

**THE DIFFERENTIAL ANALYSIS OF SECONDARY SCHOOL LEARNERS'
PERCEPTION OF DISCIPLINE IN SOWETO**

by

ZWELAKHE ZACHARIA NXUMALO

Mini-dissertation

Submitted in partial fulfilment of the requirements for the degree

MAGISTER EDUCATIONIS

in

PSYCHOLOGY OF EDUCATION

in the

 **FACULTY OF EDUCATION AND NURSING**

at the

RAND AFIKAANS UNIVERSITY

**SUPERVISOR: PROF C P H MYBURGH
CO-SUPERVISOR: DR M P VAN DER MERWE**

APRIL 2001

DEDICATION

I wish to dedicate this dissertation to my mother, Mrs A. Nxumalo, my beloved wife, Duduzile Nxumalo and my lovely daughters, Zamazwide, Buhlebethu and Busisiwe for the fountain of inspiration.

ACKNOWLEDGEMENTS

I would like to thank the following people who contributed in the completion of this dissertation:

My supervisors, Prof. C.P.H Myburgh and Dr. M.P van der Merwe for their valuable supervision, understanding, guidance and motivation.

The teachers and learners, at the schools involved in the investigation, for their co-operation.

My mother, A Nxumalo, for being a dreamer and believing in me.

Above all, I thank God the Almighty, who gave me strength, health and encouragement to continue with my studies.

SUMMARY

This study was conducted as an effort to investigate the secondary school learners' perception of discipline. This study stemmed from the general perception by all stakeholders in education (teachers, parents, learners and the Department of Education) that there is a crisis in schools and the absence of a culture of teaching and learning is due to a lack of, among other things, discipline.

Assumable, the move from an old authoritarian style of discipline to a new democratic style has complicated the problem. According to the new legislation, corporal punishment should not be used in schools. The perception of many people are that teachers are experiencing problems in disciplining learners and that new methods have to be developed to discipline learners at school.

This study aims to find out the secondary school learners' perception of discipline. This led to the identification of various aspects of discipline such as:

- Discipline for character development: selfdiscipline, self-control, responsibility and accountability.
- Discipline aimed at ethical behaviour: morality, values and norms.
- Relationships as an aspect of discipline: personal relations with teachers and other learners.

A comparative study, between township and informal settlement schools, was conducted based on the above-mentioned aspects. A further comparison was done concerning gender, grade, vernacular, language of instruction, who takes care of the child, religious affiliation and the primary school attended by the learner (rural or urban). Generally, there seemed to be no statistically significant difference between these categories.

A quantitative (empirical) study was conducted in five secondary schools in Gauteng. Chapter four clearly shows the results of the research project. Based on the results of the research, guidelines were drafted to assist the teacher with disciplining learners in the classroom.

Finally, this study recommends further research on this topic at a wider context, such as:

- Involving other stakeholders.
- Research in rural area schools.
- Research in other areas (provinces) of South Africa.





Lesi sifundo senziwe ngenhloso yokucwaninga ngokuziphatha nokuqondiswa kwabafundi basemasekhondali. Lesi sifundo sisukela ekuvumalananeni kwabo bonke abaqondene nemfundo (abafundisi, abazali umnyango wemfundo kanye nabo abafundi uqobo) ukuthi kunokusweleka kosi-kompilolo kufundisa nokufunda kulezizikole ngenxa yokwehluleka kubafundi ukuziphatha.

Abaningi bathi ukusuka enqubeni endala yokuphatha engundlovu kayiphendulwa kuyiwe enqubeni yentando yeningi kwenze lenkinga yandlodlobala. Ngokomthetho kahulumeni ukusebenzisa isibhaxu esikoleni akusavumelekile. Ngokucabanga kwabaningi otjisha babhekene nengwadla ekuqondiseni abafundi. Ngalokho kufuneka kusungulwe indlela entsha yokuqondisa abafundi.

Lolucwaningo luhlose ukuthola izindlela ezintsha zokuqondisa abafundi basemasekhondali. Lezi zindlela zingaletha isiko-mpilo lokufunda ezikoleni. Lokhu kuholele ekuvunjululweni kwemikhakha yokuziphatha ezikoleni enjengalena:

- Ukugqugqumezela ubuntu: ukuziphatha, ukuziqoqa nokuzimisela.
- Ukuqondisa abafundi okuhlose ukuziphatheni okungaletha ukuhlonipheka.
- Ubudlelwane obuhle nabanye abantu: ukuphathana okuhle phakathi kwabafundi nabafundisa.

Lolucwaningo luzame ukuqhathanisa ukuziphatha kwabafundi abahlala emalokishini nalabo abahlala ezindaweni eziyimijondolo. Lolucwaningo belubhekiswe kulokhu okushiwo ngenhla. Lolucwaningo luzame ukuqhathanisa abafundi abahlukene ngokubolili, ibanga lokufunda, ulimi lwebele, ulimi okufundiswa ngalo, umnakekeli womtwana, izinkolo ezahlukene kanye nendawo ahlala kuyo umtwana. Konke loku kuyisisekelo kumtwana.

Lolucwaningo lwenziwe ezikoleni ezinhlanu kwelase-Gauteng. Isahluko sesine sikhombisa ngokusobala ngemiphumela yalolucwaningo. Inhloso yalolucwaningo ukusiza othisha ekuqondiseni kwabafundi ekilasini.

Lolucwaningo luncome ukuba kube nolunye ucwaningo olunzulu kulesihloko, njengakhu:

- Ucwanningo olubandakanye bonke abaqondne nezemfundo
- Ucwanningo olunzulu ezikoleni zasemakhaya.
- Ucwanningo olunzulu kwezinye izifunda zase Ningizimu Afrika.



TABLE OF CONTENTS

SUMMARY	i
UCWANINGO NGAMAFUPHI	iii
CHAPTER 1: ORIENTATION AND OVERVIEW OF THE STUDY	1
1.1. Introduction	1
1.2. Motivation for the study	5
1.3. Problem statement	6
1.4. Aims of the study	7
1.5. Paradigmatic perspective	8
1.6. Research methodology	8
1.7. Concept clarification	9
1.7.1. Discipline	9
1.7.2. Informal settlements	10
1.7.3. Township schools	10
1.7.4. Perception	10
1.8. Exposition	10
1.9. Conclusion	11
CHAPTER 2: CLASSROOM DISCIPLINE: A LITERATURE REVIEW	12
2.1. Introduction	12
2.2. The nature of discipline	13
2.3. Discipline aimed at character development and personal maturation	15
2.3.1. Discipline aimed at self-discipline and self-control	16
2.3.2. Responsibility as an aspect of discipline	17



2.4.1. Morality, values and norms as aspects of discipline	19
2.5. Relationships as an aspect of discipline	20
2.5.1. Importance of personal relationships	20
2.5.2. Relationship between the teacher and the learner	21
2.5.3. Rules as aspect of relational discipline	22
2.6. Conclusion	22
CHAPTER 3: THE RESEARCH DESIGN: RESEARCH INSTRUMENTS AND EMPIRICAL INVESTIGATION	24
3.1. Introduction	24
3.2. Research design	24
3.3. Research instrument	25
3.3.1. Choice of the research instrument	25
3.3.2. Questionnaire construction	26
3.3.2.1. Format of questions	26
3.3.2.2. Scale used	26
3.3.3. Sections of the questionnaire	27
3.3.4. Aspects of discipline as perceived by secondary school learners	28
3.3.4.1. Discipline aimed at self-discipline and selfcontrol	28
3.3.4.2. Responsibility as an aspect of discipline	29
3.3.4.3. Morality, values and norms as aspects of discipline	30
3.3.4.4. Relationships as an aspect of discipline	31
3.3.4.5. Rules as an aspect of a relational discipline	31
3.4. Empirical investigation	32
3.4.1. Choice of the universum and a sample of respondents	32

LIST OF TABLES

TABLES	PAGE
TABLE 4.1: Averages, standard deviations and rank orders of averages concerning learners' perception of discipline.	38
TABLE 4.2(a): General Hypothesis: Two groups with reference to multivariate and univariate differences tested by means of Hotelling's T-square and student t- tests.	41
TABLE 4.2(b): General Hypothesis: Two groups with reference to multivariate and univariate differences tested by means of student t-tests.	42-43
TABLE 4.2(c): General Hypothesis: Three or more groups with reference to multivariate and univariate differences tested by using ANOVA.	44
TABLE 4.2 (d): General Hypothesis: Two groups with reference to univariate differences tested by means of student t-tests.	45
TABLE 4.2 (e): General Hypothesis: Three or more groups with reference to univariate differences tested using Scheffe/Dunnet test.	46-47
TABLE 4.3: Differences between male and female respondents concerning the secondary school learners' perception of discipline.	49
TABLE 4.4: Differences between respondents concerning the language that is mostly used in teaching with respect to the learners' perception of discipline.	51
TABLE 4.5: Differences between respondents concerning the learners who are taken care of by parents and those taken care of by others.	53
TABLE 4.6: Differences between respondents concerning the learners who are Christians and those who belong to no religion.	54
TABLE 4.7: Differences between respondents of different ages concerning the learners' perception of discipline.	56-57
TABLE 4.8: Differences between respondents concerning the learners who are doing different grades (9,10,11,12) concerning learners' perception of discipline.	59-61
TABLE 4.9: Differences between respondents according to vernacular (mother tongue) concerning the secondary school learner's perception of discipline.	63-66

TABLE 4.10: Differences between respondents concerning the learners who attended 69-70 primary school in urban, rural and both urban and rural areas concerning learners' perception of discipline.



3.4.1. Choice of the universum and a sample of respondents	32
3.4.2. Distribution and collection of questionnaires	33
3.5. Summary	33
CHAPTER 4: ANALYSIS AND INTERPRETATION OF EMPIRICAL DATA CONCERNING THE SECONDARY SCHOOL LEARNERS' PERCEPTION OF DISCIPLINE	34
4.1. Introduction	34
4.2. Validity and reliability	34
4.3. Interpretation of biographical data of the respondents	35
4.4. Analysis of averages, standard deviations and rank orders concerning the secondary school learners' perception of discipline	36
4.5. Interpretation of empirical data	37
4.6. Multivariate and univariate hypotheses concerning the secondary school learners' perception of discipline	38
4.7. Statistical analysis and interpretation of responses concerning the secondary school learners' perception of discipline	47
4.7.1. Differences between respondents according to gender on the secondary school learners' perception of discipline	47
4.7.2. Differences between respondents concerning the language that is mostly used in teaching with respect to the secondary school learners' perception of discipline	49
4.7.3. Differences between respondents who are taken care of by parent and those taken care of by other people with respect to the secondary school learners' perception of discipline	51
4.7.4. Differences between respondents of different religious affiliation with respect to secondary school learners' perception of discipline	51
4.7.5. Differences between respondents according to age concerning learners' perception of discipline	55
4.7.6. Differences between respondents according to grades	

concerning the secondary school learners' perception of discipline	58
4.7.7. Differences between respondents according to vernacular (mother tongue) concerning the secondary school learners' perception of discipline	62
4.7.8. Differences between respondents of discipline of secondary school learners from different primary school settings (rural, urban and rural and urban)	68
4.8. Conclusion	71
CHAPTER 5: OVERVIEW, IMPORTANT FINDINGS AND RECOMMENDATIONS	73
5.1. Introduction	73
5.2. Overview	73
5.3. Important findings	74
5.3.1. Gender	74
5.3.2. In which language are you mostly taught?	75
5.3.3. Who is currently taking care of you?	75
5.3.4. Religion	75
5.3.5. Age	75
5.3.6. Grades	76
5.3.7. Mother tongue	76
5.3.8. Primary school attended	76
5.4. Critical evaluation	77
5.5. Educational implications of the research	78
5.6. Recommendations and possible future research	79
5.7. Conclusion	79
BIBLIOGRAPHY	80



ORIENTATION AND OVERVIEW OF THE STUDY

1.1. INTRODUCTION

This study is part of a larger project investigating the culture of teaching and learning in secondary schools in Gauteng as perceived by learners. Four essential areas have been identified by members of the research group and lecturers of the Rand Afrikaans University to be vital to the culture of teaching and learning. These areas will be researched by the indicated researchers:

- Learners' perception of parental involvement in schools (Mthembu, 1999/2000).
- Learners' perception of themselves (self-concept) and its effect on the culture of teaching and learning (Radebe, 1999/2000).
- Predictors of work ethics of South African adolescents in township schools (Myburgh, 2000).
- The differential analysis of secondary school learners' perception of discipline (Nxumalo, 1999/2000).

