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**THE ROLE AND RESPONSIBILITY OF THE
SCHOOL PRINCIPAL IN MANAGING
SCHOOL DISCIPLINE**



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H van As

ABSTRACT

Learner discipline is the most talked-about issue at any school. Principals and teachers feel that the decline in learner discipline is reaching dangerous levels and that something needs to be done fast. The decline in school discipline is not unique to South Africa but principals and teachers across the world have their hands full when dealing with school discipline.

Public schools are all required to set up discipline policies that will be implemented through the rules and regulations of the school but most importantly through the Code of Conduct for Learners. The code of conduct set up by the school principal, together with the SGB (school governing body), is required by law. The South African government together with the Department of Education (DoE) through legislation, such as the South African Schools Act (SASA), Act 84 of 1996 section 8 determines that the governing body of a public school must draft a code of conduct to establish a disciplined and purposeful school environment.

Although the discipline policies containing the code of conduct are set as required by the SASA, schools still experience a decline in learner discipline. This motivated the researcher to explore the role and responsibility of the school principal in school discipline. Principals on the West Rand of Gauteng were interviewed to explore their perceptions regarding their responsibility pertaining to discipline and the management thereof.

The aim of this research is to provide principals with recommendations on how to manage discipline more effectively. A qualitative research method was used to conduct the research using a semi-structured interview schedule to get an in-depth understanding of principals and their role in managing school discipline.

The study revealed that schools need to get parents more actively involved in school activities. Schools need to set up discipline policies to serve the school and the community but also need to ensure that parents and new teachers are trained on how to deal with the modern child and learner discipline.

DECLARATION

I, Hugo van As, declare that the research study, *The role and responsibility of school principals in managing school discipline* is my own work, and that all resources used and quoted have been acknowledged by means of references, and that this dissertation or research project was not previously submitted by me or someone else for a degree at another university.

Hugo van As



ACKNOWLEDGEMENTS

- My God, for all the strength and courage to do the research.
- My wife and lovely little girl, for the understanding that it took a lot of effort and time, and for supporting and allowing me to do the research.
- My wonderful family, for all their support and encouragement throughout this research.
- Professor Pierre du Plessis, my supervisor, for all the guidance and support.
- All participating principals in the study who gave their time to be part of this research.
- To all the DELM Master's' students for your encouraging emails and support throughout this research.



ABBREVIATIONS

DoE: Department of Education

GDE: Gauteng Department of Education

HOD: Head of Department

SACE: South African Council of Educators

SASA: South African Schools Act, 84 of 1996

SGB: School Governing Body

SMT: School Management Team

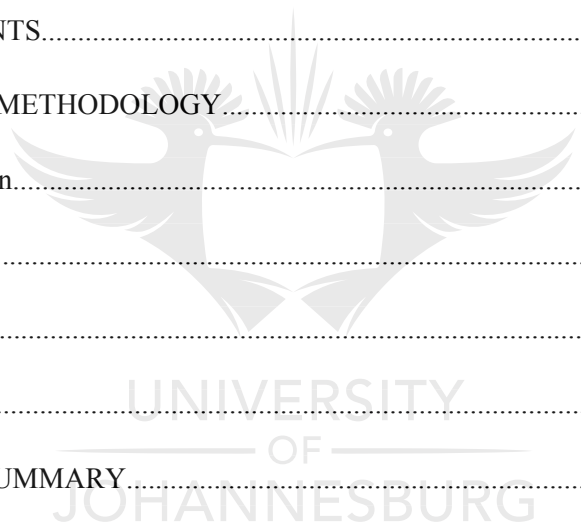


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CHAPTER ONE

RATIONALE AND OVERVIEW OF THE STUDY

"There is always a choice about the way you do your work, even if there is not a choice about the work itself."

Stephen Lundin

1.1 INTRODUCTION

A school in modern society is like the engine in a car, without it, it would be difficult to move forward, but in reality a school, like a car engine, has to be regularly "serviced" in order to function properly and effectively. Therefore, I want to argue that the ways in which schools are managed need to be periodically relooked, and a improved ways need to be found. Schools today are faced with a number of challenges, and discipline can be seen as the biggest challenge of them all.

Teachers are overloaded with administrative work, their classes are too big, they have rude learners, parents show little interest, and worst of all they feel helpless when it comes to enforcing discipline. The guidelines (in books, seminars, workshops) to a well- disciplined class sound wonderful, but the question can be asked, are the strategies given in those books always do-able and do they work in a realistic modern South African school?

This chapter seeks to introduce and provide an outline for the rest of the research. It begins by providing the orientation of the research, the aim of the study (including the research question), the research methodology, and some ethical aspects of the study.

1.2 ORIENTATION OF THE RESEARCH

The question can be asked: What are the roles and responsibilities of principals in managing school discipline? Recent media reports highlight the issue of poor discipline in many public schools and this is at the heart of many school problems. Pillay (1993:3) as seen in Mkhize (2002) argues that instead of improving in recent years after the democratic elections of 1994, discipline in many schools has continued to decline. Smith (1996) argues that the situation in schools is reflective of an observable lack of commitment and interest in teaching and learning. Schools are characterised by a high failure rate, low morale and anti-academic attitude among educators and learners. As principals/educators we must focus on how poor discipline has an effect on academic performance and also what is expected of the principal when dealing with discipline. According to Iqbal (2008) these discipline problems include the making of noise, bullying, fights, graffiti and disrespect

towards teachers and fellow learners. Many school problems can be attributed to poor management of discipline by principals.

According to Oosthuizen (2011) discipline must create order, must ensure fairness and must protect the learner. The principal of a school has a dual role – that of principal of the school and that of a member of the governing body. It is, however, important that clear school rules are set in place (by the governing body) and that the above mentioned school rules (through the code of conduct) are enforced.

According to the South African Schools Act 84 of 1996 (RSA, 1996b) Section 8(1) (SASA) the school governing body must adopt a code of conduct for the learners at the school. The SASA further states that the principal of a school must assist the governing body in handling disciplinary matters pertaining to learners. These discipline problems must be dealt with in a responsible way and must not be in conflict with legislation or policy. Iqbal (2008) has found that principals deal with discipline more in a corrective manner rather than in a preventive manner and that the principal's understanding of discipline is influenced by his/her educational beliefs, experience and socio-cultural orientation of his/her school. It is important to remember that the principal must take the lead in managing discipline. I want to argue that if proper discipline procedures are put in place by the principal, then the educators will follow.

The hallmark of an effective educational organisation is an effective system of discipline for learners (Phatlane, 2001; Squelch, 2000; Van Wyk, 2000). Discipline in today's schools is a big problem. According to Marshall (2011) discipline deals with how people behave, while classroom management has to do with procedures, routines and structure. I want to argue that if effective school discipline policies are in place, better discipline and more effective education (teaching) will be experienced and better academic results will be visible. According to publicschoolreview.com (2014) many public school teachers also cite learner attitudes, such as apathy and disrespect for teachers, as a major problem facing schools today. A poll from the National Centre for Education Statistics as seen in publicschoolreview.com cited that problems like apathy, tardiness, disrespect and absenteeism posed significant challenges for teachers. Skiba and Peterson (2000) have found that uncivil behaviour is increasing and that it is a threat to effective learning.

Teachers are according to SASA section 10 prohibited from enforcing corporal punishment and many now apply a zero tolerance policy through counseling, detention, suspension or expulsion. Skiba and Peterson (2000) have found that current school practice in discipline does not appear to be effective in addressing problems of disruption and violence in schools. The reason for this ineffectiveness in dealing with discipline is yet to be found.

The focus of this research is on the role and responsibility of the principal in managing school discipline.

Schools have evolved from purely educational organisations to more complex organisations, and, therefore, a proper school discipline policy must be in place to ensure that discipline problems (bad behaviour, disrespect) will be dealt with effectively.

Jeffery (2011) argues that principals must initiate programmes that teach teachers how to deal with conflict (discipline problems) constructively. If teachers are equipped with the knowledge on how to deal with conflict in the classroom, they will be able to analyse situations better and, therefore, act more appropriately. I argue that teachers do not get enough support from SMTs and, therefore, struggle to implement the school's discipline programme/strategies. Alberta (2009) concludes that the principal's role has become more focused on the management of teaching and learning within the school.

Principals have different roles and responsibilities. According to the SASA Section 16 (3) these responsibilities include budgeting, time management, administration duties and the implementation of effective discipline. As previously stated, the role of the principal in managing school discipline will be the main focus for this research. I will attempt to emphasise the importance of the principal in managing discipline in his/her school and how the principal's role as a member of the SGB and manager of the school has an impact on discipline and learner performance.

Oosthuizen (2011) states that the role of the principal (under the authority of the HOD) is to control employment, maintain reasonable efficiency and make sure employees carry out legitimate instructions to maintain discipline. Therefore, the role of the principal is to ensure that effective school discipline procedures are being exercised so that the above-mentioned roles of the principal are evident in the organisation.

I pose the question: How does a principal effectively deal with discipline in his/her school and does he/she effectively advise teachers on how to manage discipline in their school/classrooms? Kerrigan (1987) found that school administrators – principals at the elementary, middle and high school levels – do not feel that they are adequately informed about the laws that affect them and their schools. I argue that educational law and its contents are not adequately implemented in the training of South African principals and am, therefore, of the opinion that principals are not effectively armed with knowledge of the law and the implication thereof regarding managing discipline in schools.

1.3 AIM OF STUDY AND RESEARCH QUESTION

The aim of this study was to investigate the role and responsibilities of the principal in managing school discipline. Focus was placed on the principals and strategies for implementing discipline procedures within their schools.

This aim was met through the achievement of three objectives:

1. How principals manage discipline in their schools.
2. How principals understand the implementation of an effective discipline policy.
3. Recommendations to principals on how to manage discipline within the South African public school system.

The research question was, therefore:

What are the roles and responsibilities of the principal in managing school discipline in public schools?

1.4 CONCEPT CLARIFICATION

To limit the confusion of words/concepts to be used in the research the following concepts need to be clarified.

For the sake of clarity, therefore:

1. 'Principal' will, according to thefreedictionary.com, refer to the head teacher responsible for running a school. SASA: Sec 1- the educator appointed as the head of the school.
2. 'Discipline' will, according to Webster's New World College Dictionary (1996), refer to:

Discipline: From the Latin term *disciplina*, meaning: 1. A branch of knowledge or learning; 2. Training that develops self-control, character, orderliness or efficiency; 3. Strict control to enforce obedience; 4. Treatment that controls or punishes; 5. A system of rules.
3. 'Responsibility' will, according to Dictionary.com, refer to the state or act of being responsible, answerable, or accountable for something within one's power, control, or management.
4. 'Role' will, according to thefreedictionary.com, refer to the characteristic and expected social behaviour of an individual.

1.5 RESEARCH METHODOLOGY

1.5.1 Research paradigm

The study was based on a constructivist framework, including constructivist assumptions about ontology and epistemology (see chapter 3). The study followed a qualitative approach, such as conducting semi-structured interviews. The study was interpretive and descriptive. Qualitative data were suitable for this particular study because the research question in the study was exploratory, descriptive and contextual in nature.

1.5.2 Data collection methods

The collection process used to gather the data in the study is of a qualitative nature. Five principals of primary schools on the West Rand were interviewed.

Firstly, semi-structured interviews were conducted with principals regarding their involvement in school discipline and the implementation thereof. An interview schedule with open-ended questions was followed when the interviews were conducted. The interviews were held after school to limit disruptions during the interview process. An ice-breaking question was used at the beginning of each interview, namely “What, according to you as principal, is discipline?”

Secondly, a case study design was used because the study was limited. Gray (2009) states that a case study approach requires the collection of multiple sources of data, which need to become focused.

Lastly, following a thematic analysis of the gathered data, the data was then analysed, transcribed and then utilised to identify themes and to formulate relevant findings and recommendations. (See chapters 4 and 5.)

1.5.3 Sampling

The sampling in this study was purposive. The criteria were willingness to participate; being a principal of a primary school, and the school being on the West Rand. Both male and female principals were part of the research. Participants in the study were not expected to only answer in English, but were also free to use Afrikaans to make them feel more comfortable during the interview.

These criteria were followed strictly due to the study being limited and the contributions of participants other than those of principals would have made the study more complex. Principals

were the focus of the study because their answers in the interview would contribute to answering the research question.

1.5.4 Data analysis

Interviews should be (and were) analysed using thematic analysis to identify common themes and categories according to Braun and Clarke (2006:79). This included transcription of individual interviews and description of themes that reflect the understanding of principals regarding school discipline and what their role and responsibilities were within school discipline and the implementation thereof.

After the themes had been identified, they were related to literature available on the different themes identified. By doing so the themes were brought into correlation with what literature states and this created a broad set of guidelines on what principals do right but also on what principals do wrong.

The techniques used in the study helped the researcher in understanding the correlation between principals from different schools, but also helped to identify the similarities between these principals.

1.5.5 Trustworthiness measures

To ensure trustworthiness, semi-structured interviews with each participant were conducted, using the same format and sequence of words and questions (Cohen, Manion & Morrison, 2011: 204). This required the researcher to strive towards credibility (triangulation and multiple data resources: individual interviews of different schools and documents), transferability (achieved through detailed descriptions of collected data during analysis), and conformability (the extent to which the results can be confirmed by others in relation to the data collected) (Babbie & Mouton, 2006). During the data analysis process the researcher constantly referred to the interview transcripts and documented analysis, to ensure conformability. All interviews were voice-recorded to ensure that effective and accurate coding could be done. During the interviews the researcher used notes to ensure that all the interviews with the different principals were done in the same manner to further ensure consistency.

1.5.6 Ethics

The research strictly followed the necessary ethical guidelines. Each participant were given a consent form to fill in, which stated that participation within this research was completely voluntary, and that if they felt insulted or uncomfortable at any time they were free to withdraw

without penalty. The purpose of the study, being the investigation of the role and responsibility of principals in managing school discipline was outlined, with the findings to form part of a mini-dissertation required for an MEd degree.

The participants were further informed that throughout this study care would be taken to preserve their anonymity. Their names would be changed and the schools, where they are employed, would not be named but would be known as School A, B, C, D, and E.

In order to ensure that all the necessary ethical steps would be taken, the proposal for this work was submitted for ethical clearance with the Faculty Ethics Committee.

1.6 SUMMARY

This chapter gave an insight into the research that was done to establish what the role and responsibilities of the school principal were in managing school discipline. The research paradigm, the ethics, trustworthiness, and the research design were discussed. The next chapter will provide a literature overview of school discipline and the roles and responsibilities of the principal in managing discipline. Chapter three will give more insight into the research design and methodology. Chapter four will deal with the research findings and, lastly, chapter five will contain the recommendations for the research.



CHAPTER TWO

LITERATURE REVIEW

2 INTRODUCTION

The purpose of this chapter is to provide an insight into the roles and responsibilities of the school principal in managing discipline, and to what extent principals are responsible for the functioning of his/her school on various levels. These responsibilities include administration, curriculum, personnel management and discipline. This research will, however, only focus on discipline and the implementation thereof.

Principals and teachers face many discipline problems in our schools today. Disrespect, mocking teachers, swearing, and even the bullying of teachers are just a few that can be mentioned. If we look at media reports we will see that being a teacher and a principal is not a walk in the park. To highlight how serious the situation is we must look at the incident where a class teacher in the south of Johannesburg was attacked with a broom, while being cheered on by his classmates. It is this kind of behaviour that makes teachers want to leave the profession, and the questions can, therefore, be asked, "What has society come to? Why is it acceptable to attack your teacher? Is there no sense of respect? Do learners not know what is wrong and right? And who is to blame for this? When asked many teachers will likely argue that most of their time and efforts are spent on behavioural problems. I want to argue the fact that the education system as a whole is failing the people of South Africa on more than one level and something drastically should be done to improve the system.

Research done by Nelson, Martella and Galand (cited in Marzano 2003: 27) as seen in Coetzee (2008) indicates that the public consistently identifies the lack of discipline in public schools as the most serious problem facing schools today. Although disciplinary problems impact on the school as a whole, it is the classroom teacher who is the first line of defence. The above-mentioned authors mentioned two disturbing facts arising from their research:

1. Educators generally believe that they are not only unprepared for dealing with disruptive behaviour, but that the increasing amount of disruptive behaviour substantially interferes with their teaching.
2. It is estimated that only half of all classroom time is used for instruction and that disciplinary problems occupy most of the other half.

In South Africa, Wolhuter and Van Staden (2008), as seen in Mashau, Steyn, Van der Walt and Wolhuter (2008), found that stress related to learner discipline problems in schools caused 85% of

teachers to be sometimes or regularly unhappy in their work, sometimes or regularly caused tension in the family lives of 58% of teachers, and health problems in the case of 54% of the teachers.

2.1 DISCIPLINE APPROACHE CURRENTLY IN USE

2.1.1 Lee Canter's Assertive Discipline approach

There are many questions on what works in the classroom and what does not. Each teacher will give his/her own different view on what works for them. This next section will be used to look at the widely used Canter's Assertive Discipline approach.

Canter & Canter popularised the concept of rights in the classroom – one of these rights are that students have the right to teachers who help them learn in a calm, safe environment. Furthermore, Canter stated that the teacher also has the right to teach in a classroom without disruption. Canter & Canter argue that teachers have the right to backing from school principals and also the co-operation from parents in helping students behave acceptably. The Canter's have further formulated their discipline approach to "be in with the times" and, therefore, moved away from the teacher being a strong leader in the classroom to teachers that build trusting relationships with their students. The Canter's placed emphasis on providing positive recognition and support to learners, and to rather take a proactive approach than a reactive approach to bad behaviour.

Canter & Canter focuses on establishing a classroom climate in which needs are met, behaviour managed humanely and learning occurs as intended. This climate can only be accomplished if the teacher attends closely to the needs of the learner, and if effective classroom rules on behaviour are evident. Teachers have the responsibility to teach students how to behave properly, but also to give learners positive attention, talk to those who misbehave and, very importantly, establish a sense of mutual trust and respect.

Canter's principal teachings

- Today's learners have well-defined rights and needs that must be met if they are to be taught effectively.
- Teachers have the right to teach in a classroom free from disruptions.
- The most effective teachers are those who remain in control of his/her classroom.
- A good discipline plan based on trust and respect is necessary for helping learners limit their unwanted behaviour.
- Teachers should practise positive repetitions.
- Students should enjoy positive support when they behave acceptably.

- Teachers must not only model proper classroom behaviour but should also teach it.
- Teachers are more effective when they use a proactive rather than a reactive approach to discipline.

The needs and rights of learners that Canter refers to is a warm, supportive classroom environment where students can learn, and also where teachers do what they can to help students be successful. As mentioned before, Canter states that teachers have rights too: the right to teach in a classroom free from disruptions and also the right to a supportive school principal.

Canter describes three different types of teachers, based on how they relate to students.

Hostile teachers

Hostile teachers view students as adversaries. These teachers feel they must keep the upper-hand, and by doing so they lay down the law, accept no nonsense, they use stern facial expressions, and they give strong instructions like "sit down and shut up".

Nonassertive teachers

Nonassertive teachers take an overly passive approach to students. They fail to help the class formulate reasonable expectations and are inconsistent in dealing with students who misbehave. They use "begging words" when dealing with misbehaving students, such as "please stop talking" and "for heaven's sake stop that".

Assertive teachers

Assertive teachers clearly, confidently and consistently model and express class expectations. They work hard to earn the students' trust. If necessary, they teach students how to behave so that these students can better learn and relate to other students who do behave. They implement a discipline plan that encourages student cooperation. Assertive teachers are not harsh taskmasters and are ever mindful of students and their need for warmth and encouragement.

Canter argues that if you want students to choose appropriate behaviour and to cooperate with you, you need them to know that you, as the teacher, are concerned about them personally. Students need clear limits on behaviour, and the warm and safe climate that the teacher must create will help students to conduct themselves in a responsible manner. Canter further argues that strong ties with parents or guardians are to the benefit of the child. These ties can be established by positive notes and occasional phone calls to the parents.

Canter advocates a written discipline plan that clarifies rules, positive recognition and corrective actions. Rules state exactly how students are to behave. Rules should be limited in numbers and must only refer to behaviour. These rules must always be effective.

Canter's Assertive Discipline approach has been used worldwide in many classrooms. The benefit of using this approach, according to teachers that have made it part of their teaching, is that it is easy to implement, easy to use and the mutual benefits of both teachers and students outweigh the amount of effort to be put in to get this approach working.

2.2 PURPOSE OF DISCIPLINE IN SCHOOLS

With an increasing emphasis on the protection of human rights and the need to protect children against harsh and cruel treatment, attitudes towards discipline and punishment have changed considerably since the middle of the 20th century (Joubert & Prinsloo, 2008:108). Although discipline is one of the most important, time-consuming and often difficult governance and management tasks in a school, it is also one of the key indicators of an effective school; without good discipline there cannot be effective teaching and learning (Loock, Du Plessis & Mestry:2009).

No system or organisation (school) can function effectively if there is no form of discipline involved. Oosthuizen (2011) argues that discipline must create order, must ensure fairness and must protect the learner. Having "good" discipline is the goal of every classroom teacher. Discipline focuses on the creation and maintenance of a culture of teaching and learning (Joubert & Prinsloo, 2001:122). Within the discipline environment the teacher will feel in control, and effective learning will take place. According to Marais (2010) teachers in South Africa are becoming increasingly distressed about disciplinary problems in schools, as corporal punishment has been outlawed by legislation, such as the Constitution of the Republic of South Africa and the SASA (Sec 10). Naong (2007:283), as seen in Marais & Meier (2010), maintains that the abolition of corporal punishment in schools has left a gap, which cannot be filled and that it has led to all kinds of disciplinary problems in schools.

According to Gordon and Browne (2004:639), as seen in Marais & Meier (2010), disruptive behaviour is merely inappropriate behaviour. Mabeba and Prinsloo (2000:24) further state that disruptive behaviour is attributable to disciplinary problems in schools that affect the fundamental rights of the learner to feel safe and be treated with respect in the learning environment.

The SASA states that discipline must be maintained in the school and classroom situations so that the education of learners flourishes without disruptive behaviour and offences. The National

Education Policy Act of 1996 expects South African schools to specifically promote community building, citizenry and pastoral care in which the teacher is required to uphold the Constitution and promote democratic values and practices in schools.

