indicated that late supply of Learner Support Material was the cause of poor academic achievement.
- Very few educators blamed late registration as the cause of indisciplined behaviour for both teachers and learners, the good percentage of educators blamed it as the cause of disciplinary problems at their schools.
- The findings revealed that the environment is conducive to teaching and learning in schools.
- Educators related academic achievement to disciplinary practices at their schools.
- Few educators indicated discipline that is too lax and liberal. Quite a good percentage of educators indicated that their school managers were firm but fair.
- The finding was also that grade 12 learners at schools work hard and are motivated.
- There are schools where learners abuse drugs, alcohol and possess illegal fire arms.
- Educators perceive the curriculum as relevant and broad enough to reduce disciplinary problems.
- Educators indicated that they finish all the work that they had to do in time.

5.2.3 Findings pertaining to Learners

Learners indicated that:
- All schools have the code of conduct that is fully functional.
- In some schools learners were involved in the formulation of school rules. In some schools this was not democratically done.

- Learners are in favour of self-discipline as opposed to corporal punishment.

- They agreed that the observance of the school code of conduct results in a well disciplined school.

- Disorder wastes time and hinders learners from learning optimally.

- Most learners felt that late availability of Learner Support Matrial (LSM) is the cause of poor academic achievement at their schools.

- They also felt that late admission of learners contributes to indisciplined behaviour for both teachers and learners.

- Corrective disciplinary strategy is the most effective and favoured by both parents and learners.

- Learners indicated that teachers at their schools are committed to teaching and learning.

- In some schools learners are offered tuition beyond normal time table while very few learners do not enjoy this at their schools.

- Learners felt that the curriculum is relevant to the community and their future.

- Learners also felt that the broad curriculum reduces problems of discipline and enhances academic achievement.

5.2.4 Findings pertaining to Parents

Parents indicated the following:

- That they attend parent meetings. A very small percentage did not attend meetings.

- Parents support schools in matters of discipline and their perception was that the schools value discipline.

- The relationship between schools and parents is good but there are still problems at some other schools

- That the school code of conduct is the responsibility of the SGB members and that the SGB in schools formulated it.

- Most parents are not clear as to who should implement discipline for academic achievement. Very few parents are enlightened in this matter.

- Parents favour self discipline as opposed to corporal punishment, ridicule and sarcasm.

- Without discipline good results are not conceivable. Parents see the necessity of discipline.

- Parents help the schools in keeping order and discipline because they feel that discipline improves academic achievement.

- Parents also felt that the school environment is conducive to teaching and learning.

- Many parents were given a chance to visit schools and evaluate their children's progress. Few parents are not given this chance.

- Parents believe that misbehaviour on the part of their children leads to drop in grades and academic tests score.

5.3   RECOMMENDATIONS

5.3.1 Recommendation pertaining to school managers

The following recommendations are made with regard to the responses from school managers:

- Firm but fair disciplinary strategies should be used because this enhances academic achievement. It is also recommended that

school managers should avoid, at all costs, to be lenient and inconsistent when disciplinary measures are meted as this will affect academic achievement negatively.

- Involve all stakeholders in matters of discipline for example, educators, learners and parents because findings show that schools that involve all stakeholders in discipline achieve high quality matric results.

- The Learner Support Material should be delivered before closing for December holidays so that preparations for the following academic year can be properly made.

- Re-skilling of school managers should be done by the Department of Education authorities. Educators who are under-qualified be engaged in compulsory upgrading courses and workshops to make them able to match the fast changing world.

- Admission policies be upgraded on yearly basis to ensure that it goes with times.

5.3.2 Recommendations pertaining to educators

- It is recommended that educators be information seekers and read widely to be kept informed of accepted strategies of discipline as well as outdated ones, to be able to cope with transformation.

- The researcher recommends that educators should keep on improving their academic and professional qualifications because

the knowledge of the subject matter and methods of teaching is a disciplinary strategy on its own.

- It is also recommended that educators be trained on how to form an educational non-adversary, even partnership with learners.

5.3.3 Recommendations pertaining to learners

- The researcher recommends that learners be workshopped on dangers of alcohol and drugs to curb their abuse.

- For schools to be effective and achieve high standards of achievement, the researcher recommends that learners be involved in the formulation of the school's code of conduct, rules and regulations. This will minimize defaulters and disciplinary problems.

5.3.4 Recommendations pertaining to parents

- Parents are recommended to work closely with schools through governing bodies who on behalf of parents carry out functions in the best interest of the school.

- It is recommended that parents establish a sound relationship with school managers and educators to be able to combat the abuse of alcohol, drugs and to do away with illegal fire-arms and to keep schools safe.

- Lastly, parents need to recommit themselves so as to attend all parent meetings when invited to.

5.4 RECOMMENDATIONS TO SCHOOL MANAGERS AND PARENTS FOR FURTHER STUDY

- The researcher recommends that further study should focus on the quality of the code of conduct and school policy because almost every school has them, the question is quality.

- It is also recommended that parents be work-shopped on their roles and responsibilities.

- The researcher recommends that further research be made to focus on learners with special educational needs since very few schools provide for these learners.

5.5 CONCLUSION

Much has been said about the effect of learner discipline on academic achievement. As it was indicated in the introduction at the beginning of chapter 1 that without discipline, effective teaching and learning cannot take place.

This has proven beyond doubt that discipline influences academic achievement, and that where school rules are lacking academic results are poor especially of grade 12 learners.

This research confirmed the accepted and unaccepted disciplinary strategies. It has also confirmed that without the involvement of parents, discipline and good results are inconceivable. This research also revealed why other school managers succeed while others fail to manage their schools effectively.

Questions that ran through all levels, for example, principals, educators, learners and parents had to respond to the same questions. Answers in all of them were consistent and the researcher deemed them reliable and valid in the sense that they measured what they were intended to measure.

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