In this mini-dissertation, the research on learners' perception of discipline is presented.

Every organisation depends on people behaving in certain ways to achieve its purpose Elton in McManus (1989:57). Schools are not different from other organisations in this respect. Their aim is to develop learners into responsible and independent people. Learners' development into responsible and independent people could be achieved if their character, behaviour and their relationships with other people are developed. This is characterised by responsible behaviour and abiding to school and classroom rules.

Acceptable behaviour in class contributes to the culture of teaching and learning. According to Bluestein (1988:20), the culture of teaching and learning is a major concern for both teachers and learners in schools. The township and informal settlement schools are not an exception in this regard.

The culture of teaching and learning could be more affected in formal and informal settlement schools. This could be due to the clash of cultures and interests in these schools. In these areas, there is a lack of common guidelines for behaviour. These schools are neither rural nor urban. Froyen (1988:12) attributes this to “societal conditions, lack of financial support for education, difficulties associated with meeting the varied needs of learners from diverse cultural and ethnic backgrounds”.

The poor culture of teaching and learning in these areas can be traced to various factors. Among these factors are the heterogeneous nature of South Africa and the urbanisation process that is taking place at a high rate. Like most countries in the world, South Africa is multicultural, multi-lingual and multi-religious. There is often a lack of common values to serve as guidelines for behaviour. The mass movement of people to urban areas also causes acculturation and mixed cultures. This culminates into conflicts and confusion.

Lack of discipline is often one of the major factors contributing to the lack of culture of teaching and learning in schools (Smith & Rivera, 1994:2). According to Froyen (1985:12), if one “stop persons on a main street in rural or busy corner in the city, ask them what they believe to be the number one problem in our schools, they are likely to mention discipline”. Smith and Rivera (1994:2) further define discipline as “order among pupils so that learning can take place without competition from unproductive factors”.

Interviews with teachers often reveal concerns and questions about discipline. Questions often asked are: “How do I get learners to do something or stop doing something? ...” What if they don’t listen? ... What if they do not do their work...” (Bluestein, 1988:1).

Some teachers are unable to define discipline. Teachers’ definition and expectations of discipline is: “a set of preventative techniques that encourage learners’ self-management and self-control (Bluestein, 1988:1). Bluestein (1988:20) further lists aims of discipline as expected by teachers as follows:

- Following the school and classroom rules;
- To be good decision makers and evaluate their options;
- Making internally motivated and co-operative choices within limits;

- Being committed to their own learning;
- Developing responsibility and independence;
- Interacting co-operatively with each other;
- Coming to class prepared;
- Listening and following directions;
- Participating actively in class activities;
- Doing their classroom tasks;
- Submitting work in time;
- Demonstrating self-control and avoiding disruptions;
- Managing frustrations and setbacks, control of aggression and rebelliousness; and
- Enjoying school and learning in general.

In most informal settlement and township secondary schools, there are numerous discipline problems. These vary from insidious (minor) disciplinary problems to excessive misbehaviour. Minor disciplinary problems include failure to attend classes in time, failure to do homework, failure to turn up for lessons or turning up without necessary material, displaying boredom, unwillingness to concentrate on classroom tasks, hindering other learners from learning, failure to write tests, submitting assignments and doing homework (Wheldall, 1992:29).

Wheldall (1992:29) further mentions troublesome behaviour that occurs in township and informal settlement schools as: outright defiance, damage to school property, persistent aggression towards other learners and teachers, drug taking and selling and demanding a “pass one pass all” at the end of the year.

According to Duarte, in Zulu (1996:5) in informal settlement and township schools, no one seems to be in control of the school. Poor school management and ineffective teaching often occurs due to threats by learners to teachers. Parents seem to abdicate their responsibility to discipline their children to teachers. Many parents do not involve themselves in disciplinary problems schools face. According to many parents, ‘it is the school’s problem, let them handle it’ (Ramsey, 1994:4). Both parents and teachers seem to have abandoned their traditional role of discipline.

Many parents do not involve themselves in disciplinary problems schools face. Reasons cited by parents include: “fear of divulging conflicts at home, guilt about lack of parental skills, panic over the child’s possible failure at school, belief that the teachers are trying to shift responsibility, reluctance to interfere in the child’s school work and not knowing how to participate” (Froyen, 1988:208-209).

Traditional techniques for disciplining learners do not seem to solve learners’ behaviour problems (Ramsey, 1994:3). The list of failing traditional measures include:

- **Verbal reprimands:** many learners have become immune to verbal abuse at home ;
- **Calling parents to school:** a great number of parents do not have time and the interest to address their children’s behaviour problems;
- **Suspensions:** this is no threat to learners who welcome this as “time off“ to enjoy themselves, and
- **Expulsion:** is above school jurisdiction as only the Minister of Education can expel a learner (South African Schools Act, 1996).

Discipline in the classroom does not only apply to learners. There is also some discipline problems among teachers. “The ability to govern and to be governed is the first essential of success in teaching“ (Tauber, 1995:3). Twenty-five percent of teachers are unsuccessful in teaching primarily because of troubles growing out of lack of discipline in them (Brown, 1994:4).

According to Wilson (1981:39), discipline “entails being well organised, well controlled, well ordered, trouble-free, can be relied upon, obeying rules, not because of fear of authority but because it has been internalised (self-discipline)”. Some schools report that their teachers come late and leave school early. They are ineffective in their teaching and in maintaining discipline. Some teachers refuse to do preparation and other legitimate duties. Discipline is an objective in its own right and not just a facilitator for education (Wilson, 1981:43).

Most of these problems remain unchallenged. Parents seem to be less involved in school discipline. Attempts by the Department of Education seem to be futile (Zulu, 1996:24). One only hears cries from parents and other stakeholders when there is a high matric failure rate at the end of the year.

1.2. MOTIVATION FOR THE STUDY

A school stands or falls on the effectiveness of its discipline (Ramsey, 1994:7). The structure of order and discipline is a prerequisite for the culture of teaching and learning in the school. This emphasises the teacher's task of maintaining discipline in the school. Touber (1995:5) further contends that a teacher's effectiveness is measured by his/her maintenance of discipline in the class. Failure to bring order in the class is regarded as the highest form of incompetence, taking precedence over poor reading and inadequate moral development. Jones (1987:6) talks of discipline as the "maintenance of an orderly system that creates the conditions in which learning takes place, and allows the aims and objectives of the school to be achieved".

The aims and objectives of the school can not be realised without discipline. Discipline is a central issue within the classroom as the teacher's goal may be seen as creating an environment, which is conducive to productive learning. Effective learning may only be experienced by learners when discipline forms part of the educational environment. In such an environment, the learners have mutual respect for each other and learning can readily take place because there are limits within which learners can operate (Kirkpatrick, 1996:2).

Every concerned parent, teacher, learner and educationist is perturbed by what is happening in schools. We all want our children to be successful at school and to be disciplined. Learners who are disciplined tend to function successfully outside the school and later in life. A learner has to be encouraged to be responsible for his/her behaviour and that consequences are related to choices each individual makes (Bluestein, 1988:64). We all need to experience a sense of control over our lives. Discipline in schools is as important as any other subject in the school curriculum.

The lack of discipline in schools in general is a national concern. The Department of Education has set up several committees, provincially and nationally, to address the culture of teaching and learning. Education officials attribute the high failure rate in matric to the lack of discipline in schools (Zulu, 1996:2). There is sufficient evidence that teachers have problems in disciplining learners. Duarte in

Stakeholders, parents, teachers, learners and education officials, blame one another for what is happening in schools (Zulu, 1998:14). Sometimes parents and the Department of Education blame teachers. Teachers in turn, blame the Department of Education for laws that abolished corporal punishment (Zulu, 1998:23). Casual conversations with learners reveal that they are also worried by what is happening in schools. The majority of learners do not want what is happening in schools (Smith & Rivera, 1994:2). The evidence is the influx of learners from township and informal settlement schools to the former model C-schools (Duarte, 1996:8).

The Department of Education spends large sums of money to address the lack of the culture of teaching and learning in schools. Several structures have been set up nationally and provincially to address this problem. While there is a crisis in education concerning the culture of teaching and learning, it is worthwhile to note however that it prevails in some schools. The majority of learners do not engage in disruptive behaviour. Most learners are well behaved (Smith & Rivera 1994:2). The minority that engages in disruptive behaviour is influential enough however to disrupt the whole school. They are capable of intimidating the majority positive ones.

Schools are social institutions and one of their main purposes is to facilitate development of young people who are able to contribute to the society while behaving in a way that is acceptable to the society as a whole (Lawson, 1991:1). Discipline in schools will lead to discipline in life as a whole.

1.3 PROBLEM STATEMENT

The necessity to investigate the learners' perception of discipline in schools can be supported by the following facts as identified in the preceding information:

- Teachers appear to be losing their ability to discipline learners effectively;
- All stakeholders in education are perturbed by discipline problems in schools; and
- Learners are central in the problem of discipline, as education is about them and for them.

The problem to be investigated is how do learners perceive discipline and why could learners from different backgrounds perceiving discipline differently? The following questions could be asked:

- What is the learners' perception of various aspects of discipline? (Character development and personal maturation, ethical behaviour and personal relationships).
- To what extent do learners engage in activities relating to these aspects of discipline?
- What is the learners' knowledge of discipline?
- Do learners from formal and informal settlements perceive discipline differently?
- Do learners of different sexes, vernacular, religious affiliations and medium of instruction perceive discipline differently?

Like all other people, learners need to have a say and control over matters affecting their lives. Their perceptions, needs and feelings about discipline must be valued. The prominent question is: In what ways do aspects of discipline such as setting and abiding to rules, following instructions, punctuality, ability to listen and co-operating with others, admitting mistakes, controlling feelings of frustration, taking responsibility for wrong doing, using free time productively, experiencing safety in class and bringing necessary aids to class such as pens, pencils and paper affect general discipline in class?

Failure by the learners to acknowledge and display above-mentioned qualities, results in ineffective teaching and learning, resulting in learners failing to realise their educational dreams, disruptions of schools and high failure rate in schools. On grounds of above-mentioned information, this research is very much necessary.

1.4. AIMS OF THE STUDY

In view of the problem formulated above, the objectives of this mini-dissertation is to:

- Explore and describe learners' differential perception of various aspects of discipline in the classroom and subsequently to provide guidelines, based on the findings of the research, to help stakeholders (teachers, learners, parents and the Department of Education) deal with discipline problems in secondary schools and instil the culture of teaching and learning in schools.

1.5. PARADIGMATIC PERSPECTIVE

The researcher believes that discipline is essential to instil the culture of teaching and learning in schools. The researcher believes that a child has a dire need for direction, guidance, control and discipline. Teachers have to believe that learners have a natural desire to learn and that this desire is as natural as eating and drinking (Major, 1990:40). Children need to develop and to explore their environment. This need is latent and needs to be unearthed. It is the duty of teachers to unveil and nurture this need. Even when children misbehave, this need is still there. It is the duty of adults, parents and teachers to nurture these attributes in learners with compassion, sympathy, understanding and consistency. Parents and teachers must teach learners appropriate behaviour patterns.