2.2.1 Discipline as corrective measure

As mentioned before, discipline is most likely the most talked-about aspect in schools. Schools experience discipline problems and challenges on a large scale more often and with the abolishment of corporal punishment teachers feel incapable of being in control. Venter and Van Niekerk (2001) state that the abolishment of traditional forms of punishment, especially corporal punishment, left a gap. Teachers feel that they do not have a "weapon" to use and that children use them to "sweep the floor". The creating of order that Oosthuizen (2011) is referring to is in theory very attractive, but in reality it is not always so easy. The South African Department of Education in 2000 released the *Alternatives to corporal punishment* programme to help teachers deal with discipline problems, but whether it made a difference is open for debate.

The aim of discipline systems in schools are to correct undesired behaviour. When thinking of discipline the first word that comes to mind is punishment. Teachers in general according to Rosen (2005) want learners to be punished when their behaviour is not desirable. But with the abolishment of corporal punishment the "punishment" expected by teachers must fall within the South African law.

2.2.2 Encouraging self-discipline and accountability

Learners must learn that for every action there is a consequence. Rosen (2005) argues that learners need to be taught that they must abide by the rules school if they want to receive the benefits that society has to offer. They must further be taught that to act responsibly is of the utmost importance. Learners can be taught that there is one way and one way only and that is to model "good behaviour". Learners need limits to feel secure, and they do not always realise it, but learners like order. If this so-called "good" behaviour is shown to learners by the way their teachers act, then to follow this kind of behaviour will be easier for learners. Learners will by "following" their teachers' behaviour, realise the benefits of good behaviour, and, therefore, start acting more responsibly.

Rosen (2005) argues that morals should be taught by good teachers on a daily basis. These morals include honesty, non-violence, empathy, responsibility for our own actions, tolerance, respect for authority, self-respect and loyalty to family and country. These morals must be taught by good teachers, but the responsibility of these teachings should also be shared with the parents. Enforcing

social norms through punishment may be necessary to protect learners, but punishment is not always the best way to teach self-discipline among learners.

2.2.3 Establishing order

According to Joubert, *et al* (2004) discipline has two very important goals, namely to ensure the safety of staff and learners, and to create an environment conducive to learning and teaching. Discipline is about positive behaviour management aimed at promoting appropriate behaviour and developing self-discipline and self-control in learners. Mloi (2002:2), as seen in Joubert, *et al* (2004), mentions that learners have lost the culture of respect and trust for their educators. Educators are threatened, sworn at, ignored and abused on a daily basis.

To have order in schools should be one of the main goals of every school. The safety, security and success in education for fellow learners are often affected by disruptive behaviour, and, therefore, action needs to be taken by the SMT to ensure that all measures are in place to handle situations where the above-mentioned order are is not always visible.

Marais & Meier (2010) state that it is important for teachers to teach learners that there is a set of behaviours and communication standards that work in situations where they come from and that there is another set of behaviours and speech patterns that will make them successful at school. If these behaviours are evident in the learners' everyday school life, then he/she will receive the benefits that schools have to offer.

Beckmann and Prinsloo (1995:6-7), as seen in De Waal (2000), point out that this order implies the acceptance not only of certain values, but also of a general pattern of conduct followed by most members of society. The order of social conduct may be expressed in terms of rules, such as instructions, laws and norms.

2.2.4 Safety in schools

Teaching and learning cannot take place in an unsafe environment. Netshitahame & Vollenhoven (2006) states that the art of creating a peaceful environment poses great challenges to school management. Schools should be places where learners feel comfortable, safe and free, and effective learning can only take place if the above-mentioned are in place. The South African Bill of Rights, Act 108 of 1996, section 24 states that every person has the right to an environment that is not detrimental to his health or well-being. This right also applies to learners, and, in principle, protects them from being exposed to harmful environments, including schools.

Role of educators

Teachers have a legal duty to protect children from danger by taking precautionary measures and taking adequate care to prevent injury to the children (Oosthuizen, 2003: 86). The duty of an teacher to ensure the safety of the learner comes from many sources including: The Constitution (Act 108 of 1996), Children's Act, Act 38 of 2005, common law and case law. In terms of common law, the legal duty to protect a learner from danger arises from the delegation of such legal duty by the parent to the educator or the school (Joubert & Prinsloo, 2001: 97)

Section 28 of the Bill of Rights states that every child has the right to family care or parental care, or to appropriate alternative care when removed from the family environment. The South African Counsel of Educators (SACE) expects teachers to take reasonable steps to ensure the safety of the learner.

According to Oosthuizen (2008) as seen in Mashau, *et al*, (1997:72), find teachers themselves *in loco parentis*. *In loco parentis* is a common law principle meaning 'in the place of the parent' (Oosthuizen, 2003: 60). Every teacher has a duty of care towards every student under their supervision, by virtue of the conditions of the teacher's employment, and by virtue of the common law principle of negligence (Department of Education and Child Development (DECS), 2007: 1) This expression does not mean that they actually replace parents during school hours or that parents delegate their legal duties to the teacher, but rather that teachers should discharge their responsibilities towards the child during school hours as if they were themselves the child's parents (Potgieter, 2007:857). Du Plessis (2010) asserts that the educator's *in loco parentis* role is not limited to their contact with learners in the classroom, but their role as respectively coach, referee, organiser of sports events and stadium manager should carefully be examined as well.

The *in loco parentis* principle underscores several important aspects with respect to teachers' (pedagogical) relationships with their learners. McLaren, (1994:224) as seen in Mashau *et al* (2008) argue that teachers should not only help the learners give meaning to their worlds and to their existence in society, but should also lead, guide, enable, unfold and equip the learner towards mature adulthood.

Teachers have a difficult role concerning the safety of learners. According to Oosthuizen (2011) educators should take steps to prevent learners from getting hurt or their property being damaged. The teachers, as mentioned previously, have the duty to create a classroom climate that is conducive to learning. Learners should be supervised at all times. Oosthuizen (2011) argues that teachers must always be in control in order to prevent the infringement of the rights of the learner. Briely (1991), as seen in Netshitahame (2006), states that a positive and responsible attitude to safety is

all-important. Educators should provide proper supervision, instructions and control to learners to ensure their safety. Teachers, therefore, have the legal duty and responsibility to safeguard learners from reasonable foreseeable harm or danger. According to Beckmann, Klopper, Prinsloo and Roos (1995), as seen in Netshitahame (2006), the educator is expected to act as a prudent father of the family, because in his status and position, he is delegated to act in the place of the parent. The educator must, therefore, fulfil his/her duty of care in such a way that a safe environment, which is conducive to learning, is created.

Safety problems in schools are escalated due to some schools being in areas where high crime is being experienced, vandalism, theft and bullying are evident, and a large number of parents are not schooled effectively, hence the lack of active parental involvement in the education of learners.

2.3 LEGISLATIVE FRAMEWORK

Kleyn and Viljoen (2003:52), as seen in Oosthuizen (2011), describe legislation as the written legal rules drafted by a competent organ of state.

2.3. National legislation

2.3.1 Constitution

Schools operate under the supreme Constitution of the Republic of South Africa. Section 2 of the Constitution determines that the Constitution is the supreme law of South Africa and any law or conduct of any person or body, which is inconsistent with it, is invalid. Oosthuizen (2011) states that section 1 of the Constitution explains that the Republic of South Africa is a sovereign constitutional state founded on a number of values. These values are human dignity, the achievement of equality, the advancement of human rights and freedoms, non-racialism, non-sexism, supremacy of the Constitution, the rule of law, universal adult suffrage, a common voters roll, regular elections and a multiparty democratic government that should ensure accountability, responsiveness and openness.

In chapter 2 of the Constitution of South Africa contain the Bill of Rights. The Bill of Rights guarantees the protection of the individual's fundamental rights. The State is compelled by section 7(2) of the Constitution to also promote and fulfil the rights of the Bill. This entails that the organs of state, like public schools, should not only respect the fundamental rights of persons like learners, but also have a duty to take steps to promote and fulfil them.

2.3.2 South African Schools Act

The South African Schools Act (SASA), Act 84 of 1996 contains important provisions for the structuring, governance and management of public schools. The important provisions for the purpose of this research include codes of conduct (section 8), suspension and expulsion from public schools (section 7) and prohibition of corporal punishment and initiation practices (sections 10 and 10A).

According to section 28(2) of the Constitution, [a] the child's best interests are of paramount importance in every matter concerning the child.

2.3.3 National Education Policy Act

The National Policy Act is aimed at facilitating the democratic transformation of the national system of education into one that would serve the needs and interests of all South Africans, and uphold their fundamental rights.

According to the National Education Policy Act, Act 27 of 1996, the following are the main principles of the Act.

Directive principles of the National Education Policy Act

The policy contemplated in section 3 shall be directed toward:

- (a) the advancement and protection of the fundamental rights of every person guaranteed in terms of chapter 2 of the Constitution, and in terms of international conventions ratified by Parliament, and in particular the right -*
- (i) of every person to be protected against unfair discrimination within or by an education department or education institution on any ground whatsoever;*
- of every person to basic education and equal access to education institutions;*
- of a parent or guardian in respect of the education of his or her child or ward;*
- of every child in respect of his or her education;*
- of every learner to be instructed in the language of his or her choice where this is reasonably practicable;*
- of every person to the freedom of conscience, religion, thought, belief, opinion, expression and association within education institutions;*
- of every person to establish, where practicable, education institutions based on a common language, culture or religion, as long as there is no discrimination on the ground of race; of every person to use the language and participate in the cultural life of his or her choice within an education institution; enabling the education system to contribute to the full personal development*

of each learner, and to the moral, social, cultural, political and economic development of the nation at large, including the advancement of democracy, human rights and the peaceful resolution of disputes.

2.4 ROLE OF THE SCHOOL PRINCIPAL IN SCHOOL DISCIPLINE

Harris and Lambert (2003) argue that the leadership of the head teacher (Principal) is still the most vital and urgent form of intervention. This is because heads set the climate for improvement, they empower others, and provide the much-needed energy for change and development. They engage others in the emotional work of building collaborative, trusting relationships. Without this emotional climate for change, even the most well-conceived and received innovation is unlikely to succeed.

Findley & Findley (1992) argues that the principal's role as instructional leader is important in schools. Principals must understand their communities, envision effective schools, create mission statements and determine ideal situations for fulfilling them, spend sufficient time before implementation to help faculties accept changes, pilot and monitor new approaches, and incorporate successful pilot programmes throughout the school.

McCurdy (1983) found that recent research suggests that the principal's role in the effectiveness of schools is far more important than had been believed earlier. What the principal's role typically is, what it ideally should be, and how it can be changed, are questions that must be asked. Administrative skills valuable to principals should be seen as important, since they affect the principal's efficiency and the school's sense of mission and effectiveness.

Dean (1995) argues that the task of the head teacher is to see that each learner is considered as a developing individual and to be sure that all teachers are aware of the crucial part their own expectations and behaviour play in the development of their learners. Dean (1995) further argues that if the head teacher, attempts to make changes more quickly than the staff can absorb them, he/she will not only fail to change what is happening, but will set up resistance against further change. Principals must gain a measure of trust/acceptance from everyone before you demand too much from them.

School rules need a lot of discussion with parents and children, as well as teachers, and there needs to be agreement on how matters of discipline are to be dealt with. It is, however, the expectation of the principal, being part of the SMT to set up the code of conduct for learners as required by the SASA to engage in the above-mentioned discussion regarding the school rules.

2.4.1 Just administrative action

Section 33 (1) of the Bill of Rights protects educators and learners in an event where they are being treated unfairly after being accused of school-based violence. The Act states clearly that everyone has the right to administrative action that is lawful, reasonable and procedurally fair. Joubert, 2006 as seen in Looock, *et al.*, 2009: 28 states that it is important for educators to be well-informed about this section on just administrative action, in order to know what their own rights are as well as those of the learners, parents and stakeholders.

Just administrative action comprises the common law principle or rule of natural justice of '*audi alteran partem*' which, according to Oosthuizen (2003: 52) means the person affected by the action, proposes the action, must be afforded the opportunity to state his/her case.

2.5 MANAGING DISCIPLINE IN SCHOOLS

To manage discipline is not something that comes naturally. I want to argue that teachers need to learn these "skills" in order to create a learning environment where teaching is effective and order is being experienced.

Levin and Nolan (1996:23-24) as seen in Marais & Meier (2010) classify disruptive behaviour into four basic categories:

- Behaviour that interferes with the teaching and learning process (e.g. a learner who distracts other learners during lesson presentation, who refuses to follow directions, or displays aggressive behaviour).
- Behaviour that interferes with the rights of other learners to learn (e.g. a learner who continually calls out while the teacher is explaining content).
- Behaviour that is psychologically or physically unsafe (e.g. learning on the back legs of a chair, unsafe use of tools or laboratory equipment, threats to other learners, and constant teasing and harassment of classmates).
- Behaviour that causes the destruction of property (e.g. vandalism in the classroom).

2.5.1 Reducing discipline problems

Coetzee (2008), argues that it is important to point out that addressing disciplinary problems is not the sole responsibility of the classroom educator. Effective discipline is a combination of effective management at the school level and effective management at the classroom level. According to Van der Horst and MacDonald (2003: 105), in order to create classrooms that are conducive to

learning, there must be an organisation and management plan in place. Educators should, therefore, establish procedures that will cover different areas.

2.5.1.1 Code of conduct for learners

Various provisions in educational legislation as seen in the SASA Act 84 of 1996 emphasise the need for proper order in an attempt to secure an optimal learning and teaching environment and one of the best-known instruments to secure such an environment in a school is its code of conduct (Oosthuizen, 2011: 48).

Section 8 of the SASA, as amended, determines that the governing body of a public school must draft a code of conduct for learners, which is aimed at "establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process".

Within the code of conduct for learners are the school rules. Oosthuizen (2011) states that school rules are the rules that control order and governance within the sphere of activities of a particular school. The school rules are aimed at regulating the mutual act of learners with learners, learners with the school and learners with the educators.

Although the principal, the school management and educators normally form the most visible front in the disciplinary process, the SGB has a statutory or legal duty to ensure that correct structures and procedures are put in place so that any disciplinary measures taken against ill-disciplined learners are administered fairly and reasonably in accordance with the above-mentioned laws (Mestry & Khumalo., 2012: 99).

Joubert & Prinsloo. (2001: 125) assert that a code of conduct lays down clear measures that are applied to create an orderly environment within which a culture of teaching and learning may be developed and maintained. Loock, *et al*, (2009: 60) argue that there are some basic elements that should be contained in the code, namely basic principles, rules sanctions and procedure.

Oosthuizen (2011) argues that well-drafted, well-formulated school rules can undoubtedly contribute to the creation of an atmosphere of security and discipline. The drafting and application of inequitable school rules can have disadvantages in many respects. According to Baxter (1984:90), as seen in Oosthuizen (2011), the main disadvantage of rules in general, and school rules in particular, lies in their incorrect application. Therefore, with the implementation of school rules precautionary measures must be taken to ensure that no learners rights are violated.

To ensure the fairness of school rules all rules should be communicated to all interested parties, for example parents and learners. Parents and learners should be made aware of these rules by either printing them out on leaflets, or adding them to the learners' diaries. Oosthuizen (2011) gives the following as examples of school rules:

- Prescribe learners' clothing.
- Prescribe learners' appearance.
- Regulate learners' conduct in the classroom.
- Determine the code of conduct between educators and learners, and between learners.

According to Oosthuizen (2011) school rules are necessary for order, harmony and effective educational training. He further states that it is virtually impossible to run a school without a system of rules. According to Partington (1984:1), as seen in Oosthuizen (2011), schools should be safe and orderly institutions and school rules are necessary "in order to express to children and parents what the educational aims are".

2.5.1.2 Creating a safe environment

The Constitution of the Republic of South Africa (Act 108 of 1996) stipulates that the state is responsible for protecting every person in South Africa (Steyn & Naicker, 2007:2). According to Bosman and Van Zyl (1997:49) as seen in De Waal (2000), it can no longer be assumed that the family constitutes a safe haven for children.

Van Wyk 1987:88; Beckmann 1989: 50-51; Henderson 1987:435; and Schimmel and Fischer 1987:104, as seen in Oosthuizen (2011), state that educators have the legal duty to protect a learner against dangers. Oosthuizen (2011) argues that the educator's legal obligation in this respect may in fact flow from other considerations such as:

- the position of authority held by an educator (Van Wyk 1987: 88);
- the special relationship that exists between an educator and learners (Van der Walt 1979: 32; Neethling, Potgieter & Visser, 2006: 66, as seen in Oosthuizen , 2011); and
- control over dangerous objects (Van der Walt, 1979: 32; Neethling, *et al.*, 2006: 67) as seen in Oosthuizen (2011).

Educators involved with the daily welfare of the learners must be aware of their learners' legal status in order to be able to apply legal strategies, which bring about the creation of a secure educational environment for the learners.

SASA 2007b, section 8(a)(1), as amended, gives schools more powers to school searches and drug testing when dealing with violence among learners. This Act further states that, unless authorised by the principal for legitimate educational purposes, no person may bring a dangerous object or illegal drug onto the school premises or have such object or drug in his/her possession on school premises or during any school activity. These searches are to ensure that schools are safe and that discipline is experienced in order to have a learning environment that is conducive to learning.

2.5.1.3 Educator-learner relationship

The legal relationship between children and their parents according to (Van der Vyver & Joubert, 1991: 443) as seen in De Waal (2000), necessitates a legal definition determining, inter alia, the child's status in such a relationship. Oosthuizen & Bondesio, (1988:14) argue that is important as the parent stands in an intertwined legal relationship with the educator as well

The educator's view of the learners in his/her class, according to Coetzee, Van Niekerk and Wydeman & Mokoena (2011), will have an important effect on the way he/she approaches them. This view that the educator has of his/her learners will strongly be influenced by his/her view of humankind. Educators need to be aware that a positive view of children, despite their shortcomings, is much more desirable than a negative approach. Coetzee, *et al.* (2011) argue that teachers are either task-orientated or people-orientated.

Teachers who are people-orientated will have better relationships with learners due to the fact that they are focused on maintaining sound relationships and will emphasise aspects such as expressing feelings, teamwork, harmonising and compromising. The above-mentioned will lead to better understanding between the learner and teacher and will, therefore, create an environment that is conducive to learning.

Mashau, *et al.* (2008), argue that teachers should motivate their learners and help those experiencing stress, supply occupational guidance to learners, maintain discipline and promote a class atmosphere conducive to effective teaching and learning.

Mashau, *et al.* (2008) state that good teachers build relationships that will bind their learners and themselves together in a common purpose. They take into account their knowledge of the learners' background and emotional needs, learning styles and development stages, and their relationships.

2.5.1.4 Parental involvement

The SASA (South Africa 1996b) defines the concept 'parent' as:

1. the parent or guardian of a learner;
2. the person legally entitled to custody of a learner; and
3. the person who undertakes to fulfil the obligations of a person referred to in 1 and 2 towards the learner's education at school.

Dunst and Trivette (cited in Bauer & Shea 2003: 65) as seen in Coetzee (2008) find that programmes that have been successful in working with parents share a number of common characteristics. These programmes tend to focus on prevention rather than treatment. They recognise the need to work with the whole family, as well as the community. They have a commitment to the family as an active participant in their children's education and are also committed to cultural diversity. Successful programmes focus on strength-based needs, effective programming and continuous evaluation and have flexible staffing.

2.5.1.5 Good classroom instruction

According to teach4theheart.com the following ten steps can be used by teachers to help them prevent serious discipline problems.

1. **Be organised.** Disorganisation leads to lulls in your class, which lead to learners getting bored and misbehaving. Teachers need to plan lessons well, have supplies ready, and be as organised as possible.
2. **Deal with problems while they are still small.** Do not wait to deal with issues until they are big. Instead, address every small issue that comes up in the class. Dealing with them while they are still small will help to keep them from growing into bigger, more overwhelming problems.
3. **Have good control procedures.** Intentionally develop procedures that prevent problems, for example, requiring students to use a cover sheet will prevent cheating. These types of procedures should make it as easy as possible for students to choose to do the right thing and as difficult as possible for them to misbehave or make poor decisions.
4. **Teach your procedures well.** It is not enough to just think of good procedures; you have to teach them to your students. And teaching them requires four basic steps: clearly explain the procedure, practise it with them, correct any parts that were done incorrectly, and have them redo the procedure until they have it right. If you don't take time to properly teach your procedures, you'll end up being frustrated the whole year when students just do not seem to be following them.
5. **Keep your students engaged.** The more engaged your students are in learning, the less they will cause problems. So let your passion for teaching show and make your subject come alive. Also,

remember that the one who is working, is the one who is learning, so don't just lecture all day. Get your students involved. One great way to do that is with writing-to-learn.

6. **Move around the classroom.** Do not be stuck at the front of the room. Feel free to walk around as you teach. Not only does this provide some variety, but it also helps you keep a better eye on what the students are doing. Does it look like Greg may be texting? Walk back towards his desk for a closer look without interrupting class.
7. **Develop a rapport with your students.** If we want our students to follow us, they need to respect us and know that we care about them. So invest in their lives. Be genuine and admit your mistakes. Be kind and approachable. Compliment them, write them kind notes, and attend their extracurricular events when possible. Give them the benefit of the doubt.
8. **Be professional.** If your goal is for your students to like you, you're going to set yourself up for a host of problems. Instead of viewing yourself as your students' friend, you need to see yourself as their mentor. This means that your interactions with them should be friendly but not familiar.
9. **Require students to clear their desks.** Require students to only have out on their desks what they need for the current activity. Everything else must be put away or on the floor. When their desks are mostly clear, you can easily see exactly what they're doing, and it makes it much harder for them to be off-task.
10. **Establish structure first.** I know you may have a whole list of exciting activities that you want to do with your students, but save the less structured activities until the students are used to your expectations and are doing well with a more structured environment. Then, once they understand structure, they and you should be able to enjoy a less structured activity while still maintaining control.

2.6 FACTORS CONTRIBUTING TOWARDS DISCIPLINE PROBLEMS

There are a number of factors that contribute towards discipline problems experienced in schools. Research done by Pienaar (2003:6) has claimed that poor parental discipline and lack of parental warmth, sensitivity and attention due to factors such as divorce or job commitments have been responsible for the occurrence of persistent misbehaviour.

Marais & Meier (2010) states that there are a number of factors that may lead to disruptive behaviour in schools. These factors are referred to as risk factors and include:

- **Inexperience or ignorance**

This implies that some learners make mistakes and misbehave simply because they do not understand the "rules" of the classroom or even the dominant culture in the school. This type of learner (usually new in school) has to be taught what is expected and what not.