Education supposes a deliberate and purposeful action whereby the educator educates the educand with a view to becoming an autonomous and responsible adult and a worthwhile participant of his/her society (Du Toit & Kruger in Shoba, 1991:5). The learner is vulnerable and dependent on the adult to live effectively in his/her world. Learners need the teacher's guidance and direction. Learners must be exposed to discipline so that they can learn to discipline themselves and become responsible adults at the end.

The researcher believes that the teacher should provide a secure and comfortable environment in which learners are able to learn and venture effectively. The teacher provides a guiding role by setting parameters and by maintaining discipline within the classroom. The teacher can achieve this through working co-operatively with learners. Children are human beings and need to be listened to.

1.6. RESEARCH METHODOLOGY

According to Smith (1995:6), the research strategy is regarded as a broad approach or ways in which a research project is conducted. The research method must meet the broad scientific strategy by which the problem can be solved.

In this study, discipline will be dealt with through literature survey. Literature survey will focus on description of discipline with emphasis on character development, ethical behaviour and the relationships as an aspect of discipline.

To complement the literature a quantitative strategy will be used to gather information. This will be conducted empirically by issuing questionnaires to several identified informal settlement and township secondary schools in Gauteng. A structured questionnaire will be compiled as a basis in an effort to obtain the learners differential perception of discipline in secondary schools.

1.7. CONCEPT CLARIFICATION

1.7.1. Discipline

According to Oosthuizen, in Zulu (1996:58), discipline refers to a systematic teaching of learners' "obedience to regulations and authority, the state of improved behaviour, resulting from such training or conditions, punishment or chastisement". It is a "process by which teachers and others, work with learners in an effort to cause them to become responsible for their own behaviour" (Johnson & Johnson: 1990:5).

Jones (1987:6) defines discipline as the maintenance of an orderly system that creates the conditions in which learning takes place, and allows the aims and objectives of the school to be achieved.

According to Hollingsworth et al (1984:6), discipline is the formal system involving school rules, who breaks them and what consequences follow. It involves who makes and enforces rules and how various parties in the school perceive the discipline system. "We see discipline as a system of relationships and events that grow from and illuminate the functioning of the total school system" (Hollingsworth, 1984:7). Discipline is part of the total organisational structure in schools.

Discipline is essential for the normal functioning of the school. Many teachers have misconceptions of discipline and see it as punishment for misbehaving. True discipline leads to self-discipline where learners reach a point of controlling their behaviour. They become able to choose appropriate

behaviour, bearing the consequences in mind (Hollingsworth, 1984:6). This makes them to be acceptable to other people they live with.

The researcher is of the opinion that discipline needs to be substantial for effective learning to prevail and that learners can develop self-discipline eventually. The responsibility for disciplining of learners lies with teachers, parents and the learners themselves.

1.7.2. Informal settlements

According to Van Vuuren *et al* (1991:357), an informal settlement refers to areas that are neither rural nor urban. They are often found near towns, cities or townships. These areas are sometimes called 'squatter camps' and they often do not have proper infrastructure. Life in these areas is often substandard and poverty stricken. Schools found in these areas usually are in need of resources such as adequate teachers and other educational equipment and stationary.

These areas were created by urbanisation, which resulted in an influx of people moving to urban areas in search of employment and better living standards. Unfortunately, basic needs such as infrastructure are not accommodated.

1.7.3. Township schools

The word township is associated with areas inhabited by blacks through the former Group Areas Act of 1913 (Mutwa, 1986:57). It was also created by earlier urbanisation of Blacks in search of work and better living standards. These areas are also not urban nor are they rural. They generally have indigent and inadequate infrastructure. The schools in these areas are in need of resources. According to Mutwa (1986:59), "townships are haunted by all manner of inefficiency and corruption". These problems are to be addressed if these schools are to function effectively.

1.8. EXPOSITION

The research will be conducted as follows:

The research will be conducted as follows:

- **Chapter 1:** In chapter 1 an introduction and orientation was stated, motivation for the study was formulated, the problem statement was formulated, the research methodology was given and central concepts were clarified.
- **Chapter 2:** A literature survey, nature of discipline, aspects of discipline and its influence on the culture of teaching and learning are described.
- **Chapter 3:** The research design, development of research instruments and an empirical investigation are discussed.
- **Chapter 4:** The findings of the research will be tabulated and analysed and interpretation of empirical data will be given.
- **Chapter 5:** A summary and conclusion on the findings, recommendations and reflections on the research will be done.

1.9. CONCLUSION

The aim of this chapter was to give the orientation and motivation for the study, formulate the problem statement and aims of the research, state the paradigmatic perspective, research methodology and clarify central concepts.



CLASSROOM DISCIPLINE: A LITERATURE REVIEW

2.1. INTRODUCTION

As mentioned in chapter 1, discipline in secondary schools is a phenomenon that needs urgent attention (Ramsey, 1994:1). It is one of the major factors of all education and related activities. Discipline is not only a prerequisite for education but also an education objective in its own right (Wilson, 1981:3).

Various authors wrote about education and a considerable amount of research has been conducted; yet, the problem of discipline seems to be escalating (Johnson & Johnson, 1990:3). Disciplinary problems seem to cripple schools in such an extent that many of them may not survive. These studies indicate that discipline in schools causes concern among teachers, parents and the learners themselves. There is a concern among adults (teachers and parents) that the children's rights movement has affected the authority of teachers and parents (Hollingsworth, 1984:34). It may have contributed to the increase of discipline problems and violence in schools (1983:43).

In this chapter, the researcher will attempt to describe the different aspects of classroom discipline as well as the following are included:

- The nature of discipline (what is discipline?);
- Discipline aimed at character development and personal maturation;
- Discipline aimed at ethical behaviour; and
- The relationship as an aspect of discipline.

The question that arises is how do learners from different backgrounds perceive these different aspects of discipline.

2.2. THE NATURE OF DISCIPLINE

According to Gunter (1990:145), the word discipline is derived from the Latin word '*disco*', which means to learn and discipline. It refers to knowledge imparted to the learner. '*Discipulus*' refers to a learner or follower (Gunter, 1990:145). Discipline refers to a variety of learning, including humanities, natural sciences, affects, conduct, character and way of life (Walsh, 1991:140). '*Disciplicus*' (learner) is a person who devotes a considerable portion of his/her time to learning.

Discipline is concerned with practice. It is a process rather than a product. Discipline refers to an overtly management and control of the education process, to ensure the transfer of knowledge, norms and values (Recker, in Shoba. 1996:42). Discipline activates and co-ordinates all of one's human power to achieve a desired objective (Walsh, 1991:141). According to Wilson (1981:39), a disciplined learner is well organised, well controlled, well ordered, trouble-free, reliable, obeys rules not because of fear of external authority, but abides to an established and legitimate internalised authority.

Many teachers have a misconception of discipline and see it as punishment used against learners for misbehaving (Bluestein, 1988:21). Discipline is more than just getting learners to do what you want. Discipline has little to do with punishment. Discipline requires a freedom of choice and the understanding of consequences for what one has done. It is not imposed by authority figures, but rather by individuals on themselves (Charles, 1995:63). By choosing to behave in certain ways, individuals learn to gain acceptance from others.

Learners must learn that they may not do as they please but must consider the effect of their actions on others (Walsh, 1991:57). For a society to function properly there must be laws, rules, order and respect for authority among its citizens. Rules in the classroom teach children to begin to function in an organised social order. Children have to understand that throughout life, in childhood or in adulthood,

they must observe and obey the rules or laws that prevail to protect the common good (Spealman, 1970:23).

All of us have to learn that if we are going to live with other people, some form of behaviour is acceptable and others are not. Children need to learn this whilst they are still young. According to Walsh (1992:14), discipline is learning to mesh oneself harmoniously with the realities and imperatives of society and to simultaneously accomplish personal self-fulfilment and societal enrichment.

Walsh (1991:53) sees discipline as consisting of three components, which are **structure, consistency and intervention**. He refers to these as 'trinity' of discipline. A structured environment allows children to use their impulses constructively (Walsh, 1991:56). Discipline provides children with security to venture into the environment without fear.

As a **structure**, the following components of discipline can be isolated (Walsh, 1991:53):

- **The psychological component:** This refers to the need children have for security. This can be provided by a properly constituted structure or authority. Learners will feel protected in the class if teachers set limits within which learners must act. An unstructured class will be a threat to learners.
- **Physical component:** This refers to the characteristics and arrangement of space. An attractive and comfortable classroom is conducive to teaching, learning and discipline. It enables learners to venture and enjoy class activities. Congested classrooms with extreme temperatures are not conducive for learning.
- **Process component:** This entails freedom, activity and the decision making process of character development. Learners should be involved in matters affecting them such as class rules and timetables for homework and tests. This culminates into learners developing responsibility for their action. Bluestein (1988:117) states that "when people co-operate with us, they do what we want because doing so serves their purpose in some way".
- **Content component:** This includes rules, responsibilities, love, manners, modelling,

- between teachers teaching that class;
- between teacher expectations;
- between the principal and teachers' expectations;
- in disciplinary measures for similar actions;
- between the home and school discipline; and
- in modelling by significant adults such as parents and teachers.

Discipline, as an **intervention** comprises of various ways of correcting learners, such as punishment and communicating with them, so that they can develop character and conscience (Walsh, 1995:55). When employed intelligently, intervention provides both parents and teachers with effective ways of helping children enhance positive actions and eradicate the negative ones (Walsh, 1991:55). When learners are aware that disrupting class activities is rejected both at school and at home, they are unlikely to engage in such activities.

2.3. DISCIPLINE AIMED AT CHARACTER DEVELOPMENT AND PERSONAL MATURATION

Development of character in the child is the central axis and ultimate goal of education (Walsh, 1991:47). Discipline in its own nature is orientated towards character development. Children are born helpless. They have potential to grow and develop physically, mentally and socially. The end-result of all discipline must be the development of character in the form of social conscience.

Character development and maturation are characterised by among other things, self-control, self-discipline, responsibility and accountability (Savage, 1991:7). It is the duty of class teachers to ensure that they develop these aspects in learners. In the following paragraphs, these aspects will be discussed.

2.3.1. Discipline aimed at self-discipline and self-control.

Dewey (Grabfelder, 1983:51) states that discipline means self-direction and being in control of one's direction. Discipline in classrooms refers to the setting of limits for learners until they are able to set

limits for themselves. Learners must be taught that they can choose whatever behaviour they want bearing in mind the possible consequences for their choices. Learners must learn that good behaviour brings positive rewards whilst bad behaviour results in undesired consequences.

Discipline is not imposed by authority figures, but by individuals themselves (Shoba, 1997:13). Children, like adults, need to feel that they can influence events. The need for power and control is central to human existence (Mendler, 1992:12). Without breaking rules of those in authority, children never learn to establish themselves as independent functioning people (Mendler, 1992:12).

By behaving in a certain way, individuals learn to gain respect and acceptance for themselves. According to Balson (1992:6), the primary responsibility for behaviour belongs to the individual. Children should learn to be in charge of their behaviour inside and outside the classroom. An individual must eventually internalised discipline positively.

Self-control and discipline are intimately interrelated (Walsh, 1991:184). All discipline involves a measure of self-control. Discipline is impossible without self-control. Self-control helps a person to begin an activity and to see it to its conclusion (Walsh, 1991:184).

Self-control in the class can be demonstrated in various ways. By being punctual, conducting self-study, and by bringing class requirements such as books, pens and pencils. It can also be demonstrated by controlling one's emotions when one is frustrated and admitting when one has made a mistake in class.

According to Savage (1991:6), self-control helps the person to regulate his impulses, needs, desires and wishes. This will prevent aggression from the learner such as bullying other learners and teachers. This is one of the frustrating disciplinary problems encountered by teachers in classes. Some learners bully their way through the class by hitting others, grabbing other learners' possessions by forcefully and sometimes manhandle teachers. Such incidents are common in township and informal settlement secondary schools (Mutwa, 1986:58).

There can be no proper learning in the classroom without everybody applying self-control. According to Walsh (1991:184), self-control is necessary even when a learner faces competing interests in the class. He/she must learn to develop an internal locus of control (Mendler, 1992:12). Self-control and self-discipline lead to responsibility.

2.3.2. Responsibility as an aspect of discipline

Responsibility means being accountable without being persuaded to do so. Responsibility also implies the willingness to respond and the ability to choose your response (Covey, 1992:71). To be responsible is to be legally or morally liable for carrying out a duty, sometimes involving the obligation to make decisions for others and bear the consequences for the actions. It means to be trustworthy and/or reliable.

True freedom does not exist without responsibility (Walsh, 1991:61). Responsibility refers to acting knowingly. It refers to the capacity to make choices and to act deliberately. In the classroom, learners are faced with challenges that call for them to act responsibly, such as arriving early for lessons, taking responsibility for their actions, following instructions from teachers and prefects, and using free time to study and do school work.

Learners must be taught to be responsible for their actions. They must be given tasks that they are capable of performing from an early age. They should be held responsible for completing these tasks successfully.

As children mature, the amount and complexity of the tasks must be increased. It teaches the child to be ready for challenges of adulthood. Responsibility teaches the child values of hard work, perseverance and self-criticism. Last mentioned will contribute to self-discipline and character development.

Responsibility with natural consequences is more important than imposed and inspected (external) responsibility for character development. From an early age, children are assigned responsibilities (tasks) that are equal to their abilities.

Learners' behaviour must not be because of fear of punishment, but they must understand the relationship between specific behaviour and consequences (Smith & Rivera, 1994:7). Children should not be paid for being responsible at home and at school. According to Walsh (1991:61), children respond to smiles, words of praise and adult attention or approval. This however, depends on the stage of development of the child.

Responsibility is an essential and pivotal dimension in character development (Walsh, 1991:143). This includes responsibility to others, responsibility to yourself, responsibility to society and responsibility to one's job. Responsibility is one of the primary forms of discipline. Where there is responsibility, there is discipline, where there is little responsibility, there is little discipline (Walsh, 1991:143). Discipline in classrooms enables education to be fruitful and moral. Combs (1979:144) list the following dynamics of learning responsibilities to learners:

- Responsibility is learned by personally solving problems. Progress should be from simple to problems that are more difficult as capacity increases.
- Responsibility is a function of 'owning' problems and dealing with consequences.
- Problems must be relevant and outcomes worthwhile.
- Feeling of oneness and belonging with one's fellow human beings leads to feelings of responsibility for oneself and others.

Learners encounter various problems in the classroom, which they must learn to cope with. Children must learn to solve their own problems as well as assisting their fellow classmates in solve their problems. According to Balson (1992:6), owning problems refers to taking responsibility for one's actions. These problems pertain to schoolwork, classroom discipline and other related problems. Responsibility and accountability are synonymous. There can be no true responsibility without accountability.

2.3.3. Accountability as an aspect of discipline,

Accountability literally means to reckon, count or calculate (Wagner, 1989:7). It means giving report, relation or description, such as providing an account of one's trip (Wagner, 1989:1). It also means some form of duty or obligation on the part of the one who gives a report (Lello, 1979:1).

Accountability involves the relationship between people and groups, as a person is responsible to someone else or to a group. It refers to being accountable for one's actions.

At school learners have responsibilities for which they are accountable. They have to complete homework and assignments. The teachers' and parents expect learners to pass their schoolwork. Learners must be taught to be accountable for their actions at an early age. While they are at school, they must answer for what they are expected to learn (Wagner, 1989:89).

2.4. DISCIPLINE AIMED AT ETHICAL BEHAVIOUR

Discipline is the primary process by which children of all cultures develop the vital morals, values and attitudes of the culture they inherit (Walsh, 1991:17). Moral rules, norms, values and principles guide the child's behaviour towards others. According to Reddy (1979:82), a child is born amoral and it is at home and later at school that he/she develops morals and values. A healthy society relies on children with work ethics, perseverance and a spirit of co-operation.

2.4.1. Morality, values and norms as aspects of discipline

Ethical behaviour involves development of morals, values and norms. Morality is the way in which children learn to determine what is right or wrong (Mamwenda, 1990:8). Morality is an evaluative orientation towards actions and events that distinguishes good from bad and prescribes conduct consistent with the good. It implies a sense of obligation towards standards shared by a social collective (Mamwenda, in Zulu, 1990:8). Such responsibility may be expressed through acts of caring, benevolence, kindness and mercy. Morality entails doing what is right, whether one feels like doing it at the time, and along with this, readiness to question one's beliefs (Baron & Byrne, 1991:146). It refers to doing what one ought to do.

Morality is based on values and norms. The word 'norm' is derived from the Latin word '*norma*', which means a measuring device, a model, a set standard or a concept of how things are supposed to be (Du Plooy & Killian, in Ramsey, 1982:120). Norms and values are an indication of what the community considers proper and good. Children are brought up with phrases such as 'a person should not do that'. Virtues such as honesty, obedience, neatness, willingness to help and friendliness are emphasised when educating a child. This is accomplished through rules.

At birth, the child is born an amoral being but with a potential to learn what is right and wrong (Walsh, 1990:142). The classroom rules that children are subjected to must be integrated by the child into his/her own set of personal principles. This will only happen when the child gains insight into the value and appropriateness of such values and norms. Eventually morality must not be based on rules but on the child's principles. An action is judged moral or immoral based on whether or not it conforms to a set of moral rules by a particular community.

Most disciplinary discrepancies by learners in schools can be avoided by developing their morality, values and norms (Mutwa, 1986:59). Learners fail to respect their teachers and their peers due to lack of moral values and norms. It is demonstrated through acts such as bullying others, aggression, name-calling, rule defiance and looking down upon others.

2.5. RELATIONSHIPS AS AN ASPECT OF DISCIPLINE

2.5.1. Importance of personal relationships

The need for positive human relations is essential in all walks of life. Human relations include relationships with the 'self' and one's actions and relationships with others (Masher, 1996:14). Human relations begin in the family (with parents, siblings and other members of the family). Here a child learns a sense of ethical behaviour and listening to the advice of one's parents, family members and other influential adults.

Parents, teachers and peers play a vital role in the social learning of the child. Maintaining a healthy balance of relationships between the child and other people is a key for a child to become a well-

adjusted person (Joubert, 1979:30). The child receives advice from adults. In the classroom, the learner finds him/herself in a network of relations demanding him/her to respond appropriately. Learners are to form healthy relations with teachers and other learners at school. Teachers and prefects are usually older or hold positions of higher authority. This calls for learners to adjust their behaviour in accordance with classroom rules. Taking instructions from teachers and prefects call for sound relations that are guided by classroom rules and policies.

2.5.2. Relationships between the teacher and the learners

Learners will usually benefit from effective teachers (Masher, 1996:15). Although the teacher is an authority figure, a relationship of trust must exist between him/her and the learner. It often leads to positive following of the teacher's instructions by learners. The learner develops a positive attitude towards his/her teacher. There must be a feeling of security in their relationship before the learner is able to progress in the learning process (Masher, 1996:16). The experience of success leads to self-discipline by the learner.

Masher (1996:16-17) mentions the following relationship skills that can be employed by teachers in their relationship with learners:

- **Giving regular attention:** It builds bonds of trust and co-operation, thus reducing disciplinary problems. Attention should be given to all learners, not just to favourites and/or those who misbehave.
- **Modelling courtesy and good manners:** A teacher should emphasise through his/her own behaviour what he/she would like to see in his/her learners. Even when learners are rude, the teacher must retain composure and must not lose his/her head. When learners forget their manners, the teacher must pose immaculate manners. Such behaviour is contagious.

Other skills that are important in teacher-learner relationships are a mutual friendliness, a positive attitude by teachers towards learners and an ability to communicate effectively.

In conclusion, it must be stated that the effectiveness of teachers depends on their ability to create a conducive climate for positive teacherlearner relations and healthy communication between them, which is acceptable to the learner.

2.5.3. Rules as an aspect of relational discipline

Teachers communicate through rules to learners what they expect and not expect from them (Masher, 1996:17). Rules guide learners in their behaviour. Children learn to set limits according to social settings such as classroom rules. Children must be taught that there are limits to every behaviour. Permitting unacceptable behaviour to go unchecked will cause disruptions in the classroom. Learners feel insecure in classrooms where chaos prevails. Teachers should help learners to understand when it is appropriate to talk and when it is not. This is important because learners who are chaotic and noisy in class cause most disruptions in classrooms.

The structure of order and discipline is established through rules. "How these rules are established and enunciated also seems to differentiate successful schools from those that continue to encounter disciplinary problems" (Grabfelder, 1983:42). Learners must be involved in the development and maintenance of rules and policies governing their behaviour. School discipline and rules should be clearly stated to avoid confusion. All learners should be aware of it and know what is expected of them.

2.6. CONCLUSION

According to the literature reviewed on discipline, it is evident that character development, ethical behaviour and relationships are significant aspects of discipline.

To obtain further information on the learners' perception of these aspects of discipline, secondary school learners' opinions on this subject will be obtained. This will be discussed in chapter three, in which a research instrument in the form of a questionnaire will be discussed.



THE RESEARCH DESIGN: RESEARCH INSTRUMENT AND EMPIRICAL INVESTIGATION

3.1 INTRODUCTION

The literature study in chapter two formed a theoretical base for the empirical study. A differential analysis of secondary school learners' perceptions of discipline in Gauteng as the specific aim of this study was also highlighted in chapter two.

The purpose of this chapter is to describe and explain the research design, research instrument, selection of the respondents and the empirical investigation.

3.2. RESEARCH DESIGN



UNIVERSITY
OF
JOHANNESBURG

The design of the research is the overall plan of how the research will be conducted. Schumacher & Macmillan (1993:31) define a research design as “the plan and structure of the investigation used to obtain evidence to answer research questions”. The design describes the procedures for conducting the study, including when, from whom (respondents), how (instruments), and under what conditions data will be obtained. Schumacher & McMillan (1993:31) further cite the purpose of a research design as to “provide the most valid, accurate answers possible for research questions”. A research design is a very important part of the research as it serves as a guide and renders repetition for the sake of validity and reliability. A research design paves the way of data gathering and analysis.

3.3. RESEARCH INSTRUMENT

3.3.1. Choice of research instrument

To meet the objectives of the empirical study, a structured questionnaire was selected as a research instrument. According to Bell (1988:58) and Jacobs (1992:124), a questionnaire is regarded as an appropriate instrument for collecting data when conducting a quantitative research. According to Schumacher & McMillan (1993:42), questionnaires encompass a variety of instruments in which the subjects respond to written questions to elicit reactions, beliefs, and attitudes from respondents.

According to Jacobs (1992:100), the advantages for using a questionnaire is that it can reach a large group of people simultaneously because the respondents can complete and return the questionnaire in their own time. Questionnaires are used for collecting data because they are economical, have standardised questions, ensure anonymity, and questions can be formulated for a specific purpose. Questionnaires can be distributed through the post or in person by the researcher (Schumacher & Macmillan, 1993:239). The questionnaires will also result in more comparable data, with a higher degree of standardisation, as respondents receive a set of questions that are exactly the same under comparable conditions.