- **Curiosity**

Normal curiosity may lead to misbehaviour, for example, a learner that goes through the Natural Sciences lab touching things. These learners are more often from a poor socio-economic background.

- **Need for belonging**

Learners need to feel that they fit in somewhere. They need to experience warmth and love and also acceptance from their teacher. With this a challenge arises. Teachers should be more culturally sensitive and acknowledge that not all learners are the same and that all learners need to be treated in the same way.

- **Need for recognition**

Many learners misbehave because they have a need for attention. Ignoring such a learner will not solve the problem but will result in a learner that will then misbehave on purpose to get his/her teacher's attention, because negative attention is still better than no attention.

- **Need for power, control and anger release**

Some learners misbehave on purpose to get a reaction from their teacher. These learners like to challenge authority. Learners who act in this way usually come from families where the child has too little or too much power in the household.

- **Factors related to the family**

Children in their home set-up are exposed to numerous situations that can influence how they behave and feel. Rayment (2006:31-32), as seen in Marais & Meier (2010), states that parents who display violent and aggressive behaviour towards school staff will result in having children who display the same behaviour.

- **School-related factors**

A school can have a positive but also a negative effect on a learner. De Wet (2003:92), as seen in Marais (2010), lists different factors in schools that can contribute to learners misbehaving. Such factors include a negative school climate, inadequacy of teachers as role models, teachers'

professional incompetence, overcrowded schools, a deficient organisational structure of the school and a rundown, ill-kept physical appearance of the school.

- **Factors emanating from society**

These factors include things that happen in the learner's area and community. Racial tension, poor basic delivery from government (e.g. poor medical services, poor environmental health, and poor law enforcement) and unemployment, are all factors that can lead to misbehaviour of learners at school, according to De Wet (2003:93), as seen in Marais (2010).

Therefore, to manage discipline it is important for teachers to first understand the context of the disruptive behaviour before acting and implementing punishment. Maree (2003:73), as seen in Marais (2010), further states that teachers must remember that the more risk factors are involved, the greater the chances for disruptive behaviour will be.

2.6.1 Poor educator and learner relationship

Van Brummelen (1994:178), as seen in Mashau, *et al.* (2008), argues that good teachers recognise that their pedagogy profoundly affects their relationships with their learners. Teachers should be supported by a wide range of professionals in the execution of their professional duties, including their relationships with their learners.

Not all teachers have relationships with their learners. These teachers are hostile teachers (see 2.1) and are not open for real discussion. In Ex's (2007:24) opinion as seen in Mashau (2008), the bond between educator and child/learner should also be 'an attachment relationship', in other words, an emotional bond. A caring and guiding relationship can pre-empt and/or alleviate stress in the child/learner. Well-attached children start life positively, they have more self-confidence, are socially more competent, better motivated, and more open to others' feelings. If the above-mentioned relationships are not established with learners it can have a negative effect on their view of the world.

2.6.2 Absence of parental involvement

The learner's family is the most immediate, and perhaps the most influential system, affecting the individual. Walsh and Williams (1997) state that the lack of parental guidance and dysfunctional families must be seen as risk factors. Research done by Wolhunter and Oosthuizen (2003) found that from the learner's perspective, the lack of parental involvement is the biggest cause of disciplinary problems.

Coetzee (2008) argues that schools are currently under pressure to develop strategies for securing greater parent involvement. Parents argue that they do not become involved in their child's teaching

due to lack of time, feeling that they have nothing to contribute, not knowing how to get involved, and they feel intimidated.

Froyen (1988: 208), as seen in Coetzee (2008), mentions a number of other reasons why parents or guardians sometimes resist becoming involved in their children's schooling: Fear of divulging conflicts at home; panic over the child's possible failure, guilt about lack of parenting skills, reluctance to interfere in the educator's work, and a belief that the educator is trying to shift responsibility.

2.6.3 Lack of communication between school and home

Ballen and Moles (cited in Bauer & Shea 2003: 93), as seen in Coetzee (2008), suggest four primary barriers to parent involvement, which can lead to poor communication between the home and school.

1. Time: Various factors, such as single-parenting and work pressures, contribute to a lack of time.
2. Uncertainty: Parents are often uncertain about what to do and the importance of their becoming involved.
3. Cultural barriers: There may be difficulty with language or in communicating with schools because life experiences and perspectives are so different.
4. Lack of supportive environment: Schools have not always tried to nurture families, and low-income parents, in particular, may need support if they are to become involved. These parents may need personal attention, literature and classes on parenting and perhaps even a resource centre.

According to Dean (1995) parents may also have valuable contributions to make about pastoral care and discipline. If home and school act together on discipline, both are likely to be more effective.

2.6.4 Learner achievement

The Oxford Dictionary (1969:974), as seen in Mkhize (2002), defines performance as the act of performing. In this context, performance reflects in an achievement. In other words, performance is the basis of achievement. There can be no achievement without performance. Flander (1958:5) is of the opinion that achievement and performance cannot be divorced from each other. Achievement is a result of performance. In order for a child to achieve better results at school, he or she has to render better performance. Mkhize (2002) states that we have to bear in mind that it has become increasingly important to investigate the perceptions held of discipline by educators in order to understand the impact of discipline on learner performance.

According to Jackson (1994:42), as seen in Mkhize (2002), no matter how well teachers prepare their lessons or how motivated they are, their competence to maintain discipline and learner standards of good work will be measured by learner performance, and will further be affected and influenced by discipline.

2.7 SUMMARY

It is clear from the above literature review that there is a definite discipline problem within South African schools. Research has shown that teachers feel more frustrated and run down than ever, and the need for assistance of any nature is more welcome than ever. The roles and responsibilities of the principal are the focus of the research but there seems to be a gap between what is to be done and what is being done to ensure discipline in schools. There are a number of factors that contribute towards discipline problems in schools and the answers to these problems are not clear.

Chapter three will deal with the methodology of the research. Chapter four will be used to determine the views of principals of their role as principal to what they must do and what they currently do. Their input regarding discipline will be discussed and what they think should be done. Chapter five will be used for recommendations.



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

In this chapter the research methodology and research framework of this study will be discussed. The research question, what are the roles and responsibilities of the principal in school discipline, will be used as a basis to discuss the methodology. The data collection and data analysis are discussed to further clarify the research framework. The ethical issues pertaining to this research will also be clarified.

3.2 RESEARCH FRAMEWORK

Henning, Van Rensburg and Smit (2011) argue that it is vital for the researcher to clearly communicate his/her research orientation. The researcher needs to clear all assumptions, concepts and views of the world in order to do an authentic research where the analysed data will not be affected by personal preferences and ideologies.

This study is orientated within a constructivist framework. This implies that it assumes that people develop their own meanings of their experienced reality, and the goal of the research is to capture the participant's views of a situation, and through them develop a pattern of meaning (Creswell, 2013).

Denzin and Lincoln (2008), as seen in Miller (2012), state that ontology asks what the nature of reality is; epistemology asks what the relationship is between the researcher and the known; and methodology asks how the researchers can come to find out about the world.

Henning, *et al.* (2011) state that within the constructivist framework the above-mentioned questions will be answered as follows: the nature of reality can only be experienced as an estimate of the truth because multiple realities are constructed. Henning, *et al.* (2011) argues that the researcher's relationship with the known can only be formed through the researcher interpreting his or her own experiences, and the purpose of the research, therefore, would be to capture and interpret meanings from the participant's experiences. Henning, *et al.* (2011) further argues that how the researcher can come to find out about the world will need to be sought in a natural setting, with collaborative construction of knowledge, through the capturing of descriptions of people's beliefs, meaning-making and experiences.

3.2.1 The nature of qualitative research

Within research there are a few research methods to use depending on the type of research being done. This research, however, used a qualitative research approach.

Schensul (2011) describes qualitative research as an approach that enables researchers to explore in detail social and organisational characteristics, and individual behaviours and their meanings. To obtain this information qualitative researchers depend on primary, face-to-face data collection through observations and in-depth interviews. Schensul (2011) states that qualitative research can be carried out through case studies, interviews with people who have relevant experiences, observations in the places where study participants live, work, shop, and engage in leisure time activities. This research is focused on the work environment of participants (principals).

Evans (2007:9), as seen in Miller (2011), states that one's assumptions about the world influence how one approaches research. It should be apparent that one should bear one's assumptions in mind, and in fact, what the researcher is actually trying to find out when selecting an approach.

This research uses a constructivist framework, meaning that the experiences of individuals and their realities are observed. Constructivist approaches to research have the intention of understanding "the world of human experience" (Cohen & Manion, 1994:36). Clarke-Carter, (2004:11), as seen in Miller (2011), states that using a quantitative approach for this research would have been inappropriate due to the fact that a small number of participants were used to answer the research question, and their views and feelings regarding the matter of discipline in schools are of great value.

As stated before, a qualitative research approach was used to answer the research question. The research question does not have a 'yes' or 'no' answer but could only be answered through the views and experiences of the participants. The research question was focused on the views of principals in primary schools and what they (the principals) think their role and responsibility are in managing discipline in schools.

3.2.2 Qualitative methodology

Lapan, Quartaroli and Riemer (2012) state that researchers who do qualitative research place much less emphasis on examining cause and effect and seldom find it necessary, or even possible in most cases, to draw conclusions that can be generalised beyond the research setting. A qualitative approach is used in the study due to the study being a minor dissertation and the limited scope that can be used in conducting the research. Flick (2011) states that qualitative researchers select participants purposively and integrate small numbers of cases according to their relevance.

Flick (2011) further argues that qualitative research addresses issues by using one of the following three approaches. It aims at grasping the subjective meaning of issues from the perspectives of the participants. Often the latent meanings of a situation are in focus or in many cases the social practices and world of the participants are described. For this research study the subjective meanings of issues (discipline in schools) of the participants will be analysed.

3.3 RESEARCH AIMS

The aim of this study is to explore what the roles and responsibilities of schools principals are in the managing of school discipline. The participants in the research were asked different questions to what they think the problem and solutions are. Their responses were used to identify themes that will be used to generate recommendations in chapter five of this study.

Flick (2012) states that answering the research question should lead to some kind of progress, through, for example, providing new insights or new suggestions for how to solve the problem under study.

The aim of the research has three objectives:

Firstly, explore how principals manage discipline in their schools.

Secondly, interview principals to find out how principals understand the implementation of an effective discipline policy.

Thirdly, by using identified themes make recommendations to principals on how to manage discipline within the South African public school system.

The interviews will be used to develop guidelines and recommendations on how principals should manage discipline in schools and what their roles and responsibilities are with regard to discipline.

3.4 SETTING AND CONTEXT OF RESEARCH

Creswell (2013) states that qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem being researched.

The study was conducted at five different primary schools, on the West Rand, Gauteng. The schools involved within the research were run by both male and female principals. The interviews were held in the principal's office behind closed doors to eliminate disruptions. The interviews with the five principals were voice-recorded and notes were taken throughout the interviews to help with the transcribing of the recorded data.

Four of the five participating schools made the transition from traditionally white Afrikaans schools to dual-medium schools teaching in both English and Afrikaans. As mentioned before, the schools were all based on the West Rand of Gauteng. Four of the schools used in the research study are situated in a medium socioeconomic area and one in a high socio-economic area. The participants were four males and one female.

3.5 PARTICIPANTS

Henning *et al* (2011) argues that in the case of selecting research participants (sampling), the driving consideration is thus not the setting as in ethnographic research; the main motivation is the people. Flick (2012) states that participants in the study may experience the research situation as

follows: they are involved in the study as individuals, who are expected to contribute their experiences and views on the topic at hand.

This research is focused on the roles and responsibilities of principals in managing school discipline. Therefore, the research was concerned with the ideas and experiences of principals, and not normal educators. The sampling done in this research was purposive sampling.

The purposive sampling method was used to help answer the research question. Henning *et al* (2011) states that purposive sampling has elements of theoretical sampling, but that both look towards the people who fit the criteria of desirable participants. The sample group in the research was chosen purposively due to their positions as principals, and their schools were based on the West Rand of Gauteng, which was the focus area for the research. The principals in the research were also willing to participate in the research. Henning, *et al.* (2011) state that participants need to be chosen carefully in order to shed optimal light on the issue being investigated.

3.6 RESEARCH METHODOLOGY

According to Schensul (2011) research refers to methodology and strategies that researchers use to ensure that their work can be critiqued, repeated, and adapted. These strategies guide the choices researchers make with respect to sampling, data collection, and analysis.

3.6.1 Data collection

Flick (2011) states that qualitative researchers do data collection that is designed much more openly and aims to give a more comprehensive picture by reconstructing the case under study.

Flick (2009) further argues that qualitative research is different from quantitative research where all data needs to be collected before analysis can start. In qualitative research data is collected through interviewing, taking field notes, acquiring documents and then only can the analysis start. This research followed a qualitative approach and did interviews with principals to collect data.

Creswell (2013) states that the data collection steps include setting the boundaries for the study, collecting information through unstructured or semi-structured observations and interviews, documents and visual materials.

3.6.1.1 Interviews

Babbie (2007), as seen in Miller (2011), suggests that structured interviews are not helpful in qualitative research – instead of using completely predetermined questions, the interviewer should

be able to adjust his questions in relevance to the responses of the interviewee. This research used semi-structured interviews to conduct the research. During the interviews, questions were asked to the participants to get the conversation started and participants were asked to answer a few questions. As the questions were asked, the participants engaged in the conversation and gave their experiences as principals. Often the interview deviated from the set questions to more flexible ones in order to get useful data, and data that is accurate.

Creswell (2013) states that in qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. Open-ended questions were used in the research. The researcher asked semi-structured questions to better understand the experiences of the participants, and allowed the participants to expand their realities and experiences on the issue of discipline in schools.

3.6.2 Data analysis

Flick (2009) states that one of the functions of qualitative analysis is to find patterns and produce explanations. Creswell (2013) argues that data analysis in qualitative research will proceed hand-in-hand with other parts of developing the qualitative study, namely the data collection and write-up of findings. Henning (2011) says that data analysis in qualitative research is an ongoing, emerging and iterative or non-linear process.

The data was analysed using a model of thematic analysis described by Braun and Clarke (2006:79). Braun and Clarke (2006:76) state that thematic analysis is the identifying, analysing and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic. Henning (2011) argues that before the analysis can begin, the data needs to be transcribed, which simply means that texts from interviews, observational notes or memos are typed into word-processing documents. The interviews in the study were transcribed using Microsoft Office. The transcription included highlighting the phrases or words that were given in the same or similar way by the participants. Henning (2011) states that the researcher uses comparisons to build and refine categories, to define conceptual similarities and to discover patterns. Dey (1993), as seen in Henning (2011), states that data, which is collected, is "produced" by the researcher. Dey (1993: 30), as seen in Henning (2011), describes data analysis as "a process of resolving data into its constituent components, to reveal its characteristic elements and structure".

Measures were also taken to ensure that the data were trustworthy. Lincoln and Guba (1985), as seen in Miller (2011), outline four aspects of trustworthiness: credibility, transferability, consistency, and confirmability.

Lapan, *et al.* (2012) argue that rather than focusing on validity, some critical ethnographers prefer to think about, and strive for trustworthiness. Lapan, *et al.* (2012) further argue that reflexivity is also crucial to enhancing the trustworthiness of critical ethnography. In this study, measures of credibility included using a voice recorder to accurately collect data from the interviews by making accurate transcriptions. Transferability was not the focus in this study. As mentioned before, purposive sampling was used in the study to represent the population represented in the study.

Field notes were used to ensure consistency and to help with the transcribing of recorded data. The notes that were taken throughout the interviews were used to further identify themes.

3.7 ETHICS

Any research has to comply with certain ethical standards. This study will aim to comply with all these standards and will seek to adhere to the requirements as set by the ethical committee. Creswell (2007), as seen in Miller (2011), states that research ethics needs to be able to establish trust and respect between the participants to the study and the researcher. Flick (2009) states ethical issues are mostly affected by the stages of planning and the data collection process. The principle of fully informed consent means that participants in research should know exactly what they are letting themselves in for, and what will happen to them during the research, and what will happen to the data they provide after the research is completed. Flick (2009) further states that qualitative data is usually very personal and individual.

The participants were promised confidentiality for them and their schools. They were told that they could withdraw at any stage without penalty and that the research being done would be used for educational purposes, and that neither they nor their schools would be harmed in any way. All the participants were given a consent form where they acknowledge what research was being conducted, what the research entailed and that they gave consent to be part of the research. The participants were informed that the interview would be voice-recorded and all participants agreed to this. Flick (2009) argues that due to the personal nature of qualitative research researchers needed to be very sensitive to the possible harm their work might cause participants.

To ensure that all ethical measures were in place the proposal for this study was submitted to the Higher Degree Committee and the Faculty Ethics Committee.

3.8 SUMMARY

This chapter outlined the research methodology and research design of this study. The context in which the study was conducted was explained to inform the reader about the framework in which the study was done. Details about the participants and the schools involved in the study were given so that the reader could understand the nature of the study and why these schools were specifically selected. The approach was explained in-depth to expand the reader's knowledge of the research design approach. Interviews played an important role within this research and this was further explained in this chapter.

The next chapter will focus on the findings of the research.



CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 INTRODUCTION

In chapter three the research design and methodology were discussed to understand the context and setting of the research. In chapter three the data collection methods were explained. The data collection method used in this research was interviews. Five principals from five different primary schools were used to conduct the research. Recorded interviews were transcribed using Microsoft Word. In presenting these findings principals will be referred to as Candidates A – E. Only the responses of principals were used in the analysis. Qualitative data by means of interviews are presented as seen as appropriate. With the analysis of the interviews common phrases and words were identified too. With this data analysis four themes with subthemes were identified as significant pertaining to discipline and will be explained in this chapter.

4.2 Identified themes

The themes identified are as follows:

4.2.1 Parental involvement

4.2.2 Accountability

4.2.3 Setting boundaries

4.2.4 Changing times

The identified themes will be discussed in the section below.

4.2.1 Parental involvement

Parental involvement is crucial to any educational institution, due to the fact that the school, the learner and the parent are all bound by a 'contract' and all parties need to work together in order to make the educational process as effective as possible.

As candidate A indicated, "parental involvement is a big concern". Candidate B said that "disciplined beings come from home, and it's the parent's responsibility" The principals strongly argued that parents like to shift the responsibility to the school when it comes to discipline. Candidate D said that "parents are under a misperception that the school is responsible for the normal education as well as the discipline of the learners".

The candidates participating in the research felt that the problem with disciplining learners became more evident with the "new generation" of parents. Candidate E said "my theory regarding this is that we sit with a generation that doesn't know really know how to discipline children."

Schools expect learners to behave in a certain acceptable manner. The way that learners behave cannot only be blamed on what the processes at school allow or not, but can also be linked to what happens at home. Candidate B indicated that "if the foundation of discipline at home is strong, you will then see it daily within the learner."

Parental responsibility

Parents have a responsibility towards their children in how they are raised but also in how their children behave. Learners will behave in a different way at home than at school, and the responsibility to find the balance between behaviour at school and behaviour at home needs to be established. According to Weeto's research (1997: 5), as seen in Oosthuizen (2011), parents' duty consists of offering the child their attention and love. Parental involvement in a child's school activities demonstrates parents' love for their child.

Research done by Sheldon and Epstein (2002) found that the more family and community involvement activities were implemented, the fewer learners were disciplined by being sent to principals' offices. Activities for two types of involvement, parenting and volunteering, were most predictive of reducing the percentages of learners who were subject to discipline. Also they found that schools that improved the quality of their partnership programmes reported fewer learners in need of discipline. Their results suggest that creating more connections and greater cooperation among the school, family, and community contexts may be one way for schools to improve learners behaviour and school discipline.

Candidate B argues the following "we are only the extension of the arm, enforcing discipline." It is clear from the above-mentioned research by Sheldon and Epstein that to enforce discipline in schools the parents need to be involved. Candidate B further states that "there is no interaction between the child and the parents." The participants in the research felt that parents no longer made time for their children. In chapter two of this study the lack of parental involvement was blamed on, among other, work hours, responsibility to other children and other duties. Candidate D indicated that "the school system is chaotic because the children are running the households these days and not the adults."

The participants found the absence of parental involvement to be one of the biggest problems facing schools today. Chen (2015) as seen in publicschoolreview.com state that principals and teachers agree that what is going on at home will impact a student's propensity to learn. Publicschoolreview.com further states that often teachers find there is no happy medium when it comes to parental involvement, according to the Kids Health Guide as seen in publicschoolreview.com. Some parents will not be seen for the entire school year, no matter what type of issues might arise. Others never seem to go away, hovering over the child and teacher, and interfering with the education process. There are ways parents can become involved and support their child's education at the same time, but teachers do not always get that level of support from parents.

Oosthuizen (2011) argues that the advantages of cooperation between parents and educator are found in the fact that it strengthens the secure environment within which educational training may develop more effectively. Oosthuizen (2011) further states that parents, as primary educators of the child, have a duty to give continuous attention to and be involved with educational training. Candidate E stated that "parents are not trained to handle these things anymore." The responsibility of schools to create educated learners that can be sent into society to make a difference can only be done with the help of the broader school community. Candidate A indicated that "the responsibility lies with society and the parent community." Candidate A argues that the interaction with parents

needs to be escalated to have better "relationships" with parents. "A parent's evening is too short and teachers don't have time to talk to parents comprehensively."

With regard to the responsibility of parents pertaining to discipline candidate B felt that "more time should be spent with a child, because love for a parent cultivates a good relationship between child and parents."

The theme of parental involvement was seen as significant due to the fact that every participant in the study mentioned it as one of the reasons for the decline in school discipline.

Research done by Williams, Williams and Ullman (2002) pointed out that nearly three-quarters (72%) of parents agreed that they would like to be more involved, but only a third (35%) 'definitely' agreed. One-quarter (26%) did not want any more involvement. As mentioned before, parents blamed work load and other duties as the main reason for their poor involvement.

4.2.2 Accountability

According to Dictionary.com accountability is defined as follows: a policy of holding schools and teachers accountable for learners' academic progress by linking such progress to funding for salaries, maintenance.

The principal

The principal of a school has an increasingly complex role in schools. This has been pointed out in the previous chapters of this study. The Rennie Centre of Education Research and Policy (2013) states that principals are expected to do it all. Indeed, some argue that effective school leaders are the most important determinant of student learning. Because principals oversee all elements of school operations, from budget management to student discipline to staff development, they often are primary drivers of high-functioning schools. As indicated by candidate A "the principal is always the accountable person." He further stated "that it is something that can't be delegated."

The complex role that principals face on a daily basis has a direct impact on the functioning of any school. Candidate A indicated that "if the principal is not involved and he/she does not support the teachers in handling discipline then the discipline process won't be successful." Oosthuizen (2011) states that the principal's professional management functions involve day-to-day administration, control, supervision, arrangement of affairs, dealing with issues involving teaching, personnel management, compliance with rules and directives from the employer and the execution of the national education policy in the course of performance of employment duties. Candidate B states

that the principal must "take the punch." The Rennie Centre for Educational Research and Policy (2013) further states that a recent survey found that two-thirds of principals feel the job has become too complex, and nearly half report experiencing "great stress". Candidate A argues that "you as a principal need to be very actively involved with your teachers, support them, motivate them and when a problem comes, handle it immediately."

It was evident in the research that the principals in the participating schools delegate the responsibilities of managing discipline to a certain extent. Candidate A stated that "we found that the person working with discipline needs free time to deal with problems." This indicated that the managing and controlling of discipline in schools is a time-consuming activity. To stress the statement that the responsibility is sometimes delegated, candidate C indicated that "the teachers monitor it." Candidate E indicated that "we have a deputy principal that is in charge of discipline in school."

It also became clear that the principal is often one of the last resorts if a discipline problem could not be solved by the delegated persons. Candidate D states that "I'm the last person someone would interview, before anything goes through to the SGB". As mentioned before, managing discipline is time-consuming and candidate C indicated that "I spend an half an hour to an hour with the lot." Candidate C further stated that "so if I do that to help the staff members in order for the system to work, then I'll spend that time."

Candidate D stated that "I would say the principal; from time to time we get together as I'm part of the team that makes decisions about the system. She further stated that "I'm still the accountable person." Candidate E indicated that "I, the principal, am also part of the whole discipline system." He further indicated that "my responsibility as the principal is number one; I am here to serve the parent community."

With regard to discipline and accountability the following needs to be understood. The principal being the head of the school has a dual role of being the principal but also serving on the SGB. Oosthuizen (2011) further argues that the SGB of the school is responsible for drafting a code of conduct for learners, which is aimed at "establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process".

The parent

Oosthuizen (2011) states that the right of parents to discipline and protect their children originates from the common law established by the Roman and Roman Dutch law.

De Waal (2011) states that educators, learners and parents/caregivers should be held accountable for instilling learner discipline through clear guidelines and limitations to achieve security at public schools. Two previously identified educational challenges are sustaining well-disciplined education systems and ensuring that educators are attentive to legal parameters in making decisions and dealing with discipline. Candidate D indicated that "I personally think that there are not enough rules and regulations in their home and that children get away with murder." Candidate D further stated that "the parents don't see basic rules and regulations as part of their portfolio."

De Waal (2011) asks the question: to what extent can parents/caregivers be held accountable concerning the behaviour of the young people in their care? Candidate C argues that "you must get the parents of these problematic children to come and speak up." De Waal (2011) further argues that parents/caregivers need to be held accountable for the discipline at home and for learners' participation in school activities (RSA, 1998:item 6.1, 6.1(a) & 5.5). Candidate A argues that "we also need parents on board to help with this situation, and parents and teachers need to speak the same 'language' in order to experience a functional school."

De Waal (2011) suggests the following:

1. Parents/Caregivers should receive greater encouragement from SGBs to acknowledge their co-accountability in maintaining the ideals of the school's code of conduct (supported especially by Guidelines for Codes).
2. Parents/Caregivers should be guided regularly to uphold sound relationships with the children in their care, based on firm discipline and learners' fundamental rights (supported especially by Safety Measures, Devices for Drug-testing and Guidelines for Codes). Candidate A indicated that "the parents that don't work with the teacher will at one stage start to work themselves out." Candidate A further argued that "the majority of parents must take action and say we don't like what your child is doing."

It is clear from the above that there is a gap within the school system pertaining to discipline. This gap of actions of learners versus the accountability of parents needs to be closed in order to (like candidate A indicated) experience a functional school. Candidate A indicated that "I feel a platform must be created where teachers and parents can meet to inform parents fully on what is going on in school, and what is being done regarding discipline."

4.2.3 Setting boundaries

Learners need to know that there are certain limitations to their behaviour and that if unwanted behaviour arises then certain consequences will follow. Candidate D stated that "children want to shift the boundaries the whole time." This theme will be consisting of sub-themes regarding the importance of setting boundaries in education, pertaining to discipline.

Discipline system

Teachers standing in front of a class for the first time are faced with numerous challenges. Candidate A indicated that "I think the way in which new/younger teachers have to deal with discipline is much more difficult." It is of paramount importance for schools to have a functional discipline structure. Candidate E states "we have a system that works." No effective learning can take place if proper discipline is not being experienced. Khuluse (2009) states that learners need order in the classroom if the activities that take place are to facilitate effective learning. The same author states that skilful teaching lies at the heart of establishing discipline. Candidate E states that "this is an educational institution and at the end of the day you cannot function if there are no discipline structures in place."

Candidate A pointed out that "if we don't work together we can have all the systems in the world in place but we will not succeed." Candidate E stated that one should "train the parents how to deal with their child and help the parents to buy into your discipline structure." It was pointed out that parents also feel helpless when it comes to discipline. As mentioned before, Candidate E argued that "parents are not trained to handle these things anymore." Candidate B indicated that "parents asked for reading material, advice and stuff."

As indicated by candidate C, schools were functional because "the structure was there." Candidate E argued that "discipline is the basic structure where every person and organisation need to function in." Candidate E further stated that "the new generation parent did not grow up with this type of structure." Candidate D mentioned that "children don't know what the boundaries are."

It is evident that schools cannot function without a discipline system. Candidate D indicated that "we have our own disciplinary system at school that is approved by our governing body; it is reviewed from time to time and if we see that something isn't working, we will definitely adjust it."

As mentioned before, it is of the utmost importance for schools to have a proper functioning discipline system for effective learning to take place.

Rules and regulations

Oosthuizen (2011) states that regulations are rules that are issued by a senior executive functionary, to regulate administrative affairs within the ambit of its authority. Learners need to live by the regulations that the school set. Parents also do not enforce regulations at home. Candidate D states that "parents don't see basic rules and regulations as part of their portfolio." Candidate D indicates that it is important to "set the boundaries."

The participants to the research agreed that more needs to be done from the Department of Education to experience better discipline in schools. Candidate E argues that "the Department should set clearer guidelines." Educational policies are of paramount importance when dealing with discipline. Oosthuizen (2011) states that school rules are the rules that control order and governance within the sphere of activities of a particular school.

Code of conduct

All schools have a code of conduct that is set by the SGB of the school. Section 8 of the Education Policy Act determines that the governing body of a public school must draft a code of conduct for learners, which is aimed at "establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process."

Candidate A pointed out that "the principal is involved with the SGB in setting up the code of conduct for learners." Candidate C argues that "all the role players must be 100% on board, that means the whole school, the principal, the governing body, the staff members, the school strategy and the school's code of conduct for learners."

4.2.4 Changing times

There has been a total shift in society as to how things are done, what is expected and what is not. Schools also underwent a total paradigm shift on many levels, and discipline is most properly the biggest. Candidate C indicated that "the boundaries have moved; things that were previously unacceptable are now generally accepted." The same candidate argues that "what is policy now wasn't 10 years back." Candidate B stated that discipline problems experienced now were "unheard of in earlier years." Schools now are faced with new challenges than before. Children are more involved in the classrooms now than before. In the past schools were in charge of discipline but now that has changed. Candidate E indicated that "30 years ago it was different from now."

Values and norms

The value system of a school is important to create a climate that is conducive to learning. Learners that follow the values and norms of the school that they are in will experience the benefits the school has to offer. Candidate A argues that "discipline starts with you as a person, who you are as a human being, your values and norms that you portray. I mean a person who has good values and norms will have good discipline because discipline is linked to these things." Children have lost their sense of responsibility towards society pertaining to values and norms.

Candidate D stated that "I think it's important that basic values are enforced because a lot of them are lost." Candidate A poses the question: "What are the norms and values that they are taught at home?" The same candidate argues: "How can we expect a child to behave at school if there are no rules at home?" From the discussion it is clear that the participants to the study agree that the child's home and the values and norms of children play a role in the discipline structure that children have.

Candidate D argues: "I think that the basic beliefs must be enforced with children and then they would also have a stronger value system." Schools, therefore, have a responsibility to provide to these learners with a platform where basic discipline and values are enforced onto learners to function within society. Candidate B stated that "we must go back to the moral values." The same candidate argues that "these children only hear about norms and values when we have assembly." The same candidate states that "they don't learn about norms and values."

Teacher training

Bloch (2009) states that teachers are somehow expected to prepare the next generation of sophisticated, technologically savvy, cutting-edge knowledge workers. They do not have the skills. Candidate E argues that "we are at a stage in life where we have a young generation of teachers that want to get direct answers." It was clear from the interview transcriptions that the participants felt that newer teachers were not trained like in the "old days" and that "they" still had a lot to learn when it comes to managing discipline. Candidate A argues that "older teachers had tools to deal with discipline, but they also struggle with discipline these days due to changing circumstances." Candidate A argues that "younger teachers and their way of handling discipline differ from teachers who have been teaching for a long time.

Candidate A argues that "circumstances have changed so there is a definite difference between the older and younger teachers, and I think that teachers' training and society have a lot to do with it." Bloch (2009) further argues that the government itself failed to come up with clear teacher training and development strategies. Candidate A stated that "I think the way in which new or younger teachers have to deal with discipline is much more difficult." The same candidate argues that "it can

be traced back to the training that teachers have been receiving over past 15 years.” Candidate E stated that “the training of young teachers is not enough. Teachers need to know what legislation says in order to protect themselves.”

Parental education

As mentioned before, parents also struggle to handle their children when it comes to discipline. Altogether 80% of all participants to the study claimed that parents do not know how to deal with their children's behaviour anymore. Wierson and Forehand (1994) state that parents feel frustrated, helpless and ineffective as their children become more and more defiant and rebellious. The same authors argue that noncompliance is perhaps the most common complaint of parents in general.

Candidate D argues that "a lot of the school's problems are because the parents don't know how to educate their children." Wierson and Forehand (1994) suggest that parent behavioural training programmes are necessary because parents serve as the first and most important teachers of their children. Candidate D argues that "I think that maybe we should concentrate on giving workshops where we can teach parents the basic skills to raise a child."

Children learn noncompliant behaviour via the interaction of reinforcement processes and modelling from people in the environment. Candidate A argues that "responsibility lies with society and the parent community." Parents need to be trained on how to deal with their children. Candidate E stated that teachers should "force parents to listen to a professional person about discipline and the boundaries to be set for their child." The same candidate argues that teachers should “train the parent in how to deal with their child." They need to be taught how to teach their children behavioural patterns that are accepted by society. Wierson and Forehand (1994) state that learning is the primary process through which behaviour is acquired.

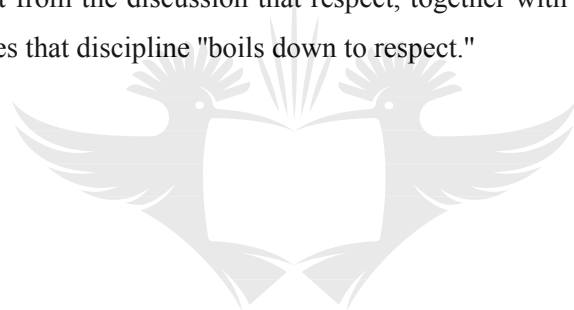
Candidate B argued that after involving a parent to help with rugby training "he started to understand the children." The same candidate stated that "he learned what he hadn't learned in his lifetime." The problem is bigger than it seems. Wierson and Forehand (1994) argue that some parents "give in". This creates problems because children now know what they can do to win over their parents because no discipline structures are in place. Candidate E states "the main problem is that the new generation parent did not grow up with this type of structure."

Wierson and Forehand (1994) state that the goal of a parent training programme is to teach parents more adaptive contingencies for their children's negative behaviour.

Respect

Bueno (2009) argues that respect means to show regard or consideration for someone or something. It is critical for our children to understand the importance of respect, so that they can communicate effectively with others throughout their lives. It is important to distinguish between respect and obedience. Dictionary.com defines respect as follows: “deference to a right, privilege, privileged position, or someone or something considered to have certain rights or privileges; proper acceptance or courtesy; acknowledgement.”

The interviews conducted with the participants indicated that there is a definite decline in respect from children towards others. Candidate D indicated that "children have no respect." The same candidate argues that "they have no self-respect and also no respect for grown-ups." Bueno (2009) states that the best way to teach your child about respect is for you to show respect. Candidate D stated that "I think that a person must also give respect a lot of attention in any educational system." Candidate A argues that "if this respect is not evident in schools it will be more difficult to move forward." It is clear that from the discussion that respect, together with discipline, walks hand-in-hand. Candidate B argues that discipline "boils down to respect."



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4.3 SUMMARY

In this chapter, context was provided by exploring the view of principals regarding their role and responsibilities pertaining to school discipline. The interviews conducted with the participants were transcribed and used to present the findings of the study. The next chapter will provide the recommendations for the research as well as recommendations for future studies.



CHAPTER FIVE

FINDINGS, RECOMMENDATIONS, SUMMARY AND LIMITATIONS OF STUDY

5.1 INTRODUCTION

The purpose of this chapter is to provide a review of the conducted study, consolidate the procedure and findings, and bring the study to a close. A brief summary will be provided, followed by recommendations made based on its findings. This chapter will critically reflect on the limitations, strengths and possible contributions of the study, before concluding with recommendations for future research.

5.2 SUMMARY OF CHAPTERS

Chapter one presented the background to the study through which the research aims were clearly stated, supported by relevant and substantive literature. In this chapter the research problem was clarified by the research question. The chapter also contained the research framework of the study. The main aim of the study was stated as follows:

- To make recommendations to principals on how to manage discipline within the South African public school system.

For the realisation of this aim, the following objectives were set:

- Explore how principals manage discipline in their schools.
- Explore how principals understand the implementation of an effective discipline policy.

Chapter two reviewed literature relevant to the topic, in particular school discipline, discipline policies, and accountability for implementing discipline strategies. The SASA, Act 84 of 1996, as amended, and the Constitution of South African were used to form arguments within the literature review. Discipline in schools was used as the basis to conduct the literature review.

Legislation for schools was also discussed in this chapter to strengthen the argument for discipline in schools. The literature review proved that discipline in schools is a major issue currently.

Chapter three presented the research methodology and research design employed in the study. This chapter also presented the purpose of the study, which was to explore the role and responsibility of school principals in managing school discipline. The data analysis and data collection methods were discussed. Interviews were used to conduct the research, and principals from primary school were used to conduct the research.

Chapter four contained the transcription of the data. This chapter presented a detailed data analysis, using qualitative data analysis. Thematic analysis was used in this chapter to systematically identify themes and to analyse the data. Four themes together with subthemes were identified through the data analysis wherein literature was used to support the participants' views and experiences regarding school discipline and the decline thereof.

5.3 LITERATURE FINDINGS

The following findings emerged from the literature to support the rationale underpinning this research, namely the roles and responsibilities of principals in managing school discipline.

- Principals in schools all agree that discipline is a big problem in schools.
- All principals confirmed that there is a definite decline in proper discipline.
- Principals felt that parental involvement plays a big part in the behaviour of learners.
- Principals know that they are accountable for discipline in schools, but do not always know how to manage discipline.
- The situation at learners' homes has a direct impact on learner behaviour.

- Teachers feel helpless when it comes to managing discipline.
- Teachers are not adequately informed about the laws that protect them.

5.4 EMPIRICAL FINDINGS

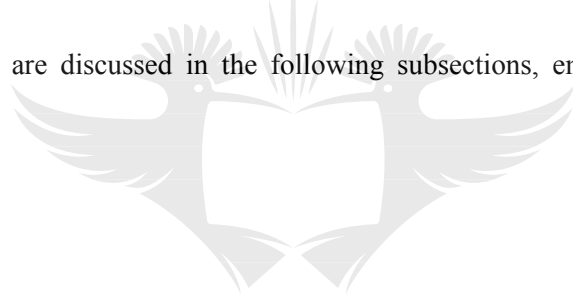
Four main themes, with subthemes, emerged through the data analysis done on the roles and responsibilities of principals in managing school discipline.

The following themes were identified:

- Parental involvement (theme 1)
- Accountability (theme 2)
- Setting boundaries (theme 3)
- Changing times (theme 4)

5.5 DISCUSSION OF THE RESEARCH FINDINGS

Several findings, which are discussed in the following subsections, emerged from the research study.



5.5.1 Parental involvement

The research indicated that parents are not involved enough in the education of their children. The participants in the study all argued that the lack of parental involvement had a direct influence on the behaviour of their children. Discipline is experiencing a decline and participants in the study argued that it was due to households undergoing a drastic change. These changes include parents working long hours, responsibility towards other children, and lack of parental responsibility. The participants stated that the "new" generation parent does not always know what is expected of them. All participating principals felt that if parents are more involved with the schooling of their child, then better discipline would be experienced at school and at home.

Parental responsibility

Parents have a legal duty to take care of their children. The participants to the study argued that parents do not want to take responsibility for their children's actions. The research showed that some parents feel that the responsibility of teaching children manners lies with the school and not the parent. The participants felt that the school is only an extension of discipline and that parents

(being the most important "teacher" to a child) have an extremely important role in the upbringing of a child but also on the behaviour patterns that the child will display.

The participants felt that parents do not make time for their children anymore, and that contributes to children seeking attention, even negative attention. Research has shown that a lack of parental involvement is one of the biggest problems that schools face today.

5.5.2 Accountability

Accountability within schools is a significant issue. Principals and parents should be held accountable when it comes to children and their education.

The principal

The principal of any school is always the accountable person. The principals in the study argued that teachers need to be motivated in order to function effectively. It also became clear in the study that discipline is a time-consuming act and that the persons dealing with discipline need a lot of time to handle discipline problems. The participants in the study stated that a principal also serves the community and, therefore, needs to be involved with the school in all aspects in order to "deliver" the best service. The principal of the school according to the SASA is responsible, together with the SGB, to adopt a code of conduct for learners in order to get a functioning discipline system. The research has shown that the principal is the one to "take the punch" when situations should arise.

The parent

It was evident in the research that participants felt that some responsibility also lies with the parents. The participants argued that parents do not set the boundaries anymore for their children and that is why schools and parents experience a huge amount of resistance from children pertaining to good behaviour. As mentioned before, parents do not see setting rules and regulations as part of their portfolio.

Literature has indicated that parents need to be held accountable to some extent for the behaviour of their children. The participants also stated that parents need to come on board regarding discipline and that parents should support schools in the "fight" for better discipline. Sound relationships with parents need to be formed to experience better discipline and parents have the responsibility to engage with schools to assist where needed.

5.5.3 Setting boundaries

It has emerged from the participants that schools cannot function effectively if boundaries are not set by schools, parents and society. The participants in the study felt that children will try and shift the boundaries, and teachers, as well as parents, need to set the rules in order to guide learners to better behaviour.

Discipline system

The participants all argued that effective learning cannot take place if an effective discipline system is not evident within the school. New teachers in the profession are faced with numerous challenges and discipline will surely be one of the biggest. The participants felt that parents need to be trained in order to help schools function more effectively through the discipline system. It became evident that schools were more functional because "systems were in place".

Rules and regulations

The participants made it evident that the Department of Education should do more to assist schools to establish better discipline systems. The participants argued that schools need clearer guidelines from the Department to help in the managing of discipline. Parents as mentioned before need to be more involved with schools when setting rules and regulations.

Code of conduct

The participants all being principals talked about the code of conduct for schools. The accountability of the principal in setting up the code of conduct, together with the SGB, was made evident in the accountability theme of this study. The research findings from the principals indicated that the rules of the school and the code of conduct must complement each other.

5.5.4 Changing times

Schools have changed dramatically over the past few years. The research findings indicated that the participants felt that discipline in schools is one of the aspects that has changed the most. The participants felt that learners are far more involved in the class than before and, therefore, teachers need to be 'on the ball' most of the time to keep the learners interested.

Values and norms

The research findings indicated that there is a definite decline in the discipline of learners. The participants argued that the value systems of learners, together with what they learn at home plays a

role in their behaviour. Therefore, the participants felt that if parents are more involved, better discipline will be experienced.

Teacher training

The research findings from the participants clearly indicated that new teachers are not trained like older teachers that attended teacher colleges. The participants felt that older teachers had "tools" to help them with discipline and that younger teachers do not always know how to deal with learners. The participants argued that society plays a role in how learners behave and that teachers need more training in order to deal with discipline and the effect that society has.

Parental education

From the findings it became evident that some parents are not equipped to deal with children and their behaviour anymore. The participants argued that parents are also frustrated and they need help. The participants, as mentioned before in the previous themes, felt that parents and the community need to get involved. According to the participants schools need to provide parents with training on how to deal with learners but also on how to assist schools in managing school discipline more effectively.

Respect

The research findings indicated that the participants feel that learners do not know how to show respect anymore. The participants argued that to teach learners on how to respect others, this showing of respect needs to be done by all members involved in the upbringing of the learner.

5.6 LIMITATIONS OF THE STUDY

The study was conducted by a very inexperienced researcher. What is expected of a researcher doing a Master's degree was not always clear and a researcher with more insight into the topic at hand, and also with more experience would have demonstrated a better interpretation of the data and better recommendations could have been given.

The interviews conducted were also done by the same inexperienced researcher. The research was only concerned with the perceptions of principals and, therefore, a limitation was placed on the feelings and perceptions of other members working within the education sector. The research questions posed to the participating principals could have been worded better to get more useful

data that would have provided the researcher with better data that could be analysed. Due to time constraints the interviews could not be redone.

Due to other responsibilities of a personal nature that are very time-consuming, more could have been done to do a better literature review on the topic that would have provided the researcher with a better understanding of the relevant topic and issues pertaining to discipline. Due to this study being a minor dissertation only five principals were interviewed, which limited the study considerably.

5.7 STRENGTHS AND CONTRIBUTIONS OF THE STUDY

The study provided the researcher with valuable data on what principals perceive their roles and responsibilities to be pertaining to discipline. What helped the researcher in conducting the research is that the researcher is a member within the education profession. This study is an attempt to provide principals with a guideline on how to implement an effective discipline policy, and how to manage discipline effectively.