The questionnaires were considered appropriate for this research as it (research) is a differential (comparative) analysis of secondary school learners' perception of discipline. In this research, questions were used to find out the extent to which secondary school learners believe that they engage in activities relating to certain aspects of discipline such as:

- admitting mistakes when you have done something wrong in class (Q.30);
- being punctual for class (Q.31);
- bringing the necessary learning material to classes (Q.32);
- controlling frustrations (Q.33);
- studying on your own (Q.34);
- taking responsibility for doing something wrong (Q.35);
- taking instructions from teachers (Q.36);

- taking instructions from prefects (Q.37)
- using free time in class to study (Q.38);
- obeying teachers in class (Q.39);
- feeling safe in class (Q.40);
- listening when another learner is talking in class (Q.41);
- working with other learners in class (Q.42);
- helping the teachers to set up class rules (Q.43); and
- following rules set up in class (Q.44).

3.3.2. Questionnaire construction

3.3.2.1. Format of questions

A structured format for the questionnaire was used. Jacobs (1992:102) asserts that although the disadvantage of this format is the limited number of answers that can be given, it has the advantage of keeping the respondents focussed on the subject, is less time consuming and is relatively objective, easy to complete, tabulate and analyse.

In this research, questions were carefully formulated and verified to determine whether the response would provide the best answers to the research problem. Factors considered when formulating questions included: language level, grammatical formulation and a question dealing with only one aspect.

3.3.2.2. Scale used

A likert scale was used. The scale ranged from 1, which indicated a very low involvement, to 5 which indicated a very high involvement in activities relating to the aspect of discipline in question (See Appendix 1). According to Kerlinger(1986:460), a likert scale yields interpretable data congruent with a scoring system. The scores of individuals can easily be intercorrelated and analysed.

3.3.3. Sections of the questionnaire

To make a detailed differential analysis of the extent, to which secondary school learners perceive different aspects of discipline, the questionnaire was divided into the following sections:

- SECTION A

This section concentrated on the letter from researchers from Rand Afrikaans University, addressed to the learners in secondary schools, identified as respondents. This section also comprised of the instructions the respondents had to follow when completing the questionnaire (Appendix 1).

- SECTION B

This section required the respondents' personal and biographical data such as gender, age, grade, mother tongue, name of school (from the six identified), language of tuition, person taking care of the learner, religious affiliation as well as location of primary school attended by the learner (rural/ urban) (Appendix 1).

- SECTION C

This section consisted of 67 (sixty seven) items starting from 1 (one) to 67 (sixty seven) based on the factors affecting the culture of teaching and learning as identified by members of the research team such as parental involvement, self-concept, work ethics and discipline. These aspects refer to the various dimensions addressed in the overall project (See chapter 1:1.1). Each member compiled a set of 10 (ten) to 15 (fifteen) questions based on literature review of his/her topic.

The items of this research started from 30 (thirty) to 44 (fortyfour) based on different aspects of discipline identified and discussed in chapter two. These items will be mentioned and discussed below.

3.3.4. Aspects of discipline as perceived by secondary school learners

Each question was formulated in such a way that the respondent (learner) could indicate how often they (learners) perform a particular behaviour based on the aspects of discipline identified and discussed in chapter two. The learners had to indicate their perception of the aspects of discipline by indicating to what extent they (learners) engage in behaviour relating to that particular aspect.

3.3.4.1. Discipline aimed at self-discipline and self-control (items 31, 32 and 33)

In paragraph 2.3.1, it is highlighted that the duty of the teacher in the classroom is to lead the learners towards self-discipline. It states that discipline aims at self-direction and being in control of one's actions. Discipline in classrooms mean setting limits for learners until they are able to set limits for themselves. True discipline is not imposed by authority figures, but rather by individuals on themselves. The items under this aspect of discipline will be discussed below:

- **You are punctual for classes (Appendix 1, item 31)**

In paragraph 2.3.1, it is stated that self-control can be shown by being punctual for classes. This indicates the extent to which the learner understands the importance of being on time. Being punctual for classes implies being sensitive to time. It demonstrates self-control and self-discipline as one has to prioritise and put other things aside. Self-discipline entails replacing external authority of the teacher by internal authority by the learner.

- **You control yourself when you are feeling frustrated in classes (Appendix 1, item 33)**

In paragraph 2.3.1, it is stated that self-control can be demonstrated through controlling one's emotions when being frustrated. It also stated that one gain respect and acceptance from other people if he/she controls his/her emotions (paragraph 2.3.1).

3.3.4.2. Responsibility as an aspect of discipline (items 32,34, 35,36,37 and 38)

Paragraph 2.3.2, refers to responsibility as a willingness to respond and an ability to choose your response. It refers to a capacity to make choices, to act deliberately and intentionally. In the classroom, the learner meets challenges that call to them to act responsibly. The following questions were asked to demonstrate this:

- **You bring books, pens and pencils to classes (Appendix 1, item 32)**

In paragraph 2.3.1, it is stated that some learners often come to class without the necessary material. In paragraph 2.3.2, it is stated that to be responsible is to be legally or morally liable for carrying out your obligation. Bringing the necessary learning material is one of the responsibilities and obligations of learners for effective learning to take place. Failure to do so may indicate that they are not responsible.

- **You study on your own, (Appendix 1, items 34)**

Studying on your own and using free time in classes to study implies being independent and responsible. In paragraph 2.3.2, it is stated that being responsible means doing your work without being told or ordered to do so. It implies a willingness to respond and the ability to choose your response or action (Covey, 1992:71).

- **You take responsibility when you have done something wrong (Appendix 1, item 35)**

This question is to establish the extent to which the learner takes responsibility for his/her actions. In paragraph 2.3.2, it is stated that learners need to understand the relationship between specific behaviour and the consequences thereof. Taking responsibility for doing something wrong implies being prepared to bear the consequences for ones actions such as accepting punishment.

- **You follow instructions from teachers and prefects (Appendix 1, items 36 and 37)**

This question is to establish to what extent learners understand the hierarchy and structure of order and discipline in relationship with other people. In paragraph 2.5.1, it is stated that learners form relationships with people who are older and in authoritarian positions, such as teachers and prefects. Further, it is stated that learners have to adjust their behaviour as these people hold higher positions than they do.

- **You use free time in classes to do your work (Appendix 1, item 38)**

Using free time in classes to study is a sign of independence. In paragraph 2.3.2, it is stated that responsibility refers to the capacity to make choices and to act deliberately. Further it is stated that in the classrooms, learners are faced with challenges that call for them to act responsibly such as using free time to study. This implies a willingness to choose your response.

3.3.4.3. **Morality, values and norms as aspects of discipline (item 30, 39)**

Morality is the way in which children learn to distinguish right from wrong (Mamwenda, 1990:8). Morality is demonstrated through action towards others. It entails virtues such as admitting mistakes (item 30), obedience (item 39), honesty and working with others (items 41 and 42). In paragraph 2.4.1, it is stated that most disciplinary problems stem from lack of morality, norms and values.

- **You admit when you have made a mistake in class (Appendix 1, item 30)**

In paragraph 2.4.1, it is stated that 'morality is an evaluative orientation towards actions and events that distinguish right from wrong and prescribes conduct consistent with what is right'. It implies a sense of responsibility through acts of benevolence. It was important to ask a question to determine the extent to which the learner is able to admit if he/she has made a mistake.

- You obey teachers in classes (Appendix 1, item 39)

In paragraph 2.4.1, it is stated that children are brought up to acknowledge “virtues like obedience, honesty, neatness, willingness to help and friendliness”. It implies a sense of obligation towards standards shared by a social collective (paragraph 2.4.1). Respect is one of the highly ranked values of all communities. It is regarded as a moral obligation to respect elders.

3.3.4.4. Relationships as an aspect of discipline

- You listen when another learner is talking in classes (item 41), and you work with other learners in classes (appendix 1, item 42)

These aspects are mutually inclusive. Listening when another learner is talking is a sign of Cupertino and there can be no working together without listening to each other.

In paragraph 2.5.1, it is stated that relationships with peers (other learners) play a vital role in the socialisation of the child. Further, it is stated that relationships in the class are a key to being a well-adjusted person. The learner finds him-/herself in a network of relationships calling on him/her to respond appropriately. It was important to operationalise this by finding the extent to which learners listen when another learner is talking (item 41) and to what extent he/she works with other learners in classes. Listening and co-operating with other learners is a sign of being well adjusted.

3.3.4.5. Rules as an aspect of a relational discipline (.appendix 1, items 43 and 44)

In paragraph 2.5.3, it is stated that the structure of order and discipline is established through rules. Teachers communicate through rules to learners what they expect and not expect from them.

- You have helped the class teacher to set up classroom rules (appendix 1, item 43)

In paragraph 2.5.3, it is stated that “learners must be involved in the development and maintenance of rules and policies governing their behaviour and that all learners should be aware of it”. It was

important to find out to what extent have learners helped the class teacher set up classroom rules. Involvement in setting up classroom rules is also a sign of maturity and responsibility.

- **You follow rules set up in classrooms (appendix1, item 44)**

In paragraph 2.5.3, it is stated that there are limits to everything and rules are there to guide learners' behaviour. Further, it was stated that learners learn limits as set up by social settings, such as classroom rules. To operationalise this, a question was asked to find out the extent to which learners follow rules set in classrooms.

3.4. EMPIRICAL INVESTIGATION

3.4.1. Choice of the universum and a sample of respondents

The universum was secondary schools in Gauteng. As this is a comparative study, both township and informal settlement secondary schools were purposively selected. Three township schools and four informal settlement schools were identified based on convenience, cost effectiveness and accessibility to the members of the research team. This is an explorative investigation in view of the fact that very little research in this specific field has been conducted. The main aim will be to explore and describe the secondary school learners' perception of various aspects of discipline.

A sample is a group that is selected from the population and is thus less than the population. It therefore remains a representative of the population (Mulder, 1989:55). In this research, a comparative analysis between township and informal settlement secondary schools was to be conducted. The sample were 1734 grade nine, ten, eleven and twelve learners from three township and four informal settlement secondary schools in Gauteng. These grades were selected because it was felt that their level of understanding of English would enable them to understand the questions.

3.4.2. Distribution and collection of questionnaires

Questionnaires were distributed to the seven secondary schools identified in Gauteng. Questionnaires were distributed to grade-nine to grade 12 learners because their level of understanding of English will enable them to understand the questions.

Principals were approached in order to obtain their co-operation. Members of the research team and the principal or delegated person distributed 2000 questionnaires to the learners. Co-operation in most cases was excellent as 1734 questionnaires were returned. This was an 86.7 percent return. However, in some schools the first set of questionnaires was not returned resulting in a second delivery of questionnaires.

3.5. CONCLUSION

In this chapter, the research design was discussed as well as the research instruments and an empirical investigation. In chapter four, a detailed comparative analysis of data, collected through the questionnaires, will be conducted.



ANALYSIS AND INTERPRETATION OF EMPIRICAL DATA CONCERNING THE SECONDARY SCHOOL LEARNERS' PERCEPTION OF DISCIPLINE

4.1. INTRODUCTION

Chapter three focussed on the research design as well as the research instruments and an empirical investigation. This chapter will concentrate on the analysis and interpretation of the empirical data. Data analysis and interpretation will be conducted in a disciplined way without a simplistic description of data. During the interpretation, over-generalisation will be avoided. Patterns of responding and relationships between various attributes will be highlighted and described. A discussion of the validity of the research instrument will follow.

4.2. VALIDITY AND RELIABILITY

According to Mcmillian and Schumacher (1993:16), validity is the "extent to which inferences made on the basis of scores from an instrument are appropriate, meaningful and useful". Validity depends on the purpose, population, and situation factors in which measurement takes place. In other words, it must answer the question "Does the instrument measure what it is meant to measure?"

In this research, content validity is important. Content validity was determined by reviewing literature that indicated the significance of secondary school learners' perception of discipline in general. A questionnaire, which was relevant to discipline and secondary school learners, was carefully compiled.