I believe that conducting the research has provided principals with the necessary knowledge on what discipline challenges they face, how to deal with these discipline challenges but also on how to improve on the current discipline issues at hand.

This research also aimed to provide principals with an understanding of the challenges other principals deal with and that the discipline problems that one school experiences are not only confined to that school, but is a general problem within the education system.

5.8 RECOMMENDATIONS

The aim of this study was to provide principals with recommendations on how to manage discipline within the South African public school system. This section, therefore, seeks to provide recommendations based on literature and research that was done at schools. These recommendations provided will apply to schools that currently struggle with discipline. The recommendations will seek to serve as a guideline to what the responsibilities of principals are in managing school discipline.

5.8.1 Recommendation one

From the findings, it became evident that school principals have a longing for better parental involvement in order to create a school with better discipline. It is recommended that principals create opportunities for parents to be actively involved with the activities in and around the school. It is further recommended that principals invite parents formally to school to ask for assistance in

sport activities, educational support and fund-raising. The research findings concluded that schools have seen a decline in discipline due to the changing circumstances of parents now both working or attending other responsibilities, both at work and on a personal level. It is, therefore, recommended that principals create platforms where parents would want to be involved and feel appreciated within the school context. No school can function effectively if parents and community members are not actively involved. Therefore, schools need to form sustainable relationships with parents if discipline needs to improve.

5.8.2 Recommendation two

It is recommended that school principals set up discipline policies that serve the school and the greater community. School principals are, therefore, encouraged to consult all staff members of school, learners, parents, SGB members and the community before setting up the policies in order to get a better understanding of the needs of the community. It is, therefore, further recommended that school principals review the discipline policy regularly to ensure that the policies are in line with the changing needs of the community that the school serves. This recommendation will also be more effectively implemented if the recommendation given in recommendation one is followed to involve parents and the community more actively.

5.8.3 Recommendation three

It has become evident in the research that parents, together with schools, feel helpless when it comes to discipline. It is, therefore, recommended that principals as heads of schools provide parents with parental training on how to deal with the modern child. The participants to the study all concluded that parents have a need to be informed on what to do and how to keep their child in line with the basic expectations that the school and society have. It is further recommended that parents receive training at the beginning of each school phase in order to prepare parents for what to expect, what to do and more importantly how to cope with a modern child.

5.8.4 Recommendation four

The findings of the research indicated that principals feel new teachers are not adequately trained to deal with the modern school and learner. It is, therefore, recommended that principals provide old and new teachers with opportunities to expand their expertise on school discipline. The research showed that new teachers do not always know how to solve discipline problems in class and, therefore, need the assistance of the school principal or whoever is in charge of discipline. It is, therefore, further recommended that principals actively listen to the concerns that new teachers have in order to provide the necessary training on managing discipline.

From the above-mentioned recommendations pertaining to school discipline it has become evident that all the recommendations are interlinked. It is, therefore, suggested that all four recommendations are followed in order to establish a functional school where proper discipline is evident.

5.9 SUGGESTIONS FOR FUTURE STUDY

Further research can be conducted on the following topics:

5.9.1 First study

- The perceptions of teachers on how principals manage discipline and its effect on the functioning of a school.

This study is suggested because the findings of this research were only on the perceptions of principals, and not of teachers. The views of teachers will give the study another angle. Teachers are the members of school that deal with discipline the most and, therefore, their input will provide valuable data.

5.9.2 Second study

- The principal's knowledge of educational law and the implementation thereof.

This second proposed future study is suggested to explore to what extent a module on educational law for principals can have an effect on a school's functioning pertaining to discipline. It became clear in this research that principals are not informed about the laws that protect them, their schools, the teachers and also the learners.

5.10 SUMMARY

This chapter consisted of a summary of the study, and its relevant findings. Recommendations for principals on how to manage discipline in their schools were provided. The recommendations for future study were also given in the chapter. The limitations to the study as well as the strengths of the study were explained to clarify how the study could have been improved.

The study was conducted to provide an answer to the research question. The aim of the study was to provide principals with a guideline on how to manage discipline in schools. Hopefully the aim was achieved by exploring the perceptions of principals but also by doing an in-depth literature study on the topic. In future principals will be faced with more problems than experienced today.

Therefore, this study will aim to shed light on the problems faced now in order to prepare for what is to come.



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APPENDIX A: Open-ended Interview Questions

Question 1: What according to you does the term discipline mean?

Question 2: We see on the TV and in the newspapers that there is a definite decline in school discipline. What according to you is the main reason for this decline?

Question 3: How does your school handle a discipline problem? What disciplinary methods are used to address a problem (misbehaving learner)? And very important, does it work?

Question 4: How are you, the principal, involved with the implementation an application of discipline in your school? What according to you must be the responsibility of the principal be pertaining to discipline?

Question 5: With regards to discipline. What challenges are most visible?

Questions 6: What according to you is the way forward pertaining discipline? What can an must be done?

Question 7: Can there be a turnaround strategy pertaining to discipline? If yes who will be responsible for this?

Question 8: Was corporal punishment the answer? Why?



APPENDIX B: IINTERVIEW TRANSCRIPTIONS

Interview 1, School Candidate A

Hugo: "Thank u for your time with this interview. Please take note that you can withdraw from this research at any time without penalty. The information provided by you today will be handled in a highly confidential way and no school or persons names will be used. Please feel free to ask if a question needs to be repeated or is unclear. Please take note that our conversation will be voice recorded. Today I will ask you 8 questions. All questions asked is about things that you as a principal get to deal with on a daily basis".

1) Hugo: "My first question to you is. What according to you does the term discipline mean, especially in a school set up."

Candidate A: "Discipline starts with you as a person, who you are as a human being, your values and norms that you portray. I mean a person who has good values and norms will have good discipline because discipline is linked to these things. Yes we are a Christian school and we link it to our Christian values and what is wrong and what is right is the question. The most important element is self-discipline. When you are self disciplined then you will also be able to discipline others. The moment that you are not self disciplined you can't expect others to listen to you."

Hugo: "I understand that fully."

Candidate A: "Yes that is my answer regarding this."

Hugo: "Thank you very much."

Hugo: "Regarding the discipline in schools, uhhh we will talk about it later in the interview, but there is a definite drop in discipline in schools. Teachers teaching for 20 to 30 years has seen this change in discipline. Is there a change?"

Candidate A: "Definitely, I think the way in which new/younger teachers have to deal with discipline is much more difficult. It's not always their fault. It can be traced back to the training that the teachers in the last 15 years have been receiving since they have closed all the teacher colleges. What these guys have studied was on another level. There was little discipline and self-discipline involved in that training, and that is now being felt by schools and people trained like this need to control themselves also within this context in our modern society. . The system has also changed a lot. Children are faced with modern technology and things like cyber bullying is a big problem. Now a teacher who him/her self is young need to teach learners and control learners. The socio-economic position of parents have also changed a lot in recent years, because in the past the dad went to work and mom stayed at home to raise the kids. Now mom and dad goes to work and the kids are left on their own."

Hugo: "Parent involvement."

Candidate A: "Parent involvement is a big concern. Younger teachers and their way in handling discipline differs from teachers who have been teaching for a long time. Older teachers had "tools" to deal with discipline, but they also struggle with discipline these days due to changing circumstances. These teachers some still find ways to manage discipline but admit that it is becoming more difficult."

Hugo: "Ok."

Candidate A: "But the younger generation grew up within this society. For older teachers it might seem that the class is making too much noise but for the younger teacher it might not seem like too much of a problem and that it seems normal. The standards of teachers differ, and as soon as these teachers find a way to learn from each other. The younger generation can learn from the older ones and the more experienced teachers can learn from the younger ones. Learners are far more involved in the classroom than in the past. Teachers now have interactive boards, ask questions all the time and are not the type that sit still anymore and listen but they want to engage in the classroom."

Hugo: "It doesn't work like that anymore."

Candidate A: "Circumstances have changed so there is a definite difference between the older and younger teachers, and I think that teacher training and society has a lot to do with it."

Hugo: "So if I understand correctly, I was told that in teacher training colleges teachers were even taught how to write on the board, but these days you have to learn these skills yourself. Being ready for teaching in schools and being ready with book knowledge is two different things."

Candidate A: "That's true. Five months ago I had all my teacher practice writing on the board. They will say that I have then never passed because look at my writing today.

We all had to do it and some had to go back and first pass this in order to get a teaching degree. Well according to me this is discipline. You have to discipline yourself, and the person who succeeds in doing that will experience better discipline. Young teachers take time to find their feet within the education due to the fast pace. I think the pace is too fast, and the classes are too big. Experienced teachers are used to teaching 25 learners in a class and nowadays it's 40 learners that doesn't even get taught in their own language. It's easy for us to sit here and judge but we have to understand the context of some situations."

2) Hugo: Thank you very much. Moving on to question 2. We see on the TV and in news papers that there is a decline in school discipline. What according to you is the main reason for this. I know you explained some of this in the previous question but uhhh.....

Candidate A: "With that, sorry for interrupting you, sorry for that but your punishment processes have become far more difficult. I mean how do you discipline a child these days. A teacher is not even allowed to raise his/her voice, not allowed to show finger and then he/she will be in trouble. Previously when a child misbehaved, you called the child in, took out your rod and gave him a hiding and end of the story it was. Nowadays if a child misbehaves it becomes a time consuming

thing to get the problem resolved. Parents need to be called in, psychologists need to be consulted and before you know it the matter at hand is forgotten. So I pose the question how do you discipline a child? If a child sits detention yes but how long and it becomes a punishment for the teacher that needs to look after this child. A learner can do as they please nothing will happen. A learner can rape another and what will happen, that child will just be placed in another school."

Hugo: "and provide counselling."

Candidate A: "But how do you punish a learner. What right does the teacher have?"

Hugo: "Do you feel that there is a certain resistance from the departments side regarding discipline? Do they support schools? How do you feel about this?"

Candidate A: "I think the problem was made bigger by the implementation of children's rights. These rights have made in much more difficult. The government gave children these rights and children know it now. Before about 5 years ago children didn't really know what children's rights entailed but now it has changed. Take your own child for instance if you want to spank them in order to discipline them then threaten you by saying they'll go to the police. My reply then will be then let the police look after and take care of you. I also feel a lot of teachers used corporal punishment for the wrong reason when a child misbehaved."

3) Hugo: "We move to question 3. Uhhh, How does your school handle a discipline problem? What methods do you use to resolve a discipline problem (misbehaving learner) and very important does your methods work?"

Candidate A: "I must admit we have attended various workshops and courses and did our homework regarding discipline systems. We found that the person working with discipline needs free time to deal with problems. This person needs to give a lot of attention to discipline and must be able to listen to what happened. When something pertaining to discipline happens teachers simply say they don't have time to resolve the problem being experienced. I mean a teacher has 40 learners in class and one has a problem how do you leave the other 39 and attend to this? We as a school sat down and decided to take a person at school and give that person enough "off" time to deal with discipline, in order to get the discipline process running. We at school have a report book that will be the first step in our discipline process. Teachers will fill in this book if homework is not completed or when a child misbehaves. When for instance one child hits another we will act immediately because we see it in a serious light. Less serious offenses will be given 5 entries but serious offences will lead to an immediate warning letter addressed to the parents. 3 warning letters and the parents will be called in for a meeting with the principal. If the problem goes on the SGB

will be called in and a hearing will be held with the learner and the parents, that can lead to expulsion."

Hugo: "So the SGB is also then involved?"

Candidate A: "Yes the SGB is involved when it comes to a disciplinary hearing. They take lead in the process. We have a very successful year so far with this process. We have had 7 disciplinary hearings and all 7 made a big impact on the school in general. 6 of these learners have left our school and went to attend other schools. The one that stayed is in grade 7, where does he go now? This child is receiving help from psychologists. Our systems are in place but it takes up a huge amount of time. It's one paper to fill in on the other. But we have a full prove system, nobody can come and say I didn't know."

Hugo: "yes but one can't just leave it."

Candidate A: "Yes you can't. It's something that must be done daily. You will see 2 heavy files full of report on report. The situation is reported, it has been followed up and what is the outcome will be the question. Like I said before a system works but it requires a lot of time and input and time is not in full supply. A normal teacher in class won't be able to do it so that is why we have someone that can focus on discipline and discipline alone."

Hugo: "ok so fully focused on it."

Candidate A: "Just like that."

Hugo: "Must research have shown that 70% of teaching goes towards correcting unwanted behaviour. Keep still, sit down and why don't you work is questions being asked all of the time. It's a bit frightening."

Candidate A: "Frightening, that's why I say take the problem out of the class. As a teacher you work with negativity the whole day, so you need a person that will be able to deal with this in the best possible manner. You also need a person that is calm or else that person will also get frustrated."

Hugo: "The approach is very important."

Candidate A: "Yes indeed."

Hugo: "Ok thanks."

4) Hugo: "We move to question number 4. How are you the principal involved in the implementation and application of discipline within your school. What according you is the principal's responsibility regarding the discipline in schools."

Candidate A: "Look the principal is involved with the SGB in setting up the code and conduct for learners. The policy must be written and it's context must be evident within the school. So the principal is always the accountable person. That is something that can't be delegated. I can however appoint someone to deal with discipline but I will never be able to delegate the accountability. If the principal is not involved and he/she does not support the teachers in handling discipline then the discipline process won't be successful. You as a principal need to be very actively involved with your teachers, support them, motivate them and when a problem comes, handle it immediately."

Hugo: "Ok."

Candidate A: "I think it is important to give feedback as soon as possible to parents. As soon as you can give feedback and report the problem the better. It is the responsibility of the principal to ensure that this happens and therefore needs to be involved. A principal that is not involved with discipline will make his/her school suffer."

Hugo: "Uhm, so if I listen to you it is clear that you emphasise support and motivation of teachers. Yes there is problems in the education system but there is also things that still make it worthwhile."

Candidate A: "We are so used to see the white page with the black dot on it and lose focus on the rest of the page. Some days are easier than others but it is still worth it."

But we must also accept that a child will stay a child. We all were. The age gap that we work with is 7 to 12 years old learners and it's important to remember that children will take chances and that we can't expect too much from them. What they learn at home is another question. What is the norms and values that he/she is taught at home? House hold problems is part of everyday life and how can we expect a child to behave at school if there is no rules at home. Our Christian believes play a big role here. When learners have this values and norms, then self respect will be evident and the negativity that we spoke about will be to the minimum."

5) Hugo: "Be now move on to question 5. With regards to discipline, what challenges come up the most. What leads to the fact that we feel hopeless regarding discipline?"

Candidate A: "I think the frustration among teachers about what happens to a learner that misbehaves ect is a big problem. You can have a talk with this child, follow the whole process but

the teacher ,must still at the end of the day take responsibility for the child's actions. What did you do as the teacher to help this child? That frustration of teachers where they say, listen I prepared for my lesson, marked the learners books ect but he/she still doesn't care about any rules. When this child doesn't make it the department wants to know what happened and what did you as a teacher do to stop it. All teacher will then feel frustrated. The same learners that misbehave is normally the learners that bring out the frustration in the teachers. the teachers feel that this learners get away with murder, but it is sometimes clear that parents are not involved. At school you can control the situation but not what happen at home."

6) Hugo: "What according to you is the way forward regarding discipline. What can and must be done?"

Candidate A: "It's difficult to say. But I feel that teachers must also have rights coming from the department. I think the sooner it's made evident that teachers also have rights then society will start not to allow teacher to be sworn at, humiliated, and be laughed at. And when this then happens then teachers must act upon then that treated them in an unfair way. Teachers feel helpless. The sooner respect is shared between different parties within a school the better for all. If this respect is not evident in schools it will be more and more difficult to move forward. We also needs parents on board to help with this situation and parents and teachers need to speak the same "language" in order to experience a functional school. Learners that come out of separated homes also contribute to the problem because these learners parents try to win them over by giving them too much "right" and that makes learners feel above the rules."

Hugo: "Yes at my place you can play play station but at mom's house you are not. It become a popularity contest."

Candidate A: "I think is all about respect for each other when you are separated. But also respect between parents and teachers and respect to society. I experience that at school the fortunate learners feel they have more right than those less fortunate. Those who don't have money are treated differently than the fortunate ones. If we treat all people the same we will experience respect."

Hugo: "The haves and have not's."

Candidate A: "Treat everybody the same, be consistent and fair. I think that is what everybody wants, teachers, learners and parents. If you are consistent and fair then you will reap the fruits."

Hugo: "100% Thanks."

7) "Our 2nd last question. Can there be a turnaround strategy regarding discipline. If yes what do you suggest and who is responsible for that. I know you sort off answered this in the previous question by saying teachers need rights ect but is there anything you want to add to this."

Candidate A: "I think the responsibility lies with society and the parent community. I feel we must come into contact with parents more often because once a term is not enough. A parent evening is too fast and teachers don't have time to fully talk to parents. I feel a platform must be created where teachers and parents can meet to inform parents fully on what is going on in school, and what is being done regarding discipline. I feel the more we talk about it will be beneficial to all parties, because we need to work together if we want to see change. If we don't work together we can have all the systems in the world in place but we will not succeed. For this turnaround to happen teachers, parents and society need to take hands and move forward. We have to acknowledge each other's norms and values and have respect for each other if we want to reach our goal."

Hugo: "My personal experience is that you sit with 40 learners in a class. Within that class there is easily 60 parents and you might only find 2 out of the 60 that is NOT willing to work with you but the rest will. A lot of the parents that you call about their child's behaviour apologise to you and ask what can they do to help with the situation. So I agree that if we want to see change we need to work together take hands and move forward."

Candidate A: "The parents that don't want to work with the teacher will a one stage start to work themselves out. The majority of parents must take action and say that we don't like what your child is doing, he/she is taking away my child's learning opportunities and I will not allow it."

Hugo: "Infringing on the other learners rights to education."

Candidate A: "Yes 100%. My child wants to attend school and your child is making it difficult. We must emphasise this."

Hugo: "Ok."

8) Hugo: "My last question is a bit of a difficult one. Was corporal punishment the answer and why?"

Candidate A: "Yes I think at one stage it was, if it was intended in the correct manner. To humiliate a child with corporal punishment was not the right way. Yes it did work, I think all of us were raised in that way and none of us were traumatised beyond repair. We were not sent to psychologists for treatment, but unfortunately there were some teachers that misused the whole idea, and that led to the abolishment of corporal punishment. It stopped from being a punishment

to being "weapon" used by teachers. Some parents were with you regarding corporal punishment and believed that it was the right thing to do, but with some learners it did not work at all."

Hugo: "Yes for some it just made it worst."

Candidate A: "Some children yes. It just made them more aggressive. With some learners you need raise your voice and with others you need to talk softly and the skill lies in knowing your learners. Know what the circumstances are and then yes you can say giving this child a hiding was a success and it worked for him but like I said some teachers used it in the wrong way."

Hugo: "Ok 100%"

Hugo: "Thanks for your time sir. Please take note that the information provided here will be used in a Master's thesis to be submitted to the University of Johannesburg. Again thank you."

Interview 2, School Candidate B

Hugo: "Good day sir, thank you very much for your time in a very busy schedule. Please be aware that sir can withdraw at any time from the interview. There will be no implications if sir is no longer in the mood for me, it will be fine. The information sir provides me with today is highly confidential, No school or person's name will be revealed, it will be known as school A, B, C and D. If sir doesn't understand any of these questions, I will repeat it again or explain what I need to know. Please note that this interview is being recorded and that this research is for a master's degree at the University of Johannesburg. Thank you for sir's time"

Hugo: "Sir, today I'm going to ask sir 8 questions."

1. "Sir, if I may ask, how long have you been a principal? How long is sir in education, if I may ask it that way?"

Candidate B: "36 Years"

Hugo: "36 Years? So what we are discussing today, sir has been dealing with for 36 years, for 200 days a year."

Hugo: " My first question I'm asking sir is: According to sir, what does the term discipline mean?"

Candidate B: "I would say a big word that stems from it is respect. If you have respect, you already have a type of discipline. So, if there is respect between you and the child the battle is half way won, and especially with children, we try to force the meaning of the word respect down on

them to make sure that the learner understands what it means. Out of this comes discipline and self-discipline, so if the learner can discipline him/her self you are half way there. Actually, discipline begins and comes from home, it's the parent's responsibility and we are only the extension of the arm enforcing discipline. That is how I understand discipline and if the foundation of discipline at home is strong, you will see it daily in the learner. If a learner is un-disciplined and the parent walks in here, you can just see or understand the learner's behaviour but..."

Hugo: "It's where the child comes from."

Candidate B: "Yes, it's where he/she comes from."

Hugo: "And it can go both ways, good or bad?"

Candidate B: "Yes, good or bad."

Hugo: "Okay, thank you sir."

2. Hugo: "Sir, we are now moving to question 2. The question I want to ask sir is: We see on television and in the newspapers that there is a significant decline in school discipline. What, according to sir, is the main reason for the decline in discipline?"

Candidate B: "I would say its parental involvement. Firstly, both mom and dad work. We come from a situation where both parents must work and they only get home at six at night. There is no interaction between the child and parents, the child is disciplined, go sit in front of the TV, eat your food, go to bed and sleep. So I feel that more time should be spend with a child, because love for a parent cultivates a good relationship between child and parents."

Hugo: "Okay, so if I understand sir correctly, sir is saying that the main reason for the decline of discipline is that the parents are not involved enough with their children? And if I read between the lines and if I can put it bluntly, sir is saying that children are in a sense being bribed with let's say go watch TV or go play television games and in a sense the bond between parents and their children are almost lost."

Candidate B: "That parental bond, there is no longer a family that sits around a table to eat and where the father would for example ask the child to tell him about his day. The interaction between parent and child is no longer there. The teacher is the child's speaker, he comes to the teacher and speaks to him about his problems because he sees him 7 hours a day or whatever."

Hugo: “More than the time his parents sees him?”

Candidate B: “More than what his parents sees him, yes. The TV in itself and the new cell phones and things, for me, has a very big influence on ...Uhm.”

Hugo: “The way in which children are being disciplined?”

Candidate B: “Yes, yes, yes.”

Hugo: “Sir, if I may add a little to this, sir just spoke about the children’s whole idea regarding the way that parents communicate everything. Sir also mentioned that parents must be more involved and as mentioned in the previous question, sir said that the school is the extension of the arm that enforces discipline. Look we know there are poor parental involvement and a gap between parent and child. It extends even further towards the school as well.”