Factor analysis, conducted on the data obtained from the 15 items, indicated one factor that is discipline. The Cronbach alpha reliability coefficient was calculated to investigate reliability. A relatively high Cronbach alpha of 0.8248 was obtained, with no item rejected (Myburgh, 2000).

4.3. INTERPRETATION OF BIOGRAPHICAL DATA OF THE RESPONDENTS

1734 questionnaires were regarded as suitable for data analysis and the gender distribution was 46.1% male respondents and 52.9% female respondents. 66.6% of the questionnaires were completed by respondents between ages 13 to 18 and 33.4% by respondents ages 19 to 24 years.

The mother tongues of the respondents was spread as follows between the different languages:

- Zulu 37.7%;
- Northern Sotho 17.7%
- Southern Sotho 17.5%;
- Xhosa 14.8%;
- Venda 9.4%;
- Swati 7.5%;
- Tsonga 3.5%;
- English 2.5%;
- Ndebele 2.2%;
- Tswana 1.4%;
- Afrikaans 0.8%;
- Others 0.2%



UNIVERSITY
OF
JOHANNESBURG

Tuition was 78.8% in English and 21.2% in other languages. 56.4% of the respondents attended primary schools in urban areas while 29.0% attended primary schools in both urban and rural areas and the following figures reflect the grades at the time:

- Grade 9 25.6%;
- Grade 10 7.6%;
- Grade 11 40.7%;
- Grade 12 26.2%.

The following figures indicate who took care of the respondents at the time:

- Parents 78.5%;
- Family members (other than parents) 12.0%;
- Guardians 5.4%;

- Themselves 3.1%;
- Friends 0.9%;
- Institutions or organisations 0.1%.

The following figures reflect the religious affiliation of the respondents:

- Christian church 82.9%;
- No affiliation 16.2%;
- Hindu 0.8%;
- Buddhism 0.2%.

4.4. ANALYSIS OF AVERAGES, STANDARD DEVIATIONS AND RANK ORDERS CONCERNING SECONDARY SCHOOL LEARNERS' PERCEPTIONS OF DISCIPLINE

The overall picture, of the data collected from secondary school learners, is that learners perceive discipline as an important attribute in the classroom (see Table 4.1). The averages range from 3.86 to 4.45 on a five-point scale. In analysing the aspects of discipline in Table 4.1 **following instructions from teachers**" (Q.36), was ranked the highest with an average of 4.45 and the standard deviation of 0.96. The reason could be that the learners in the sample have a dire need to be taught and guided by adults in their acquisition of discipline like morality, values and norms (see chapter 2:2.4).

This is confirmed by other aspects related to ethical behaviour such as **"you obey teachers in class"** (Q.39), was ranked second with an average of 4.36. **"You bring books, pens and pencils to class"** (Q.32) and **"you are on time for class"** (Q.31), was both ranked third with an average of 4.31, **"you listen when another learner is talking"**(Q.41), was ranked fourth with an average of 4.26, **"you work with other learners in class"** (Q.42), was ranked fifth with an average of 4.24, **"you study on your own"** (Q.34), was ranked sixth with an average of 4.22, and **"you have helped the class teacher to set up class rules"** (Q.43), was ranked seventh with an average of 4.20.

These aspects were rated highly with averages ranging from 4.20 to 4.45 out of 5. This also suggests that secondary school learners regard these aspects of discipline as important in the classroom.

4.5. INTERPRETATION OF EMPIRICAL DATA

TABLE 4.1: Averages, standard deviations and rank orders of averages concerning learners' perceptions of discipline.

ITEM	MEAN	STANDARD DEVIATION	RANK ORDER
- You admit when you have made a mistake (Q.30).	34.92	1.27	13
- You are on time for class (Q.31).	4.25	1.18	5
- You bring books, pens and pencils (Q.32).	4.31	1.16	3
- You control yourself when you are feeling frustrated (Q.33).	4.10	1.22	11
- You study on your own (Q.34).	4.22	1.17	7
- You take responsibility when you have done something wrong (Q.35).	4.18	1.12	9
- You follow instructions from teachers (Q.36).	4.45	0.96	1
- You follow instructions from prefects (Q.37).	3.86	1.33	15
- You use free time in class to do your work (Q.38).	3.87	1.35	14
- You obey teachers in class (Q.39).	4.36	1.06	2
- You are safe in class (Q.40).	4.07	1.33	12
- You listen when another learner is talking (Q.41).	4.26	1.15	4
- You work with other learners in class (Q.42).	4.24	1.16	6
- You have helped the class teacher to set up class rules (Q.43).	4.20	1.49	8
- You follow rules set up in class (Q.44).	4.17	1.12	10

Aspects that were intermediate in rank with averages ranging from 4.07 to 4.18 include aspects like “you take responsibility when you have done something wrong” (Q.35)(average: 4.18), “you follow rules set up in class” (Q.44)(average: 4.17), “you control yourself when you are feeling frustrated” (Q.33)(average: 4.10), and “you are safe in class” (Q.40)(average: 4.07), which is still high on a 5 point scale. This suggests that every learner is striving for being “well organised, well controlled, well ordered, trouble-free, reliable, obeying established rules and legitimate internalised authority” as stated by Wilson (1981:39)(see chapter 2:2.2).

The aspects that were rated comparatively lower than others, though they were also rated high on a-5 point scale, with averages ranging from 3.86 to 3.92, include aspects like “you admit when you have made a mistake”(Q.30)(average: 3.92), “you use free time in class to do your work” (Q.38)(average 3.87), and “you follow instructions from prefects” (Q.37)(average 3.86). These aspects show that

learners perceive character development and personal maturation, which are characterised by self-control and self-discipline, as important aspects of discipline.

4.6. MULTIVARIATE AND UNIVARIATE HYPOTHESES CONCERNING LEARNERS' PERCEPTION OF CLASSROOM DISCIPLINE.

Hypotheses were formulated using the following as independent variables: gender, age, mother tongue, location of school (township/informal settlement), language of tuition, person taking care of the learner, and religious affiliation. The learners' perception of various aspects of discipline is included as dependent variables in tables that deal with averages, standard deviations and p-values (probability).

The following tests are used when comparing and analysing data:

- **Hotelling's T-square test** is used when comparing two groups for possible multivariate differences.
- **The Student t-test** is used to investigate univariate differences between two groups.
- **MANOVA (multivariate analysis of variance)** is used to compare three or more groups for possible multivariate differences between the groups.
- **ANOVA (analysis of variance)** is used for analysis of variance in the investigation of univariate differences between three or more groups.
- **The post hoc Scheffé and Dunnett tests** are used to investigate the significance of differences between various pairs of groups involved. If the differences between the variances of the two groups are statistically significant, the Dunnett test is used. If the differences between the variances of the two groups are not statistically significant, a Scheffé test is used. A significant difference on the 1% and 5% level of significance will be used. A null hypothesis will be rejected or supported at 1% or 5% significance.

TABLE 4.2 (a) Comparison of two groups' general hypothesis: two groups with reference to multivariate and univariate differences tested by means of Hotelling's T-square and Student t-tests

DIMENSION	VARIABLE	SYMBOL	DESCRIPTION	TEST
Multivariate Analysis	<ul style="list-style-type: none"> - Gender - Language of tuition - Religion 	HoT	The vectors of average item scores for two groups tested together do not differ statistically significantly in terms of discipline as perceived by secondary school learners.	Hotelling's T-square
		HaT	The vectors of average item scores for the two groups tested together differ statistically significantly in items of discipline as perceived by secondary school learners.	



			<p>wrong in class.</p> <p>36. You follow instructions from teachers in classes.</p> <p>37. You follow instructions from prefects.</p> <p>38. You use free time in classes to do your work.</p> <p>39. You obey teachers in classes.</p> <p>40. You are safe in classes.</p> <p>41. You listen when another learner is talking in classes.</p> <p>42. You work with other learners in classes.</p> <p>43. You have helped the class teacher to set up classroom rules.</p> <p>44. You follow rules set up in classrooms.</p>	
		Hat2	<p>The average item scores of the first group is statistically significantly lower than the second group in terms of discipline as perceived by secondary school learners with respect to:</p> <p>30. You admit when you have done something wrong.</p> <p>31. You are punctual for classes.</p> <p>32. You bring books, pens and pencils to classes.</p> <p>33. You control yourself when you are feeling frustrated in class.</p> <p>34. You study on your own.</p> <p>35. You take responsibility when you have done something wrong in class.</p> <p>36. You follow instructions from teachers in classes.</p> <p>37. You follow instructions from prefects.</p> <p>38. You use free time in classes to do your work.</p> <p>39. You obey teachers in classes.</p> <p>40. You are safe in classes.</p> <p>41. You listen when another learner is talking in classes.</p> <p>42. You work with other learners in classes.</p> <p>43. You have helped the class teacher to set up classroom rules.</p> <p>44. You follow rules set up in classrooms.</p>	

TABLE 4.2 (c): General hypothesis: three or more groups with reference to multivariate and univariate differences tested by using MANOVA

DIMENSION	VARIABLE	SYMBOL	DESCRIPTION	TEST
Multivariate Analysis	<ul style="list-style-type: none"> - Age - Area of primary school - Grade - Vernacular - Person taking care of the learner - Secondary school attending 	HoM	The vectors of the average item scores for three or more groups tested together do not differ statistically significantly in terms of the secondary school learner's perception of discipline.	MANOVA
		HaM	The vector of the average item scores for three or more groups tested together differ statistically significantly in terms of the secondary school learner's perception of discipline.	

TABLE 4.2 (d): General hypothesis: two groups with reference to univariate differences tested by means of Student t-test

DIMENSION	VARIABLE	SYMBOL	DESCRIPTION	TEST
Univariate Analysis	<ul style="list-style-type: none"> - Age - Area of primary school attended - Grade - Secondary school attending 	HoA	<p>The average item scores for the group differs statistically significantly in terms of the secondary school learners' perception of discipline with respect to:</p> <ul style="list-style-type: none"> 30. You admit when you have done something wrong. 31. You are punctual for classes. 32. You bring books, pens and pencils to classes. 33. You control yourself when you are feeling frustrated in class. 34. You study on your own. 35. You take responsibility when you have done something wrong in class. 36. You follow instructions from teachers in classes. 37. You follow instructions from prefects. 38. You use free time in classes to do your work. 39. You obey teachers in classes. 40. You are safe in classes. 41. You listen when another learner is talking in classes. 42. You work with other learners in classes. 43. You have helped the class teacher to set up classroom rules. 44. You follow rules set up in classrooms. 	ANOVA
		HaA	<p>The average item scores for the compared groups differs statistically significantly in terms of the secondary school learners' perception of discipline with respect to:</p>	

			<p>30. You admit when you have done something wrong.</p> <p>31. You are punctual for classes.</p> <p>32. You bring books, pens and pencils to classes.</p> <p>33. You control yourself when you are feeling frustrated in class.</p> <p>34. You study on your own.</p> <p>35. You take responsibility when you have done something wrong in class.</p> <p>36. You follow instructions from teachers in classes.</p> <p>37. You follow instructions from prefects.</p> <p>38. You use free time in classes to do your work.</p> <p>39. You obey teachers in classes.</p> <p>40. You are safe in classes.</p> <p>41. You listen when another learner is talking in classes.</p> <p>42. You work with other learners in classes.</p> <p>43. You have helped the class teacher to set up classroom rules.</p> <p>44. You follow rules set up in classrooms.</p>	
--	--	--	---	--

TABLE 4.2 (e): General hypotheses: three or more groups with reference to univariate differences tested using Scheffe'/Dunnet tests