Candidate B: “Yees”

Hugo: “The parents no longer attend parents meetings. I don’t want to push sir into anything, but how do sir feel about it?”

Candidate B: “No absolutely, yes that is so”

Hugo: “O, okay”

Hugo: “Sir, do you feel that there is a measure of opposition from the Department of Education regarding discipline? Don’t they support schools? What is sir’s feeling about this?”

3. Hugo: Question 3 I’m asking sir is: how does the school handle a discipline problem, what disciplinary methods are followed for a problem, in other words how do you address a difficult learner and more importantly, does it work?”

Candidate B: “Yes, we have a file that accompanies a class.”

Hugo: “Okay”

Candidate B: “And then we have a merit and d-merit system, so if the learner didn’t do homework or misbehaves or anything, he would be given a d-merit of 10 or 5 or whatever on the scale.”

Hugo: “Okay”

Candidate B: “In the end it goes over to detention. Firstly he will get a warning letter to give to his parents.”

Hugo: “Yes”

Candidate B: “that letter informs his parents that he is now on the point of detention”

Hugo: “Yes”

Candidate B: “and then, and then we get the parents on board to explain the whole set-up to them. The copy we sent to them is to say: listen this is where your child transgresses, now you talk to him a bit from your side, we battled with him daily, and then we sit detention on Friday afternoons from 1 till 4 o’clock.”

Hugo: “Yes”

Candidate B: “so now we made the detention longer and it is funny how the number of learners sitting detention decreased because it is so long”

Hugo: “Yes”

Candidate B: “because previously we only had detention from 1 o’clock till I think half past two”

Hugo: “Yes, okay”

Candidate B: “then we had 500 learners sitting detention because it was only a few minutes and now they have to sit on a Friday afternoon till 4 o’clock. We also pay staff member to do the afternoon shift, and the staff members steps over each other to do detention duty because they can earn a few sent as well”

Hugo: “Yes, okay”

Candidate B: “and in the end we had an enormous decline in, in, in, how can we put it now....”

Hugo: “in members for detention”

Candidate B: “Yes, in members for detention, and further on it is only motivation and talking to get these guys positive again. Most of the time they come from a negative environment. He gets “hammered” at home, he....”

Hugo: “there is never anything positive said towards him”

Candidate B: “None and we also went and said: let us load the positives. Let us see if we can help this guy, instead of us shouting at him while he is at school until he goes home, because that is what he gets at home. So let us be the positive part of his life, let us speak to him and ask him to tell us his story, in order for him to come to you out of his own free will”

Hugo: “In order to understand the child better and to better understand the child’s behaviour?”

Candidate B: “That’s it”

Hugo: “Okay, 100%”

4. Hugo: “Our next question, question 4 is: “How are you as principal involved in the implementation of discipline and what, according to you, must be the principal’s duty in the implementation of discipline?”

Candidate B: “I think that in the end the principal must, how do you put it?”

Hugo: “Take the punch”

Candidate B: “Yes, take the punch, if you stand on the stage the school should almost be silent. You must have...”

Hugo: “A presence?”

Candidate B: “a presence and the thing is you must win the children’s trust in you. I believe in moving around between the children, speaking to them a bit, to randomly take a child out of a row just to speak to him and to ask how he is doing, and your, your difficult client, you know them by now, I would for example uhm bring this difficult client and say; come sit here a bit and have a cup of tea with me”

Hugo: “Man to man”

Candidate B: “and quickly tell me how it went with you this past week and..”

Hugo: “once again it comes through that it is in order to understand him better.”

Candidate B: “to understand him better.”

Hugo: “Okay”

Candidate B: “and you, in the end you have to be stern but also human. You must have that, that passion for a child. In the end you must at least understand the child.”

Hugo: “Okay”

Candidate B: “Yes and then you must discipline as we have just said, you must monitor the whole thing and look for any incidents, and you get your parents in and say that it is now time for team

work. You get difficult parents uhm, then, then you teach them a lesson as well. For example, we have a parent with 4 boys but he is very aggressive”

Hugo: “Okay”

Candidate B: “and we have involved him in the rugby training and he is starting to understand the children and we took him and made him, now this is an ugly word,...?”

Hugo: “made him human?”

Candidate B: “taught him manners. And in the end he turned out to be a wonderful guy because he came to me one day and said that in that year he learned what he hadn’t learned in his lifetime, just about manners and about how to work with other people.”

Hugo: “So the goal of the school was reached, to make an experienced citizen of the land.”

Candidate B: “Yes, that’s right and it ciphered through to his children, and we also so that the 4 boys are calmer now”

Hugo: “Yes”

Candidate B: “because the first thing was fists up and hit and what can the dad do? We have now spoken to him, me and Pieter, he was with the 1st team, a big tattooed man, and he turned out to be a wonderful guy, and he actually had a very small hart”

Hugo: “Okay”

Candidate B: “but...yes, so”

Hugo: “Look, my research shows that the best way to bring about change is to model that change”

Candidate B: “Yes”

Hugo: “Be that model so that those around you would feel; you know what, if I look at his body language that is what I would like to be like and almost feel compelled to behave in a certain way. It can also go towards the negative side, but in this case it is very, very positive. That is a very good example that sir has used. I just want to my question a bit. I want to say, uhm, what do you think is your responsibility towards staff members and discipline? No if a teacher did something wrong, but to support the teachers? What do you think is a principal’s duty in order to do this?”

Candidate B: “I’m not the dictator of the teachers. I believe in... I would rather call a guy in if I had a problem with him or whatever and I would sit with him and talk to him and basically shame

into feeling that the responsibility must come from his side. I don't just fight for any reason, but I have fought with some good people because after 2 or 3 or so talks with that person and not getting an response, a person must get hard core"

Hugo: "get firm"

Candidate B: "Then you have to get a bit firm or maybe give a written warning, which I only had to do once to date. I would say that the big thing is to walk in front, show your staff and let them work in ease so that they may enjoy their work.

Hugo: "Yes, okay. So by allowing your teachers to do their work at ease you get more productivity from them. Do I understand it correctly?"

Candidate B: "That's right. Yes and that people will say "well done", nice, uhm, it's about recognition and for that acknowledgement the teachers will walk the extra mile because it is seen and recognised."

Hugo: "It flows into motivation"

Candidate B: "Yes"

Hugo: "Okay"

Candidate B: "It is acknowledged, uhm, he's not working for nothing, so you only need that balance in your teachers."

Hugo: "Okay, 100%"

5. Question 5 I'm asking you in regards to discipline, which hurdles are the most obvious? What challenges do you see more prominently in the school set-up?

Candidate B: "Yes,..."

Hugo: "Parental involvement"

Candidate B: "Yes, well it is but parental involvement is a big thing, uhm, it ciphers through as in the other questions, it leads into each other but I would say that in the end it boils down to respect. The children enters the school and they don't understand your way of speech and are no longer taught that they have to listen to the teacher, there is no respect, it is not sir or mam but "you" when they talk to a grown-up there is no longer a..."

Hugo: "System"

Candidate B: “It is our whole system; I think it’s our whole society, we had become lax when it comes to the finer points of good manners. A well-mannered child will walk a long road with you”

Hugo: “Yes”

Candidate B: “But your big obstacle I would say is also all the aggression that comes through in the world we live in. On the roads we experience aggression, in the media, both the newspapers and television we are experiencing aggression. They...they...they....”

Hugo: “Every film that comes out”

Candidate B: “I was just about to say the programmes they watch in the afternoons when the parents are not at home are filled with aggression.”

Hugo: “The days of Wielie-Walie are over”

Candidate B: “Yes, it’s over. So he pulls out a gun and shoots him because that is how our society works. You have to fetch another guy to take along to a fist fight that started amongst the learners, that in itself was ...”

Hugo: “Unprecedented”

Candidate B: “unheard of in earlier years, back then they would only have bumped each other or so, but now they hit and physically assault and grab each other. That is something we have to get out of their systems but it is a hard task.”

Hugo: “Yes”

Candidate B: “As I said, examples are set, our whole society works on it. What are mom and dad talking about? Politics at home? I cussed at this guy on the road and I did this and that and all the time the youngster is standing there listening to it all.”

Hugo: “And he thinks that it is the correct behaviour.”

Candidate B: “He thinks that is how it works.”

Hugo: “Sir, do you think that maybe the amount of children in a class, how many children is in a class sir?”

Candidate B: “About 35-36”

Hugo: “Does it have an impact”

Candidate B: “Absolutely, absolutely”

Hugo: “And the overcrowded classes?”

Candidate B: “Yes, absolutely. The size of the class determines your discipline. You are more hands-on with a small class”

Hugo: “The previous mister I was just at said that when it rains, the children are naughtier. LOL”

Candidate B: “Yes, yes”

Hugo: “Okay”

Candidate B: “No, my wife works at Roodepark and her belief is that when the moon is full, they are mad.”

Hugo: “O, okay”

6. Hugo: “Question 6 sir, according to you, what is the road ahead with regards to discipline? What can and must be done?”

Candidate B: “A whole morale change, uhm, I would say. We must go back to the moral values. People no longer go to church, Sundays are play days.”

Hugo: “Yes, they go out for the day to eat somewhere else”

Candidate B: “If we can only change that one thing, even in the school as well, the religion, uhm, virtuousness.”

Hugo: “So the environment of the school must be changed into a positive environment?”

Candidate B: “Yes, and what I mean is that these children only hear about norms and values when we have assembly in the square on Monday mornings”

Hugo: “Yes”

Candidate B: “I mean that they don’t learn about norms and values because they don’t go to church. Mom and dad no longer read from the Bible for the children, I wonder how many parents tell their children the Bible stories. If I think back to the old day, I remember that we all had Children’s bibles and we knew all the stories”

Hugo: “Yes, or almost got a hiding because of it”

Candidate B: “Yes, and you knew the lessons taught in those stories and why something happened in those stories”

Hugo: “Families no longer have Bible studies”

Candidate B: “There is no longer those stories that says this and that happened because of this or that”

Hugo: “Okay”

Candidate B: “and the children no longer have that vision”

Hugo: “So, if I may, sorry for interrupting, what I can discern in between the lines is that sir is saying that we must have moral changes in our society”

Candidate B: “Almost in the society”

Hugo: “And a positive climate of the school must be created in order for it to be a place of safety for the learners”

Candidate B: “Yes, that’s right”

Hugo: “Okay, one last thing, the norms and values that was evident in previous years but is no longer evident, must once again be learned”

Candidate B: “Not anymore”

Hugo: “Okay, 100%”

7. Hugo: Our 2nd last question that I’m asking sir, can there be a turnaround strategy with regards to discipline? If yes, what would you suggest and who would be responsible for it? Taking the previous questions into consideration, we could say that everything we had to do was done, but that the turnaround strategy did not really work. So let’s look at all respects and move forward. Is there a possibility for it? Who is responsible for it? I know that in previous questions sir told me that the parents must come and say, listen we must make moral changes, but is there a responsibility from the Department of Education’s side or how would it go?

Candidate B: “Yes, I would say that the Department of Education is creating a climate of uncertainty and that uncertainty ciphers through to the schools, but I think that there can be a turnaround. Uhm, for example, we had a precocious speaker here, that Derek Jackson.”

Hugo: “O, he was at our school as well.”

Candidate B: “Yes, and I also asked him to talk about discipline at home, and he did a proper job of raking the parents over the coals here in the hall.”

Hugo: “A spade is a spade with him. LOL...he doesn't pussyfoot around.

Candidate B: “He didn't pull his punches and we noticed the changes because the parents asked his for reading material, advice and stuff. He also spoke to the staff members and he told them: “guys it doesn't help to shout lower your voice, make your body presence felt and move around.”

Hugo: “Forward a bit and that types of stuff”

Candidate B: “Yes, and move around in class, because we live in an era where the scene on the TV changes every 5 seconds or every second and if your just standing in front of the class talking, you will lose him. You must walk up and down the whole time so that he can follow you and you must use your arms when you explain something and he will follow you.”

Hugo: “You must put on a show”

Candidate B: “Yes, if you don't put on a show you will lose him, and I do think that if the guys go into a class fully prepared, and they know what they are going to do when they enter the class, they will have better control over their classes and the discipline will automatically improve.”

Hugo: “There must be uniformed rules in a school”

Candidate B: “Yes, that's right, uniformed rules like girls walk first, boys behind. Stand in a row, girls walk into the class first and then the boys”

Hugo: “Once again it comes back to respect”

Candidate B: “Yes, once again it comes back to respect”

Hugo: “With regards to the matter of respect, the fact that girls walk first, makes it a little difficult because in the black cultures woman is not regarded highly and we must break away from it. We're not saying that they must move away from their cultures only that they must realise that they must show some measure of respect towards a woman, which in itself is a hurdle that we must overcome”

Candidate B: “That is so”

Hugo: “and sir said that sir got Derek Jackson in to come and talk to the parents. I'm also in education and have noticed that the parents are just as discouraged as we are”

Candidate B: “Yes”

Hugo: “because they also do not know”

Candidate B: “They also do not know, to tell the truth, that night was a real eye opener for me. As I was sitting on stage while Derek was talking, I thought whoa he is really stepping on some toes here. He was really treading the parents out and when he started giving advice on how it must be done, and you know what? They were hanging on to his every word. We got numerous calls saying that we must get him to come again. The thing is, he is an outsider and they listen when he talks, it’s not like when I’m talking and they just think the principal is just talking again and not paying me any attention”

Hugo: “thinking you want something again”

Candidate B: “Yes, they think I want to explain something to them or blame them for something. Then an outsider comes in, lays down the law and they eat it all up”

Hugo: “Yes”

Candidate B: “they swallow it easier and they absorb more information”

Hugo: “Sir, if I understand you correctly, the turn-around strategy will be to educate the parents.”

Candidate B: “That’s it”

Hugo: “Okay, 100%, and sir said that you received a lot of positive feedback from the parents regarding Derek Jackson”

Candidate B: “Lots and lots”

Hugo: “With my knowledge and all, uhm, I would say that the responsibility lies with the school, the parents, the Department of Education and most of all with yourself”

Candidate B: “that’s it”

Hugo: “Okay, 100%”

8. Hugo: “Our last question is a bit of a difficult one. The question is an easy but tongue in cheek one. Was corporal punishment the answer and if yes/no, why?”

Candidate B: “I would say yes, it was”

Hugo: “Okay sir, why do you say so?”

Candidate B: “Corporal punishment works, but you have to be restrained when you administer it”

Hugo: “Okay”

Candidate B: “I believe that if you transgress, you get your punishment and it is over with and if I look back through my years in education, I think that the boys and I had a good uh....”

Hugo: “Bond”

Candidate B: “a good bond. You could give him a hiding, you didn’t assault him.”

Hugo: “There is a difference between corporal punishment and assault”

Candidate B: “If you administer corporal punishment with love, you get the respect from that child, and a bond starts to form between you and the child after a while. You no longer have that bond, I’m not saying that you have to hit a girl, but the difficult guy, one rap and he is right for the rest of his life. Now the children sit and wait, for example for a disciplinary hearing. They wait for 2 or 3 weeks, that child is under stress while they wait and I believe that is where suicide comes from. In earlier years they were saved the stress by just going to the principal’s office and getting a hiding and then it is over and done with”

Hugo: “Okay”

Candidate B: “For me the whole process is just too long”

Hugo: “Okay”

Candidate B: “and the children’s, uhm, mental health”

Hugo: “I’ll tell you sir”

Candidate B: “They get depressed and go into depression. I’ve dealt with a few children in High school who told me that it is the worst time in their lives because they know that a disciplinary hearing against them is coming. The parents is called in and that lengthy process is not educationally correct”

Hugo: “It breaks them down, instead of building them up”

Candidate B: “Exactly, that is why I’m an advocate of corporal punishment”

Hugo: “The only thing is that the administration of the punishment must be restrained.”

Candidate B: “Restrained yes, give the principal the right to give the boy a whack or two. Pick up the phone, call the parent and tell him that Gertjie is standing in front of me, he did this and that, may I give him a hiding? The parent will give permission; I’ll write it in a book, give the child the hiding and it is over and done with. But now with the new system, you phone the parent while the child is sitting in front of you, shivering with fright, he gets home, dad is irritated and the child is assaulted. We once had a parent who walked in here and before I could say a word he hit the child so hard that he fell in between the cupboards”

Hugo: “So it is not just with us”

Candidate B: “For me that is assault”

Hugo: “It is assault”

Candidate B: “So, I say yes to controlled corporal punishment, but not always. Corporal punishment must be a last resort because you get the ones where corporal punishment will work and others where it will have no effect at all. By just looking at a learner, you can see on which guy a whack or two would work and who it would not affect at all.”

Hugo: “Okay, I understand”

“Sir, firstly I would like to thank you for your time, I really appreciate it. And secondly for all the information and knowledge of the 36 years sir has been in education that I’m taking with me, I’m not even 36 yet, but thank you very, very much. As soon as it has been typed, it will be in a thesis form. It will be printed in book form and handed in at the University of Johannesburg.

Interview 3, School Candidate C

“Good day sir, my name is Hugo van As, and I’ll be interviewing you today.

Firstly, thank you very much for your time in a very busy schedule. Please be aware that sir can withdraw at any time from the interview. There will be no implications if sir is no longer in the mood for me, it will be fine. The information sir provides me with today is highly confidential, No school or person’s name will be revealed, it will be known as school A, B, C and D. If sir doesn’t understand any of these questions, I will repeat it again or explain what I need to know. Please note that this interview is being recorded and that this research is for a master’s degree at the University of Johannesburg. Thank you for sir’s time”

Hugo: “Sir, today I’m going to ask sir 8 questions.”

Candidate C: “That’s fine”

Hugo: “Sir, if I may ask, how long are you in the education?”

Candidate C: “38 Years”

Hugo: “Okay, I’m not even 38 years old yet. Sir, as I’ve mentioned, I’m going to ask you 8 questions and the first one is about something every teacher or principal or someone involved in education is involved in. According to you, what does the term discipline mean?”

Candidate C: “It means different things; the staff member’s classroom discipline will depend on the teacher’s classroom rules and regulations. School discipline is summed up in the school’s code of conduct for learners, stipulating the rules and regulations of the school as well as the school attire for the learners. It is a document all parents and learners must sign when they enrol in the school indicating their support of the school rules.”

Hugo: “So the rules are undersigned?”

Candidate C: “Yes”

Hugo: “Okay, let me change the question a little: Sir, what is the purpose of discipline? Why do we have discipline?”

Candidate C: “Discipline is an absolute necessity for educating learners, in order for them to be self-supporting and independent grown-ups in the future.”

Hugo: “Okay”

Candidate C: “In the society”

Hugo: “So we have to cultivate independent citizens for our country?”

Candidate C: “Absolutely”

Hugo: “Okay, 100%”

2. Hugo: “Sir, we are now moving to question 2. The question I want to ask sir is: We see on television and in the newspapers that there is a significant decline in school discipline. What, according to sir, is the main reason for the decline in discipline?”

Candidate C: “I think it is a communal problem”

Hugo: “Okay”

Candidate C: “The media, television and other things is causing a general slide in discipline, whether in South-Africa or America or any country”

Hugo: “Okay”

Candidate C: “It’s universal so...”

Hugo: “Okay. Sir, are you saying that the media are influencing it, technology?”

Candidate C: “Absolutely, technology as well”

Hugo: “So you are saying that the society is inclined to weaker self-discipline. Do I understand sir correctly?”

Candidate C: “That is a 100% right”

Hugo: “Okay”

Candidate C: “That is a 100% correct. If you could go back 38 years or even further, the school system we had, okay, it was black & white but even my black teachers will tell you that the education they received then, the one they revolted against... if they could go back to it, they would do it any time”

Hugo: “Bantoe education”

Candidate C: “Yes”

Hugo: “Bantoe education, okay, okay”

Candidate C: “because the structure was there. The discipline was there, not only from the school’s side but also from the top, from the department.”

Hugo: “So if I should read between the lines, the decline in discipline has a lot of factors, the society, parents that don’t enforce discipline and the resistance we get from the Department of Education are all factors. Do you understand what I’m trying to say? Okay, 100%”

3. Hugo: Question 3 I’m asking sir is: how does the school handle a discipline problem, what disciplinary methods are followed for a problem, in other words how do you address a difficult learner and more importantly, does it work?”

Candidate C: “Okay, we have a system and the disciplinary system works like this, there is a monitoring book for every register class that accompanies the class. There is a page with first, second, third and fourth term on it with the child’s name. So if they get to my maths class and a

learner didn't have his book or do his homework or is disrupting the class or whatever, I'll write the date and the transgression in the book and the child will get d-merit marks. It also works with merit marks."

Hugo: "So they can get something positive as well"

Candidate C: "Yes, positives and negatives and after an amount of negative points his register teacher will give him a warning letter with a copy of the page attached. The letter is send to the parents. The warning letter says: our child's progress is very important and there is a slip note on the bottom. The child takes the letter to his parent and the parent can see that on this day your child didn't do homework, on this day he disrupted the class and on this day he hit another child and"

Hugo: "Okay, okay"

Candidate C: "Then another 2 warning letters, then he gets a detention letter and he has to sits detention for 3 Friday afternoons from 2 o'clock till half past 3"

Hugo: "So after his third warning letter he gets a detention for 3 consecutive Fridays?"

Candidate C: "No, it's 1 warning letter, then after another 2 transgressions he gets detention"

Hugo: "For 3 Fridays, okay I understand"

Candidate C: "We have problems with the parents; the children come with taxis from the townships and then notify the teacher on the slip note that the child has transport problems and can't sit detention. The teacher sends me the slip note; I get my file and phone the parent. I say to them sir and madam"

Hugo: "You undersigned the rules"

Candidate C: "You undersigned it, you must arrange alternative transport for you child"

Hugo: "If your child behaved himself, he would not have had a problem"

Candidate C: "then they quickly say that it's okay, they will make arrangements."

Hugo: "Okay"

Candidate C: "But the system also has its problems"

Hugo: "Okay"

Candidate C: “The teacher hands out warning-letter of detention letters, then the children would take that....”

Hugo: “Slip note?”

Candidate C: “No, the copy from the monitoring book”

Hugo: “Then he is clever as well”

Candidate C: “He tears it off and only gives the 3 dates on which he must sit detention, the parent signs the slip note and sends it back”

Hugo: “Most of the time they don’t even read what the letter says”

Candidate C: “They sign it themselves, the teacher monitors it, then it’s send to me and I spend an hour and a half working through it.”

Hugo: “At the end of the day you can’t just leave it. Rather spend that hour and a half working through it than lose control of the school.”

Candidate C: “That’s it”

Hugo: “Okay, 100%”

4. Hugo: “Our next question, question 4 is: “How are you as principal involved in the implementation of discipline and what, according to you, must be the principal’s duty in the implementation of discipline?”

Candidate C: “as I said in the previous answer, the teachers monitor it, this one didn’t return the slip note, and the rule is that it must be returned the next day. Tells the teacher a lot of stories, then they are send to me and I spend an half an hour to an hour with the lot, I phone the parents and tell them that their child got a letter, some would stand there and lie, saying that he did give it to the parents, they did sign it but it is lying on the table, I would say it fine, it’s just fair and the I would phone the parent, the parent informs me that he didn’t get a letter to sign. I’ll ask the child where the letter is and whether he still has it. If he says he still has it, I send him to collect it and to put it in his bookcase, and then I’ll inform the parent that he has it in his bookcase and to ask for it that afternoon, that it is a 2 page document and that they must make sure that they get both papers from the child and not only 1 page. You know”

Hugo: “That type of thing”

Candidate C: “so if I do that to help the staff members in order for the system to work, then I’ll spend that time.”

Hugo: “Okay, sir just mentioned an important word, to “help” the staff members. Let us focus on the “helping” of the staff members. Staff members, and I’m in education myself, feels weary on a daily basis with regards to discipline. Me, I personally feel like that because 70% of my time is spend on discipline, so what must a principal do? Must he motivate the teachers? What must be done because we are on a stage the whole day, if I may put it that way?”

Candidate C: “Firstly, a principal must know his staff members, he must be involved with them and he has to support them as much as possible”

Hugo: “Okay”

Candidate C: “and that comprises of a lot of things, it is about the principal’s management style, how he interacts with the Grade R teachers or the foundations phase teachers, and how he works with... Every morning at 7:20 we have a staff meeting in the staff room with all the staff members and one of the teachers keeps a minute of the meetings and every 2 weeks it is combined into one minute, which serves as my staff meetings. I was with 1,2,3,4 principals in my life and there are a lot of thing that I learned from them”

Hugo: “Like what to do and not to do?”

Candidate C: “Not to do,”

Hugo: “Okay, I understand”

Candidate C: “I’m now a principal for 10, 12 years and there are certain things that I do not do,”

Hugo: “Okay”

Candidate C: “what I know I can’t do. So in that respect, you are a principal of the school, you can treat your staff members as you see fit, but the ratio doesn’t matter. I have 8 black staff members, English people. My deputy is a black lady, head of department of the foundation phase. You can interview any of my staff members at any time and they will all tell you that if there is a cut-off date for things to be submitted,”

Hugo: “No matter whether you are white, pink or yellow”

Candidate C: “it must be in”

Hugo: “so there are uniformed rules for everyone”

Candidate C: “uniformed rules for all”

Hugo: “Okay, you must be consistent with your rules”

Candidate C: “you absolutely have to, and most importantly, get the staff members to “walk with you”. You can’t have a buddy, buddy system”

Hugo: “There are no friends in education”

Candidate C: “You can’t say yes for one thing today and tomorrow when somebody else asks you say no”

Hugo: “Okay”

Candidate C: “What’s good for one, is good for another”

Hugo: “Yes, that is very important”

Candidate C: “very important and they realize it really fast”

Hugo: “Look, my research shows that the best way to bring about change is to model that change, set the example you want others to follow. You as principal must walk in front, you must lead but sometimes you must also listen. A school is not a business where there is a boss and everyone else works beneath him, I see it this way”

Candidate C: “You’re absolutely right”

Hugo: “it’s a machine where the one component works with the other components to function better, is that right? Okay 100%”

5. Question 5 I’m asking you sir, is in regards to discipline, which hurdles are the most obvious? What challenges do you see more prominently in the school set-up?

Candidate C: “I’ll start with undisciplined learners; you can trace them back to undisciplined households. And although they spend a large part of their day here at school with us, we are not their parents. The learners all have a parental home with parents or a guardian and that is where the initial teaching of manners should begin”

Hugo: “So parental involvement is a big problem?”

Candidate C: “Extremely”

Hugo: “Okay, are there any other challenges like the one in the previous question where sir mentioned that technology is a hurdle because of what they see on television and it is not always good. While we were growing up we looked at educational shows like Wielie-Walie but now the children look at shows with lots of violence and where the 2 boys fight to the death in order for one of them to win. In that respect, our society is deteriorating.

Candidate C: “Definitely”

Hugo: “So, may I once again write technology here? I don’t want to lead your answer into any direction, but are the norms and values also deteriorating?”

Candidate C: “Definitely”

Hugo: “It comes back to parental involvement, because if the parent taught him any values, a child would have it. One day a grade R teacher at our school received a reply to a letter she wrote to a parent, in it she had asked the parent to speak to her child as he has no manners. The parent replied, listen you have him for 8 hours a day, teach him manners, to which the teacher replied, you had him for 6 years, why didn’t you?”

Candidate C: “It’s a fact”

Hugo: “It’s the best answer that I’ve ever heard. Its technology, deteriorating norms and values and as I mentioned earlier, 70% of the teachers time that is spent on disciplining the learners. These days the teachers also have so much admin work, that they might as well take on an office post, so I think that the teachers work load is also a factor”

Candidate C: “Absolutely, the paper work just gets more and more”

Hugo: “Okay”

Candidate C: “In my younger days it was like that as well”

Hugo: “Okay”

Candidate C: “There was a lot of paper work back then, but not as much as they have now, but it was just always there”

Hugo: “Okay, okay, but it does add to it”

Candidate C: “Definitely”

Hugo: “Sir, once again I do not wish to lead your answer, but when I was in school, there were only 25 children in a class, do bigger classes contribute? Do you have big classes?”

Candidate C: “Yes, but now we have 6 governing body posts that we are utilizing in the grades that brings us some relief”

Hugo: “Okay”

Candidate C: “3 classes becomes 4”

Hugo: “Okay, so it is addressed by SGB posts being made available”

Candidate C: “Yes, for example the district’s amount is 40 learners per class and we have 3 grade 1 classes”

Hugo: “Okay”

Candidate C: “I use 1 SGB post and from this year the 3 grade 1 classes becomes 4”

Hugo: “Okay”

Candidate C: “the amount of learners in a class changes from 40 to 30 learners per class”

Hugo: “It makes a big difference”

Candidate C: “You see it helps, but now all the information has to go to the district for practical reasons and on the system there are only 3 grade 1 classes”

Hugo: “Yes, because they will force you to take another 10”

Candidate C: “Absolutely”

Hugo: “My wife was a foundation phase teacher for 4 years and she says that if you want your grade 9 mathematics mark to be higher, then you must start by making your grade 1 classes smaller”

Candidate C: “Yes”

Hugo: “Because the foundation can be laid there”

Candidate C: “That is a 100% correct”

6. Hugo: “Question 6 sir, according to you, what is the road ahead with regards to discipline? What can and must be done?”

Candidate C: “That is a big question”

Hugo: “Yes”

Candidate C: “To come straight to the point, every school, depending on how it functions, has an active governing body, who will address the issues themselves. Let’s say that one teacher is complaining about a class and another teacher is complaining about the same class, then the management team will address the issue. They will phone the parents, sent letters home and make arrangements to meet the parents of those learners in the hall on the same night”

Hugo: “The parents must be involved...the must get on the bus”

Candidate C: “They must be here, later that night at the meeting the parents are here, but not the parents of the problematic ones and those and those learners are not here, but you”

Hugo: “You’re preaching to the choir”

Candidate C: “yes, but the news reaches those parents through the grapevine”

Hugo: “Yes”

Candidate C: “Some of these parents....”

Hugo: “Will be sorted out”

Candidate C: “Absolutely”

Hugo: “But something will have to be done”

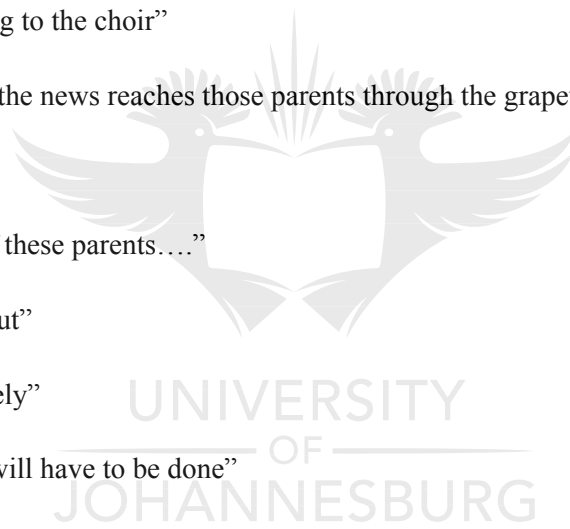
Candidate C: “You must get the parents of these problematic children to come and speak up. A girl in grade 4 is sitting in my office for the 7th time for being disruptive, you have to “saddle up a horse” and get the district involved and eventually something is done. She is now on medication”

Hugo: “Can a person “keep house” with her now that she is on medication?”

Candidate C: “Yes, in the most extreme cases, the medications do help. I know the teacher is clapping her hands right now because the child has not been to school for the last 3 weeks”

Hugo: "Okay”

Candidate C: “it now helps the teacher’s general class discipline, but individual problems must be addressed. You can’t just...”



Hugo: “Okay, but sir, you just said that you must get the district involved, they must also “get on the bus” after a while because the teachers stand in front of the class feeling frustrated and as if our hands are tied.”

Candidate C: “Hugo, the department do not fulfil their obligations towards the learner’s problems, they don’t come. They fail those children”

Hugo: “Yes, learners are failed”

Candidate C: “and now we are talking about learners that should go to special classes”

Hugo: “LSEN classes”

Candidate C: “Oh brother, the LSEN classes at Roodebeek and the one at Princess Primary has been full for the past 17 years. Parents go and is placed on a waiting list, so where should the child go? He stays here and next year, already full. The system is failing these children”

Hugo: “I call them system children, they follow the system, but in the end they get the shortest end of the stick and sir said that the department do not fulfil their obligations toward these children. If there is a child with a problem and the school is trying to do something about it, then the department is there in a flash, but if it is turned around, then you can’t get hold of them. Sir also went that extra mile and got a bit of background knowledge about the child. Should a person understand the child in context in order to understand his behaviour?”

Candidate C: “You must”

Hugo: “Okay”

Candidate C: “Every teacher will tell you that the child has a problem, and where is the problem? It’s at home”

Hugo: “Yes, once again domestic circumstances”

Candidate C: “Unfortunately yes, we are almost 900 black, English children and their family situations...”

Hugo: “Is totally different from ours. If you go to a class of 40 and ask them how many of them do not live with their parents, 80% of them will say that they live with their granny or something”

Candidate C: “an aunt or...”

Hugo: “it is frightening when you do the 10th day head count and statistics, then you can actually see how many are living in single parent homes. In my opinion, if you find 5-10 learners in a class living with both parents, then you have hit the jackpot”

Candidate C: “Yes definitely, where they come from is the underlying problem of discipline”

7. Hugo: Our 2nd last question that I’m asking sir is question 7, can there be a turnaround strategy with regards to discipline? Can we make everything that is not working work? If sir says yes, what would sir suggest we must do and who is responsible for it? It connects quite a lot with the previous question, who is responsible for that total turnaround in school discipline?

Candidate C: “All the roll players must be a 100% on board; that means the whole school, the principal, the governing body, the staff members, the school strategy and the school’s code of conduct for learners as well as the code of conduct for parents. Everything must be in place, and then you go from here to the department and from there to head office and right through, discipline should be addressed.”

Hugo: “So, the society should get a turnaround?”

Candidate C: “Society must get a turnaround and we did talk about it earlier, it is a no-no, it is...”

Hugo: “alarming?”

Candidate C: “It’s alarming, it’s an almost impossible task because the society have become ‘shallow’, the boundaries have moved; things that was previously unacceptable are now generally accepted”

Hugo: “A simple example, when I was in school you didn’t talk about sex. It was totally unheard of”

Candidate C: “Yes”

Hugo: “Now, the message of save sex is broadcasted. In other words, it is saying, you can do it, just do it safely. It’s as if the society’s norms and values and respect for each other have declined.”

Candidate C: “You see, paradigm shift, in the society and on a disciplinary level as well as in other areas.”

Hugo: “Okay, okay”

Candidate C: “That paradigm shift and before you can blink it is 12 years later. What is policy now wasn’t 10 years back...you just mentioned sex and...”

Hugo: “Drugs, a drug policy in primary school? Where in your life did you hear about a drug policy in a primary school 20 years back? It was unheard of.”

Candidate C: “Policy about teenager sex”

Hugo: “Yes”

Candidate C: “and teenager pregnancies in primary school”

Hugo: “Yes, I understand it 100%”

8. Hugo: “My last question that I would like to ask you sir, is one where you first have to swallow and then answer. Was corporal punishment the answer and why?”

Candidate C: “I would say that it was definitely the answer, because you could....”

Hugo: “Sir said definitely corporal punishment”

Candidate C: “That was the answer”

Hugo: “So sir says it did work and it was the answer”

Candidate C: “It worked and was the answer at the time but it was administrated in a certain way. You had a book, firstly you would write and then the principal sings and then you sign the amount of lashes you would administer. Then the principal would sit there while you give the boy the 3 lashes and it would be over and done with.”

Hugo: “Problem solved?”

Candidate C: “Problem solved.”

Hugo: “There’s no need to go and see a psychologist afterwards?”

Candidate C: “No”

Hugo: “That’s the case these days”

Candidate C: “That is so, but don’t underestimate these psychologists. In the last 2 weeks, we had 3 cases, the district was here and they accompanied the learners to Baragwanah hospital. The medication was changed and other medication was given. All 3 learners are back in the classes.

Hugo: “And it is going wonderful?”

Candidate C: “It is going wonderful.”

Hugo: “They do their work, but what I meant was that these days if they don’t do homework, they go and see a psychologist. There’s a problem and it’s a load of nonsense. With us, when I was in school, if you didn’t do homework your bottom burned and then you had to go and do your homework. Sir said that corporal punishment was the answer, but that the administering of it was important. A previous principal told me that some teachers tended to misuse corporal punishment”

Candidate C: “Absolutely, administered in class and misused”

Hugo: “Just for the joy of it”

Candidate C: “There were responsible teachers in those days who administered it in their classes, I repeat responsible teachers, who did it in the right way, for the right reasons and it worked.”

Hugo: “Okay, okay”

Candidate C: “A few misused it and did it incorrectly and it didn’t work.”

Hugo: “The person who administered it correctly, and the learners who did receive it, had the worlds respect for each other.”

Candidate C: “Absolutely”

Hugo: “I believe that most of the time, and I might be wrong, a child would behave badly to get attention, even if it’s negative attention.”

Candidate C: “He asks...”

Hugo: “He asks please...just hit me, then you’re at least doing something”

Candidate C: “That’s it”

Hugo: “Okay, 100%”

Sir, thank you very, very much for you time, we are finished with our interview. As soon as it is all typed, everything will be combined in as thesis for a master’s degree.

Candidate C: “Hugo, what are you busy with? Masters?”

Hugo: Masters and my thesis, the heading or title is: The roll and responsibilities of the principle in the implementation of discipline.

So, it will be combined in a master's thesis and it concerns the Department of Education as well as the University of Johannesburg.

Interview 4, School Candidate D

“Good day mam, my name is Hugo van As, and I'll be interviewing you today.

Firstly, thank you very much for your time in a very busy schedule. Please be aware that sir can withdraw at any time from the interview. There will be no implications if mam is no longer in the mood for me, it will be fine. The information mam provides me with today is highly confidential, No school or person's name will be revealed, it will be known as school A, B, C and D. If mam doesn't understand any of these questions, I will repeat it again or explain what I need to know. Please note that this interview is being recorded and that this research is for a master's degree at the University of Johannesburg. Thank you for mam's time”

Mam, today I'll be asking you 8 questions. This question is not part of it, and if I may ask mam, how long are you in education?”

Candidate D: “I'm in my 40th year”

Hugo: “40th year in education, now that is even longer than I've been alive...”

Mam, as I've mentioned, I'm going to ask you 8 questions and the first one I would like to ask mam is: According to you, what does the term discipline mean?

Candidate D: “From my point of view, discipline is, what allows a person to have a structured environment where meaningful education can take place”

Hugo: “A structured environment?”

Candidate D: “Yes”

Hugo: “Okay, in order for the best and most effective education to take place?”

Candidate D: “One word for it, it creates order”

Hugo: “Yes, mam is it ok with you if I take notes? I'm not being rude; it's just to record everything that's being said.”

Candidate D: “Yes its fine”

Hugo: “Mam, with regards to the school set-up, if at all possible, would you elaborate on the term 'discipline' please?”

Candidate D: Discipline requires rules and regulations, every situation and place has its own set of rules, the same rule that applies at home does not necessarily apply at school. Sports also have its own rules and regulations. Each one will function in its own prescribed set of rules and regulations. The school also has its own set of rules, known as the code of conduct”

Hugo: “Acceptable rules are very important, it tells you how to behave in certain situations:

Candidate D: “But almost every situation requires a different type of rules, like for example road rules for the traffic, if you don’t abide by it there will be chaos on the road.”

Hugo: “Okay, 100%”

2. Hugo: “Mam, we are now moving to question 2. The question I want to ask mam is: We see on television and in the newspapers that there is a significant decline in school discipline. What, according to mam, is the main reason for the decline in discipline?”

Candidate D: “Parents are under a misperception that the school is responsible for the normal education as well as the discipline of the learners, things they should have been taught at home by their parents. I think that one of the main reasons why the school system is so chaotic is because the children are running the households these days and not the grownups. The child tells the parent what to do and there are also parents that come to school saying: ‘My child says he will take me to the police station if I give him a hiding.’”

Hugo: “Okay”

Candidate D: “I’m in favour of a few slaps on the right places, but not of child abuse, in order to teach a child rules and regulations. There must be a way to teach them the meaning of consequences.”

Hugo: “For every decision there is a consequence”

Candidate D: “They want all the rights, but not the responsibility that comes with it.”

Hugo: Okay,okay. Mam said that in most cases the child controls the parent. So is there a decrease in the measure of respect?

Candidate D: “Yes, I don’t know, I always say that a lot of the school’s problems are because the parents don’t know how to educate their children. In a lot of our schools there are parents who had children when they were only 14/15 years old. So it is children trying to raise children. I also believe that discipline should go hand in hand with corporal punishment, but not with the intent to kill or abuse the child, but to teach the child.”

Hugo: “Okay, in a controlled measure”

3. Hugo: Question 3 I’m asking sir is: how does the school handle a discipline problem, what disciplinary methods are followed for a problem, in other words how do you address a difficult learner and more importantly, does it work?”

Candidate D: “We have our own disciplinary system at school that is approved by our governing body, it is reviewed from time to time and if we see that something isn’t working, we will definitely adjust it. We work on a white and red card system”

Hugo: “Okay”

Candidate D: “There is a whole system that gives the different reasons for getting a white card or a red card for which you get detention and which matters must go directly to the governing body for a hearing. If you didn’t do your homework or left your book at home, or maybe you disregarded the class rules, then you will get a white card. Once you have 2 white cards, you will get a red card in place of the white cards. Some transgressions like fighting is an immediate red card transgression and then of course there are certain transgressions that goes directly to detention.”

Hugo: “Okay, so the punishment is determined by the severity of the transgression”

Candidate D: “Once a week the register teacher must look at the white and redcards, at the end of the week, the parents of all those learners are smsed informing the parent that the child got a white or a red card”

4. Hugo: “Our next question, question 4 is: “How are you as principal involved in the implementation of discipline and what, according to you, must be the principal’s duty in the implementation of discipline?”

Candidate D: “I would say the principal, from time to time we get together as I’m part of the team that makes decisions about the system. It comes a long way and I’m the last person someone would interview, before anything goes through to the SGB or a hearing, we do an intervention to...It must...”

Hugo: “Avoid”

Candidate D: “be our last option, from time to time we need refreshers; we deal with it on a daily basis. Each morning in the staff room during our staff meeting we would talk about the problems facing us. It’s part of my duties to walk around on the stoops during the day. During my walk arounds I can soon detect which classes are having problems. We also have a system that assists the

teachers that are experiencing discipline problems in class; there are regular meetings with the struggling teachers where we give advice on how to handle difficult classes and to motivate them. I would say that I'm totally in control even though the documentation says that discipline falls under the deputy's duties, but we work together."

Hugo: "but the principal is still the accountable person?"

Candidate D: "Yes it's true, I'm still the accountable person, I handle a big part of the senior's problems and our HOD deals with the junior-phase as well as some of the gr 1-3 problems."

Hugo: "Okay, so what mam is saying is that mam is totally in control and do delegate certain duties, but those duties are monitored? Do I understand you correctly when you say that during the morning staff meetings everyone gets updated with regards to all disciplinary matters? And if I may ask, does that include motivation?"

Candidate D: "Yes it does."

Hugo: "Because for me that is very important"

Candidate D: "Yes, we do motivate them, it's not always easy, but we do a lot of small things to try to keep them positive. From time to time we would single them out for a one on one talk. I don't like talking in the bundle, because then they mostly the ones that must listen, don't listen that's when I would single them out for a one on one...."

Hugo: "A man to man"

Candidate D: "Sometimes when I'm talking to someone from the junior department, I would have my HOD or Deputy Principal sit in because one could easily.... Three heads are better than one when you have to come up with a plan to help that person. If it gets to the really big problems, I would be the one to give a..."

Hugo: "Written warning?"

Candidate D: "Write a warning about whatever is bothering us. We also have a rule that states that whenever the learners are rotating, the teachers must go outside onto the stoops. If you should see that for a third time a teacher is not doing what is expected of him, I would call him in to explain why we have these systems in place and ask him why he is not following rules. They don't like ..."

Hugo: "Everyone should work together"

Candidate D: “Your system is only as strong as the people supporting it. If no one is doing what is expected of them, everything will be a big fiasco.”

Hugo: “An artisan is only as good as his tools allow him to be.”

Candidate D: “As I said, I would usually be the one giving the warning.”