DIMENSION	VARIABLE	SYMBOL	DESCRIPTION	TEST
Univariate Analysis	<ul style="list-style-type: none"> - Age - Area of primary school attended - Grade - Secondary school attending 	HoS	<p>The average item scores when groups are compared in pairs do not differ statistically significantly in terms of discipline as perceived by secondary school learners with respect to:</p> <p>30. You admit when you have done something wrong.</p> <p>31. You are punctual for classes.</p> <p>32. You bring books, pens and pencils to classes.</p> <p>33. You control yourself when you are feeling</p>	SCHEFFÉ/ DUNNET

			<p>frustrated in class.</p> <p>34. You study on your own.</p> <p>35. You take responsibility when you have done something wrong in class.</p> <p>36. You follow instructions from teachers in classes.</p> <p>37. You follow instructions from prefects.</p> <p>38. You use free time in classes to do your work.</p> <p>39. You obey teachers in classes.</p> <p>40. You are safe in classes.</p> <p>41. You listen when another learner is talking in classes.</p> <p>42. You work with other learners in classes.</p> <p>43. You have helped the class teacher to set up classroom rules.</p> <p>44. You follow rules set up in classrooms.</p> <p>In pair wise comparison of groups, the average item scores for the first group are statistically higher than the second group in terms of discipline as perceived by secondary school learners with regard to:</p> <p>30. You admit when you have done something wrong.</p> <p>31. You are punctual for classes.</p> <p>32. You bring books, pens and pencils to classes.</p> <p>33. You control yourself when you are feeling frustrated in class.</p> <p>34. You study on your own.</p> <p>35. You take responsibility when you have done something wrong in class.</p> <p>36. You follow instructions from teachers in classes.</p> <p>37. You follow instructions from prefects.</p> <p>38. You use free time in classes to do your work.</p> <p>39. You obey teachers in classes.</p> <p>40. You are safe in classes.</p>	
--	--	--	--	--

		HaS2	<p>41. You listen when another learner is talking in classes.</p> <p>42. You work with other learners in classes.</p> <p>43. You have helped the class teacher to set up classroom rules.</p> <p>44. You follow rules set up in classrooms.</p> <p>In the previous comparison of groups, the average item scores of the first group are statistically significantly lower than the second group in terms of the secondary school learners' perception of discipline with respect to:</p> <p>30. You admit when you have done something wrong.</p> <p>31. You are punctual for classes.</p> <p>32. You bring books, pens and pencils to classes.</p> <p>33. You control yourself when you are feeling frustrated in class.</p> <p>34. You study on your own.</p> <p>35. You take responsibility when you have done something wrong in class.</p> <p>36. You follow instructions from teachers in classes.</p> <p>37. You follow instructions from prefects.</p> <p>38. You use free time in classes to do your work.</p> <p>39. You obey teachers in classes.</p> <p>40. You are safe in classes.</p> <p>41. You listen when another learner is talking in classes.</p> <p>42. You work with other learners in classes.</p> <p>43. You have helped the class teacher to set up classroom rules.</p> <p>44. You follow rules set up in classrooms.</p>	
--	--	------	--	--

4.7. STATISTICAL ANALYSIS AND INTERPRETATION OF RESPONSES CONCERNING THE SECONDARY SCHOOL LEARNERS' PERCEPTION OF DISCIPLINE

4.7.1. Differences between respondents according to gender on the secondary school learners' perception of discipline

According to Table 4.2(a) & 4.2(b), H_0 is rejected in favour of H_{a1} on the 1% level of significance ($P=0.000$). This indicates that there is statistically significant difference between male and female respondents concerning the secondary school learners' perception of discipline.

Furthermore, H_0 is rejected on the univariate level in favour of H_{a2} on the 5% level of significance pertaining to the aspect "admitting when you made a mistake" (Q.30)($P=0.011$), "You study on your own" (Q.34)($P=0.031$), "You obey teachers in class"(Q.39)($P=0.013$) and "you use free time in class to study" (Q.38)($P=0.043$).

H_0 is rejected on the univariate level in favour of H_{a2} on the 1 % level of significance pertaining to the aspect "you are on time for class" (Q.31)($P=0.007$), "you bring books, pens and pencils to class" (Q.32)($P= 0.001$), "you take responsibility when you have done something wrong" (Q.35)($P= 0,005$), "you follow instructions from prefects" (Q.37)($P=0.001$), "You are safe in class" (Q.40)($P=0.004$), "You work with other learners in class" (Q.42)($P=0.001$), and "you have helped the teacher to set up rules" (Q.43)($P= 0.001$).

The averages for female respondents concerning all the aspects mentioned are statistically significantly higher than that of male respondents. This aspect indicates that female respondents rate value higher in comparison to male respondents. Although these were significant differences, the readers' attention is drawn to the fact that the actual differences between the gender groups are rather small. Further, both genders' responses on the various aspects of discipline indicated a positive inclination towards the mentioned aspects of discipline. This is derived from the fact that all averages on a 5-point scale are larger than 3.08 (Q.43).

TABLE 4.3: Differences between male and female respondents concerning the secondary school learners' perception of discipline

ASPECT	GENDER	NO.	MEAN	STANDARD DEVIATION	HOTELLING'S T-point VALUE	STUDENT t point VALUE
You admit when you have done something wrong (Q.30).	Male	808	3.84	1.31		0.011**
	Female	907	3.98	1.23		
You are punctual for class (Q.31).	Male	808	4.17	1.18		0.007*
	Female	907	4.31	1.16		
You bring books, pens and pencils to class (Q.32).	Male	808	4.21	1.22		0.001*
	Female	907	4.38	1.10		
You control yourself when you are feeling frustrated (Q.33).	Male	808	4.05	1.22		0.060
	Female	907	4.14	1.21		
You study on your own (Q.34).	Male	808	4.17	1.21		0.031**
	Female	907	4.28	1.13		
You take responsibility when you have done something wrong (Q.35).	Male	808	4.11	1.15		0.005*
	Female	907	4.24	1.09		
You follow instructions from teachers in classes (Q.36).	Male	808	4.41	0.94		0.066
	Female	907	4.48	0.97		
You follow instructions from prefects (Q.37).	Male	808	3.74	1.39	0.000*	0.001*
	Female	907	3.96	1.26		
You use free time in classes to study (Q.38).	Male	808	3.81	1.35		0.043**
	Female	907	3.92	1.34		
You obey teachers in classes (Q.39).	Male	808	4.29	1.38		0.013**
	Female	907	4.41	1.28		

You are safe in classes (Q.40).	Male	808	3.98	1.38	0.004*
	Female	907	4.16	1.28	
You listen when another learner is talking in classes (Q.41).	Male	808	4.25	1.14	0.329
	Female	907	4.27	1.15	
You work with other learners in classes (Q.42).	Male	808	4.15	1.14	0.001*
	Female	907	4.32	1.08	
You have helped the class teacher to set up classroom rules (Q.43).	Male	808	3.08	1.49	0.001*
	Female	907	3.32	1.49	
You follow rules set in classrooms (Q.44).	Male	808	4.13	1.15	0.074
	Female	907	4.21	1.10	

* 1 % level of significance

** 5 % level of significance

4.7.2. Differences between respondents concerning the language that is mostly used in teaching with respect to the secondary school learners' perception of discipline

According to tables 4.2(a) and 44, HoT is rejected in favour of HaT on the 1% level of significance ($P=0.000$). This indicates that there is a significant difference between the perceptions of the secondary learners' who are taught in English and those who are taught in other languages.

Furthermore, HoT is rejected in favour of HaT2 on the 1% level of significance for aspects "you take responsibility when you have done something wrong" (Q.35)($P=0,003$) and "you follow instructions from prefects" (Q.36)($P=0.007$). These aspects show that learners who are taught in other languages rate them higher than those who are taught in English.

HoT is rejected in favour of HaT2 on the 5% level of significance for aspects "you admit when you have made a mistake" (Q.30)($P=0.021$) "you follow rules set up in class" (Q.44)($P=0.016$) and "you use free time to study (Q.38)($P=0.043$). This again indicates that learners who are taught in other languages rate these aspects higher than those taught in English.

TABLE 4.4: Differences between respondents concerning the language that is mostly used in teaching with respect to the learners' perception of discipline

ASPECT	LANGUAGE	NO	MEAN	STANDARD DEVIATION	HOTTELLING' S T P-VALUE	STUDENT t P-VALUE
You admit when you have made a mistake (Q.30).	English	1347	4.88	1.26		0.021**
	Other	387	4.04	1.27		
You are punctual for classes (Q.31).	English	1347	4.24	1.17		0.433
	Other	387	4.36	1.20		
You bring books, pens and pencils (Q.32).	English	1347	4.29	1.16		0.083
	Other	387	4.38	1.16		
You control yourself when you are frustrated (Q.33).	English	1347	4.09	1.19		0.300
	Other	387	4.23	1.31		
You study on your own (Q.34).	English	1347	4.24	1.13		0.153
	Other	387	4.17	1.32		
You take responsibility when you have done something wrong (Q.35).	English	1347	4.14	1.11	0.000*	0.003*
	Other	387	4.32	1.15		
You follow instructions from teachers (Q.36).	English	1347	4.45	0.93		0.476
	Other	387	4.45	1.07		
You follow instruction from prefects (Q.37).	English	1347	4.82	1.33		0.007*
	Other	387	4.01	1.33		
You use free time in classes to study (Q.38).	English	1347	3.84	1.34		0.043**
	Other	387	3.98	1.39		
You obey teachers in classes (Q.39).	English	1347	4.35	1.05		0.486
	Other	387	4.36	1.12		
You are safe in classes (Q.40).	English	1347	4.05	1.32		0.179

	Other	387	4.13	1.38		
You listen when another learner is talking (Q.41).	English	1347	4.23	1.11		0.404
	Other	387	4.25	1.26		
You work with other learners in classes (Q.42)	English	1347	3.17	1.08		0.774
	Other	387	3.31	1.22		
You have helped the teacher to set classroom rules (Q.43).	English	1347	4.14	1.48		0.071
	Other	387	4.28	1.55		
You follow rules set up in classrooms (Q.44).	English	1347	4.14	1.12		0.016**
	Other	387	4.48	1.14		

* % level of significance

** 5% level of significance

4.7.3. Differences between respondents who are taken care of by parents and those taken care of by other people with respect to the secondary school learners' perception of discipline

According to Table 4.2(a) and 4.5, there is no significant difference between the perception of respondents who are taken care of by their parents and those taken care of by other people concerning the secondary school learners' perception of discipline ($P=0.054$). HoT is supported. No further statistical analysis will be conducted. An inspection of the averages indicates a positive attitude towards discipline for both groups.

4.7.4. Differences between respondents of different religious affiliation with respect to secondary school learners' perception of discipline

According to Table 4.2 (a) and 4.6, there is no significant difference between the perceptions of respondents who are non-Christian and those who are Christians concerning the secondary school learners' perception of discipline ($P=0.320$). HoT is supported.