Hugo: “Okay”

Candidate D: “Oral or written warning”

5. Hugo: Question 5 I’m asking you mam, is in regards to discipline, which hurdles are the most obvious?

Candidate D: “Ooh, the children have no respect. Firstly they have no self-respect and also no respect for grown-ups.” Those things really A lot of discipline is about respect and how you treat other people.”

Hugo: “Okay”

Candidate D: “Uhm, a lot of the time I experience, your school also have a lot of uhm, English and Afrikaans learners. We experience a lot of problems with our English speaking learners. It sometimes feels like they have less respect for the ladies than they do for the men.”

Hugo: “Yes, their values system is a bit different”

Candidate D: “It’s like they are looking down on you, they think in their heads, you can see in their body language, whatever, who’s going to stop me? I won’t listen. A lot of the time, when a parent gets here, I would talk to him about it. I don’t think they realize that their children are growing up, in their cultures woman might be less important. We definitely have problems with that. I don’t know, it’s as if these children of today don’t want to be tied in any way with discipline or rules and regulations. Children want to shift the boundaries the whole time and the other thing is that the parents are not involved enough in their children’s education. I personally think that there is enough rules and regulations in their homes and that children get away with murder. And the other important thing I’ve noticed missing in our vicinity is that there is not a good foundation for religion. That principal, children almost never go to church. A little while back, I asked around a little and realized that half of the children in my school do not know a lot about religion, rules and beliefs.”

Hugo: “As they say, don’t go to church”

Candidate D: “It’s not only that”

Hugo: “To quickly give mam, an example with regards to the cultural differences between Afrikaans and English, uhm, and with regards to the fact that women are less respected, I also experienced it that way. We, if I say whites, I mean it in the nicest way; we look each other in the eye when we talk to each other. The other day I had a father the other day that gave his child a slap to say, how dare you look her in the eye? So it is also a cultural thing.”

Candidate D: “look at me when I’m talking to you, otherwise you’re not concentrating...”

Hugo: “I could go mad. It just emphasizes the cultural differences”

Candidate D: “Yes, it makes a big difference, we, the ones working with the different cultures can see that it definitely plays a roll.”

Hugo: “Okay”

6. Hugo: “Our 3rd last question, question 6 mam, according to you, what is the road ahead with regards to discipline? What can and must be done?”

Candidate D: “The problem is parental involvement; the parents don’t see basic rules and regulations as part of their portfolio. I think that maybe we should concentrate on giving workshops where we can teach parents the basic skills to raise a child. I think it’s important that basic values are enforced because a lot of it is lost. I know the department is saying no, but maybe we should start by bringing religious principals home to the learners, your whole values system are based on it and since they took religion out of schools, saying you may no longer do this or that, a lot of it is lost. We still have our hall openings and stuff, but I think we must do it more regularly, we used to do it every week.”

Hugo: “We even had a religion (Bible) class when I was at school.”

Candidate D: “I think that the basic beliefs must be enforced with the children and then they would also have a stronger value system. That type of thing will also help them to fare better when they are bigger and placed under peer pressure. I think that a person must also give ‘respect’ a lot of attention in any educational system and that to a certain degree, corporal punishment should be brought back, but as I said, all within perks. As I’ve said before, it’s not to hit the child till he’s dead, it’s to set the boundaries, and children don’t know what boundaries are.”

Hugo: “Yes, they always want the boundaries to be moved, as mam said in the previous question. If I can sum it up, mam said that we have to get the parents involved, the parents must be trained in

parenting skill and we must say, listen, help the school by raising you child this way and... and ...and.... Because parents don't know"

Candidate D: "They don't have the skills"

Hugo: "Parents don't know. It's one thing to have a child, but to raise a child is something entirely different. They don't know what to do. At my school I work with discipline and most of the time I get the feeling that the parents don't know what to do and are as much at their wits end as the teachers. Mam said that norms and values should once again be enforced, we must focus on our religious principals and respect must get more attention. Is that the gist of it? Okay"

7. Hugo: Our 2nd last question that I'm asking mam, is question 7, can there be a turnaround strategy with regards to discipline? If mam says yes, what would mam suggest we must do and who is responsible for it?

Candidate D: "I personally think that it has gone too far and has gotten so out hand because of all the laws that's been set up preventing children from getting a hiding. You know the saying: 'n pak op sy tyd is soos brood en konfyf' It means that sometimes a hiding is just as necessary as food. I think it is quite true.

Hugo: "Discipline the ones you love"

Candidate D: "People that have children and raise them without a little discipline within perks, I don't always know if that is such a good thing."

Hugo: "They gather the negative fruit"

Candidate D: "I have seen a lot of parents sitting with their hands in their hair, wanting to cry, saying if I had only listened, but by then it is too late."

Hugo: "Responsibility"

Candidate D: "Responsibility and discipline begins at home"

Hugo: "Okay"

Candidate D: "If the parents teach the basic things to their children at home, then we can do our work, which is to develop the child further. The foundation must be laid at home."

Hugo: "Okay"

Candidate D: "And that part is a bit wobbly"

Hugo: “Mam just said that even the constitutional law prohibits corporal punishment, which to a certain measure places the responsibility on the governments side, or even with the department of education?”

Candidate D: “I think they should bring corporal punishment back.”

Hugo: “It should be revisited”

Candidate D: “The only problem would be; it’s brought back, how do you administer it because some don’t know the difference between hit you till you’re almost dead and just a slap on the hand if the child didn’t do something”

Hugo: “Okay”

Candidate D: “but whether it will be revised, I don’t know”

Hugo: “We are too far down the road”

8. Hugo: “My last question that I would like to ask you mam, and I already have the answer.

Question 8 - Was corporal punishment the answer and why?”

Candidate D: “Corporal punishment, yes what is the word I’m looking for? It’s the answer but as I’ve said, what’s the word I’m looking for?”

Hugo: “the administration of it?”

Candidate D: “Yes, but not hitting to kill. You’re only going to give a hiding once in the term”

Hugo: “A good hiding”

Candidate D: “The story will spread”

Hugo: “within perks”

Candidate D: “Yes, within perks”

Hugo: “Well, you’re the 4th principal I’ve interviewed and all of you are saying that corporal punishment was the answer. I don’t want to lead your answer into a certain direction, but those principals also said that some people abused corporal punishment. Especially teachers. If it should return, it should be done within perks. A previous principal said that if it is reinstated, the responsibility should be given to the principal or staff member and then it should be stipulated that corporal punishment should be done on camera. What I’ve experienced at the school where I work is that black parents don’t just give a hiding, they hit to murder.”

Candidate D: "They really hit, I saw it myself and had to say, hay that is enough."

Hugo: "I had to push a parent into a corner and tell him that it's enough, it's done."

Candidate D: "they hit any place, on the head, they say it's how they can do it. Use the child's bottom, I said, that is where a hiding should go and he told me that a child should feel, any place would do. Sjoe, they really hit."

Hugo: "They do, they assault."

Candidate D: "They do it in front of you; at one time there was a grandmother that gave the child a bloody nose."

Hugo: "Sjoe, yes, that was the answer but it has to be administered within limits, with the right implementation it can be successful."

Hugo: "Mam, thank you very much for you time."

Candidate D: "It's a pleasure"

Hugo: "Mam, the information you've provided me with, will be used in a master's thesis for the University of Johannesburg. Thank you very much."

Interview 5 School Candidate E

Hugo: "Good morning sir. Thank you very much for your time in a very busy schedule. Uhhh please be advised that you can withdraw from this research at any time without penalty. Uhhh the information supplied by you today will be handled in a highly confidential way, no school or person's will be named. If a question is unclear please ask and I will explain. Please also take note that our conversation will be voice recorded. Like I said I will be asking you 8 questions today and the first question is pose to you is."

Hugo: "Question1. What according to you does the term discipline mean?"

Candidate E: "Discipline is the basic structure where every person and organisation needs to function in. in other words it uhhhhh discipline for me starts at home, and the school has a discipline structure that learners and parents have to abide to. If they do not abide by the rules then."

Hugo: "There will then be implications."

Candidate E: "Certain procedures will be followed."

Hugo: "Ok."

Candidate E: "And uhmm by us the basic discipline principles also apply to the teachers. They also fall within that structure."

Hugo: "Ok."

Candidate E: "Each teacher will handle something in their own personal way due the differences in personalities."

Hugo: "So like you said teachers are also within the discipline framework?"

Candidate E: "Yes."

Hugo: "Ok."

Hugo: Question 2. "Our next question is question 2. We see on the TV and in news papers that there is a definite decline in school discipline. What according to you is the reason for this decline?"

Candidate E: "Meaning that discipline is not applied as it is supposed to be?"

Hugo: "What I mean is that uhmmm you have been teaching for 20 to 30 years. 30 years ago it was different than now. What will you say is the reason for the change in the learners discipline."

Candidate E: "Oh oh oh like in general where learners aren't disciplined anymore?"

Hugo: "Yes."

Candidate E: "My theory regarding that is that 20, 30 years ago discipline was part of almost every household."

Hugo: "At the order of the day."

Candidate E: "Yes and it was like discipline was exercised without children's rights, it's not actually the term I want to use, uhmm schools had discipline systems and whether it was corporal punishment ect. but schools had strong discipline , the parents were good discipliners, and if it happened to be that the parents couldn't handle discipline, or the learners came from a broken home, then at least discipline could be experienced at school."

Hugo: "Ok."

Candidate E: "uhmm my theory regarding this is that we sit with a generation that doesn't really know how to discipline children. They themselves are not taught discipline, and now they have children themselves and they don't have an idea on how to work with these learners."

Hugo: "ok."

Candidate E: "So uhmmm and I also think."

Hugo: "The lack of knowledge by the parents."

Candidate E: "Yes parents are not trained to handle these things anymore, uhmm I also think that if you look at discipline from the parents side then broken homes also play a role, because the child is being played like a ball between mom and dad. We can call it a popularity contest. If you look at the Afrikaans society if feel that they have moved over to the psychological way of handling discipline, where the English society has stayed consistent with the strict liberal way of handling discipline."

Hugo: "get a hiding if you don't want to listen."

Candidate E: "Yes and no. Not only did they give hidings, but they stayed strict with their children. The Afrikaner was more likely to give hidings or whatever and the child will know exactly what is was for. It's not that I am saying that corporal punishment is the alpha and omega. It won't solve our discipline problem. The problem is that there is no consequence for bad behaviour."

Hugo: "So structures are not followed anymore."

Candidate E: "But I feel that the main problem is the new generation parent did not grow up with this type of structure. Just look at our roads."

Hugo: "Yes that's true."

Hugo: "Our 3rd question. How does your school handle a discipline problem, what discipline methods do you use to address as problem (difficult learner) and very important does it work?"

Candidate E: "We have a system that work. Uhmm our discipline policy is very simple. We have a deputy principal that is in charge of discipline in school. We further have two HOD's one that works with girls and one that works with boys. I the principal is also part of the whole discipline system. All learners that misbehave or doesn't do his/her home/school work will be send by the teacher to the office. The person that is in charge of the boys or the girls will have a talk with the learners and will make a note of it. If the HOD feels it's necessary it will be mentioned to the

deputy principal that will if serious contact the parents to arrange a meeting. Our discipline view in school is that we are partners in education away from the home, so somewhere in the middle the school and parents should meet and that usually happens at school. We as a school need to work with the parents to try and find a solution to their child's problem and if necessary refer them to the school support team to assist the learner with either emotional support or even learning support. When we experience that a child is misbehaving due to the situation at home we will if necessary get the child welfare involved, but 90% of the time the school has a working partnership with the parents. The parents come to school we talk and we usually find a solution to the problem. It's important to remember that at the end of the day it's all about the child."

Hugo: "Ok."

Hugo: "Question 4. How are you the principal involved with the application and implementation of discipline in your school? What according to you is the role and responsibility of the principal regarding discipline."

Candidate E: "Uhhh at the end of the day like I said in the beginning that there is a set guideline that needs to be followed. Uhhh there is policy for educators behaviour, there is a policy for learners and their discipline, and there is even a policy for the behaviour of parents. This is the structures that people know and need to follow."

Hugo: "Ok."

Candidate E: "My responsibility as the principal is uhhh that number one I am here to serve the parent community. If any parent is unhappy about the way a discipline problem has be handled, either by the deputy principal, the HOD's of the teachers then I the principal are still the accountable person."

Hugo: "Always the accountable person."

Candidate E: "Parents needs answers at the end of the day. If any on the people that is in charge of handling discipline feels that I need to be informed about any situation, then I will sit in when we have the meeting with the parents and also assist where I can. If there is any serious behavioural problems or academic problems then like I said I will then sit in on the meeting, normally the second time around for me to be fully informed. For me I need to be involved, and need to know what is going on. If any of the parents ask me on the sport field what happened with that, then I need to be able to them and what the outcome was. Like with the learners, the educators also need to be placed back in line sometimes regarding duties ect."

Hugo: "Keep an eye on them."

Candidate E: "And the use of cell phones in school is also a major problem. It is becoming more of an issue with teachers but the easiest way to deal with that is to talk directly with them and if necessary take minutes of such a meeting and the teachers will sign it."

Hugo: "Ok."

Candidate E: "After 6 months the warning."

Hugo: "Expires."

Candidate E: "Yes indeed."

Hugo: "Let me ask you this. You enter the staff room and see the teacher sit there and they look terrible. They are negative ect ect ect. What must the principal do?"

Candidate E: "Open communication. That is the easiest way. Uhhh We are all professional people. I think we are at a stage in live where we have a young generation of teachers that want to know direct answers. You just need to say to all parties that you know what to do. Why haven't you done it like that? How are you going to solve it? I feel that there is no room for feelings in a organisation. When teachers feel negative, we talk about it, ask what the problem is, and move on. What I experience as a principal, we as the management of the school has a vision for the school, but the teachers don't always share that vision with the SMT. Teachers have the lives at home, their classes, sport teams ect and that all fits in like circles within the vision of the SMT. They don't necessarily share the vision of the SMT and is so busy with their own things that they seem to miss the bigger picture. If think it is important that from the SMT not the Governing Body to get the teachers involved in the mission planning for the school. To say where we all want to be in future."

Hugo: "Yes the Governing body will maybe visit the school once a month."

Candidate E: "Yes we now know what the vision of the school is and shared it with the teachers. Again communication is important. An informed teacher is a happy teacher."

Hugo: "Question 5. With regard to discipline, what obstacles according to you is the most visible. What challenges do you experience."

Candidate E: "Oh I think it's really easy, the support of the education department's side, you know uhh it is Uhhh I think if you look at stats I don't think there are any learners in the last two, three years learners really expelled from schools. So uhh the department doesn't support a person. It's easy to think if something gets in the media then the department will come out, and there is not

enough workshops from the department on what you should do, and what you should not do. The educational law for schools (Schools Act) is there to provide the guideline for what to do. Theory and practice is 2 different things."

Hugo: "So there is not enough training for teachers?"

Candidate E: "Uhhh for discipline in the end you do handle the situation. You as a teacher if a certain situation arises you deal with it, as I said earlier. No two staff members will handle a situation the same way. Example If something happens on the field, and person X is on duty, he/she will handle it in a certain way, and solve the situation. Next day the same situation with different children can happen and another person will also handle it but completely differently but also solve the situation. So what is the right way? and understand and uhh when things like this go to the media then they will tell you it was totally wrong what you did."

Hugo: "At the end of the day it was still resolved."

Candidate E: "It was resolved but you know, so I just feel the school has no strong way behind it to apply 100% discipline. It's like having a detention system in our community. To say you have to sit detention on a Friday afternoon. This parent is going away for the weekend. He will not sit here until 5 o'clock. That's why I say we are proactive and we give positive feedback to change those children with parents and professional help if necessary. To cooperate to get a better understanding community and in the end if you do not discipline a learner. you have a big problem with the rest of the class, because you deprive other children of education in the end."

Hugo: "You have said Uhhh two different teachers will solve the situation Uhhh you can even take it further. A teacher who teaches his first year of school will get a situation on the school grounds and solve it. That same teacher three years later will solve the same situation differently because a teacher grows within himself."

Candidate E: "And the other thing is I think with training of young teachers it's not enough Teachers need to know what legislation says in order to protect themselves."

Hugo: "My research strongly argues that there is not sufficient Uhhh training for teachers on this level. I feel an educational law module should be part of every teacher training course."

Candidate E: "I worked at Northwest University for years and I have told them to sent all teachers to have a module on the Schools Act."

Hugo: "Question 6. According to you what is the way forward with regard to discipline. what can and should be done. It falls in very much with the previous question."

Candidate E: "Firstly I say the department should set more clear guidelines and should maybe categorize things to say with this transgression you should do this and for this you should do that. Take the role of social media for arguments sake. The department doesn't protect you at all in terms of video clips or pictures of what is happening in your school. It is almost like you don't even have a chance to talk to your director then it is in the media. Also the media is there for sensation. Uhhh and the department doesn't protect us against the media and how to deal with them uhh if you as the principal don't go to conferences or something you will not always know how to handle the media. It all comes back to the leadership from the department example you had a bully thing at the school where a child was photographed where he was beaten, Uhhh what are your rights regarding this? Uhhh so you handle it the easiest way and that is not to talk to the media, and if you do not talk to the media then they make their own conclusions, so nobody protects you as principal where in the end you are to blame. Nobody protects you as principal because it becomes your problem."

Hugo: "The teacher hits the child in the class, yes he/she is guilty but the problem will still be brought to the principal. Again the accountable person. Ok so just to summarize. The department needs to give more clear guidelines for us to handle situations. They need to help us determine the type of punishment and the following steps should be taken."

Candidate E: "And the thing is if there is a rape at school or if alcohol and drugs are used, For me it is a danger to the wider community. That learner should not be suspended be if he is found guilty by the governing body, then the department must find another school for that learner."

Hugo: "Uhhh because I think if we look at the policy act for schools it is very clear that schools should be safe environments and if that happens then the child that has been found guilty has put the safety of others in jeopardy."

Candidate E: "Yes because you deprive safety, you are depriving education and because I say if you do not feel safe in an environment you will not receive effective education."

Hugo: "Effective learning cannot take place."

Candidate E: "This is an educational institution and at the end of the day you cannot function if there are no discipline structures in place. and if you do not Uhhh act with the support of the department Uhhh it will not help, let's take drugs let's take smoking dagga, I am caught for smoking dagga at school. I get suspended for seven days to prepare for my trial/hearing then I get Uhhh community service at the school or whatever the case, now that person is back into the system so he has the right to education but what message do you send to the rest of the children, you know."

Hugo: "That's right. You stay at home for seven days. Lekker."

Candidate E: "There is really no consequences and that's the big thing with any discipline structure. There is no real consequence for your actions and if your parents are not involved in your education there is will be no success."

Hugo: "Ok."

Hugo: Our second last question number 7. Can there be a turnaround strategy with discipline? Can it be saved?, and if so, what you suggest and who will be responsible for it.

Candidate E: "Definitely there could be a turn around with discipline. Uhhh again it should come from the department, you know I have a feeling it's something I want to do in my school in the next year or so, to force parents to a listen to a professional person about discipline and the boundaries to be set for your child. Also to say what is the role of you as a parent is in discipline, and the role of parents as disciplinary guardians. Also what is the role of the teacher as disciplinary guardian at the school, This will be enforced but at the beginning of each phase. Parents will be informed to what to do in each stage of their child's life. example mum you can no longer carry your child's bag to class after the 3rd week and all that kind of stuff. Also say that in grade 1 your child will be doing this and in grade 2 that ect In grade 4 this is what you will experience and when in grade 5 that. So you can at every stage train the parent how to deal with their child and "help" the parents to buy into your discipline structure. Again it must be enforceable by your school and the department, you can now think for yourself if I make it part of my admissions policy how will the department be jumping up and down on me. Like I said it comes again back to the department. They don't seem to understand that we can change our communities. I the principal have a responsibility towards the department concerning my academic performances, and personnel management uhhh all that kind of stuff. But my main responsibility is the community I serve, and they do not understand I serve a broad community. Churches are no longer the meeting point of the community but now it's schools. Again we can change the school through the community but the department needs to get involved."

Hugo: "The community must get involved."

Candidate E: "Yes."

Hugo: "Ok."

Candidate E: "Don't know if it makes sense."

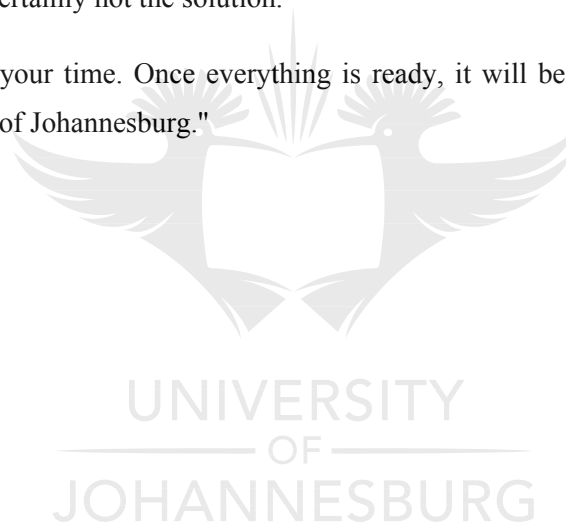
Hugo: My last question is a bit of a dangerous question. Uhhh was corporal punishment the answer and why?

Candidate E: "No I don't necessarily feel corporal punishment is the answer. Uhhh you know some children would benefit from corporal punishment and other children would not have benefited from corporal punishment, it also depends on how the home situation is. Uhhh in a nutshell, I want to summarize and say more needs to be done and clear consequences for actions need to be enforced. Corporal punishment have a place in schools but it must be monitored by a person that will administer it example the principal, but I cannot see it ever going to happen so Uhhh corporal punishment is gone forever. Uhhh as sad as it seems that you often get the situation that the parents tell you to give a hiding to the child but if the child goes to the police station to complain then I'll be in trouble."

Hugo: "No parent can give consent for a hiding."

Candidate E: "So the responsibility is back on the parent who is the primary care giver. So no corporal punishment is certainly not the solution."

Hugo: "Thank you for your time. Once everything is ready, it will be put together in a master's thesis for the University of Johannesburg."



APPENDIX C: Language Editing Certificate

Letter of certification of editing

This serves to certify that the MEd dissertation of Hugo van As has been language-edited to the best of my ability in terms of linguistic and technical aspects. The in-text references and bibliography have been aligned with the Shorter Harvard Reference Method.

I am a qualified proofreader and editor and a member of SATI.

If you have any questions regarding this edit, please do not hesitate to contact me on 082 330 6304.

Dr Wena Coetzee