TABLE 4.5: Differences between respondents concerning the learners who are taken care of by parents and those taken care of by others

ASPECT	CARE	N0.	MEAN	STANDARD DEVIATION	HOTELLING'S T P-VALUE	STUDENT t P-VALUE									
You admit when you have made a mistake (Q.30).	Parents	1347	3.92	1.26	0.054	0.470									
	Other	387	3.91	1.29											
You are punctual for classes (Q.31).	Parents	1347	4.23	1.18		0.054	0.169								
	Other	387	4.30	1.17											
You bring books, pens and pencils (Q.32).	Parents	1347	4.34	1.14			0.054	0.031**							
	Other	387	4.21	1.22											
You control yourself when you are feeling frustrated (Q.33).	Parents	1347	4.11	1.19				0.054	0.149						
	Other	387	4.04	1.30											
You study on your own (Q.34).	Parents	1347	4.25	1.30					0.054	0.032**					
	Other	387	4.12	1.13											
You take responsibility when you have done something wrong (Q.35).	Parents	1347	4.19	1.11						0.054	0.150				
	Other	387	4.13	1.18											
You follow instructions from teachers (Q.36).	Parents	1347	4.44	0.96							0.054	0.381			
	Other	387	4.46	0.96											
You follow instructions from prefects (Q.37).	Parents	1347	3.85	1.33								0.054	0.357		
	Other	387	3.85	1.33											
You use free time in classes to study (Q.38).	Parents	1347	3.84	1.35									0.054	0.062	
	Other	387	3.96	1.33											
You obey teachers in classes (Q.39).	Parents	1347	4.35	1.05										0.054	0.382
	Other	387	4.37	1.12											
You are safe in classes (Q.40).	Parents	1347	4.06	1.35	0.054										0.295

	Other	387	4.10	1.27		
You listen when another learner is talking (Q.41).	Parents	1347	4.27	1.15		0.381
	Other	387	4.25	1.12		
You work with other learners in classes (Q.42).	Parents	1347	4.426	1.09		0.235
	Other	387	4.14	1.17		
You have helped the teacher to set up classroom rules (43).	Parents	1347	3.21	1.49		0.326
	Other	387	3.17	1.50		
You follow rules set up in classroom (Q.44).	Parents	1347	4.18	1.11		0.311
	Other	387	4.14	1.16		

* 1 % level of significance

** 5% level of significance

TABLE 4.6: Differences between respondents concerning the learners who are Christians and those who belong to no religion.

ASPECT	RELIGION	NO.	MEAN	STANDARD DEVIATION	HOTELLING'S T P-VALUE	STUDENT t P-VALUE
You admit when you have made a mistake (Q.30).	No religion	276	4.04	1.29		0.046**
	Christian	1413	3.90	1.25		
You are on time for class (Q.31).	No religion	276	4.16	1.25		0.094
	Christian	1413	4.27	1.15		
You bring books, pens and pencils (Q.32).	No religion	276	4.38	1.12		0.149
	Christian	1413	4.30	1.16		
You control yourself when you are frustrated (Q.33).	No religion	276	4.14	1.20		0.285
	Christian	1413	4.10	1.25		
You study on your own (Q.34).	No religion	276	4.28	1.15		0.232
	Christian	1413	4.22	1.17		

You take responsibility when you have done something wrong (Q.35).	No religion	276	4.24	1.17		0.167
	Christian	1413	4.17	1.10		
You follow instructions from teachers (Q.36).	No religion	276	4.47	0.95		0.331
	Christian	1413	4.45	0.95		
You follow instructions from prefects (Q.37)	No religion	276	3.82	0.95		0.241
	Christian	1413	3.88	1.30		
You use free time in class to study (Q.38).	No religion	276	3.82	1.38		0.231
	Christian	1413	3.88	1.34		
You obey teachers in class (Q.39).	No religion	276	4.42	1.08		0.154
	Christian	1413	4.35	1.05		
You are safe in class (Q.40).	No religion	276	4.04	1.42	0.320	0.317
	Christian	1413	4.08	1.31		
You listen when another learner is talking (41).	No religion	276	4.35	1.07		0.092
	Christian	1413	4.26	1.15		
You work with other learners in class (Q.42).	No religion	276	4.17	1.17		0.136
	Christian	1413	4.26	1.09		
You have helped the teacher to set up class rules (Q.43).	No religion	276	3.04	1.48		0.020**
	Christian	1413	3.24	1.49		
You follow rules set up in class (Q.44).	No religion	276	4.18	1.14		0.470
	Christian	1413	4.17	1.11		

* 1% level of significance

** 5% level of significance

4.7.5. Differences between respondents according to age concerning learners perception of discipline

According to Table 4.2 (c), (d), (e) and Table 4.7, HoM is rejected in favour of HaM on the 1% level of significance ($P=0.000$). This implies that there is a statistically significant difference among the three age groups (13-16), (17-19) and (20+) in terms of their perceptions of discipline. A statistical significant multivariate difference thus exists between the three groups.

On the univariate level, the deduction can be made that there is a statistically significant difference between the different age groups concerning the aspect "you follow instructions from teachers" (Q.36)($P=0.009$), "you work with other learners in class" (Q.42)($P=0.000$) on the 1% level of significance. This derivation is made in view of the fact that HoA is rejected in favour of the alternate hypothesis HaA on the 1% level of significance.

Further, HoA is rejected in favour of HaA on a 5% level of significance for "you are on time for class"(Q.31)($P=0.028$). This shows that the respondents of different ages differ statistically significantly in terms of their perception of discipline.

The post hoc Scheffé/Dunnett test, comparing 13-16 year olds to 17-19 year olds, 13-16 year olds to 20+ year olds shows that HoS is rejected in favour of HaS1 on the 1% level of significance for "you work with other learners in class"(Q.42)(13-16 vs 17-19)($P=0.007$) and (13-16 vs. 20+)($P=0.000$).

TABLE 4.7: Differences between respondents of different ages concerning the learners' perception of discipline.

ASPECT	AGE	NO	MEAN	MANOVA P. VALUE	ANOVA P. VALUE	SCHEFFÉ/ DUNNETT
You admit when you have made a mistake (Q.30).	13-16....a	482	3.86		0.511	a vs. b: 0.555
	17-19....b	897	3.94			a vs. c: 0.660
	20+.....c	347	3.94			b vs. c: 0.999

ASPECT	AGE	NO	MEAN	MANOVA P. VALUE	ANOVA P. VALUE	SCHEFFE/ DUNNETT
You are on time for class (Q.31).	13-16....a	482	4.36			a vs. b: 0.102
	17-18....b	897	4.22			a vs. c: 0.038**
	20+.....c	347	4.16			b vs. c: 0.693
You bring books, pens and pencils (Q.32).	13-16....a	482	4.33		0.028*	a vs. b: 0.988
	17-19....b	897	4.32			a vs. c: 0.815
	20+.....c	347	4.27			b vs. c: 0.849
You control yourself when you feeling frustrated (Q.33).	13-16....a	482	4.15		0.798	a vs. b: 0.768
	17-19....b	897	4.10			a vs. c: 0.225
	20+.....c	347	4.01			b vs. c: 0.444
You study on your own (Q.34).	13-16....a	482	4.28		0.221	a vs. b: 0.754
	17-19....b	897	4.23			a vs. c: 0.379
	20+.....c	347	4.16			b vs. c: 0.636
You take responsibility when you have done something wrong (Q.35).	13-16....a	482	4.10	0.000*	0.346	a vs. b: 0.289
	17-19....b	897	4.20			a vs. c: 0.187
	20+.....c	347	4.24			b vs. c: 0.919
You follow instructions from teachers (Q.36).	13-16....a	482	4.51		0.144	a vs. b: 0.579
	17-19....b	897	4.47			a vs. c: 0.019**
	20+.....c	347	4.31			b vs. c: 0.034**
You follow instructions from prefects (Q.37).	13-16....a	482	3.81		0.009**	a vs. b: 0.765
	17-19....b	897	3.86			a vs. c: 0.411
	20+.....c	347	3.93			b vs. c: 0.708
You use free time in class to study (Q.38).	13-16....a	484	3.81		0.411	a vs. b: 0.722
	17-19....b	897	3.87			a vs. c: 0.213
	20+.....c	347	3.97			b vs. c: 0.464
You obey teachers in class (Q.39)	13-16....a	482	4.37	0.568	0.211	a vs. b: 0.993
	17-19....b	897	4.37			a vs. c: 0.703
	20+.....c	347	4.30			b vs. c: 0.581

ASPECT	AGE	NO	MEAN	MANOVA P. VALUE	ANOVA P. VALUE	SCHEFFE/ DUNNETT
You are safe in class (Q.40)	13-16....a	482	4.13	0.304		a vs. b: 0.698
	17-19....b	897	4.07			a vs. c: 0.304
	20+.....c	347	3.99			b vs. c: 0.631
You listen when another learner is talking (Q.41)	13-16....a	482	4.28	0.573		a vs. b: 0.999
	17-19....b	897	4.28			a vs. c: 0.560
	20+.....c	347	4.21			b vs. c: 0.615
You work with other learners in class (Q.42)	13-16....a	482	4.40	0.000**		a vs. b: 0.007*
	17-19....b	897	4.23			a vs. c: 0.000*
	20+.....c	347	4.04			b vs. c: 0.043**
You have helped the teacher to set up class rules (Q.43)	13-16....a	482	3.25	0.088		a vs. b: 0.324
	17-19....b	897	3.12			a vs. c: 0.838
	20+.....c	347	3.31			b vs. c: 0.135
You follow rules set up in class (Q.44)	13-16....a	482	4.17	0.999		a vs. b: 0.999
	17-19....b	897	4.17			a vs. c: 0.999
	20+.....c	347	4.17			b vs. c: 0.000*

* 1% level of significance

** 5% level of significance

This indicates that those respondents who are 13-16 years old rate the aspect "you work with other learners in class" (Q.42) higher than 17-19 years old and those who are 13-16 years old view this aspect as more important than those who are 20+ years old.

HoS is also rejected in favour of HaS1 on the 5% level of significance for "you are on time for class" (Q.31)(13-16 vs. 20+)(P=0.038), "you follow instructions from teachers" (Q.36)(13-16 vs. 20+)(P=0.019) and (17-19 vs. 20+)(P=0.034) and "you work with other learners in class" (Q.42)(17-19 vs. 20+)(P=0.043). This again indicates that younger respondents rate "you are on time for class" higher than older respondents. 13-16 year olds rate "you are on time for class" (Q.31) higher than 20+ year olds. 13-16 year olds again rate "you follow instructions from teachers" higher than 20+ year

olds. 17-19 year olds view “you work with other learners in class” (Q.42) as more important than 20+ year olds.

Generally, it does not seem that there is a significant difference in the perception of the learners of different ages concerning the secondary school learners’ perception of discipline.

4.7.6. Differences between respondents according to grades (9, 10, 11, 12) concerning the secondary school learners’ perception of discipline

According to Table 4.2 (c) and Table 4.8, there is a statistically significant difference among learners from different grades on the multivariate level on the secondary school learners’ perception of discipline. HoM is rejected in favour of HaM on a 1% level of significance ($P=0.000$).

On the univariate level, HoA is rejected in favour of HaA on the 1% level of significance concerning “you are on time for class” (Q.31)($P=0.000$), “you take responsibility when you have done something wrong” (Q.35)($P=0.000$), “you listen when another learner is talking” (Q.40)($P=0.000$), and “ you have helped the teacher to set up class rules” (Q.43)($P=0.000$). This implies that the respondents of different grades differ statistically significantly concerning the learners’ perception of discipline.

TABLE 4.8: Differences between respondents concerning the learners who are doing different grades (9, 10, 11, 12) concerning learners’ perception of discipline

ASPECT	GRADE	N0.	MEAN	MANOVA P-VALUE	ANOVA P-VALUE	SCHEFFE/DUNNETT
You admit when you have made a mistake (Q.30).	9.....a	444	3.88		0.330	a vs. b: 0.776
	10.....b	131	3.75			a vs. c: 0.852
	11.....c	705	3.95			a vs. d: 0.883
	12.....d	454	3.95			b vs. c: 0.428 b vs. d: 0.484 c vs. d: 1.000
You are on time for class (Q.31).	9.....a	444	4.32		0.000*	a vs. b:0.000*

ASPECT	GRADE	N0.	MEAN	MANOVA P-VALUE	ANOVA P-VALUE	SCHEFFE/ DUNNETT
	10.....b	131	4.66			a vs. c: 0.440
	11.....c	705	4.21			a vs. d: 0.074
	12.....d	454	4.12			b vs. c: 0.000*
						b vs. d: 0.000*
You bring books, pens and pencils (Q.32).	9.....a	444	4.24	0.000*	0.321	c vs. d: 0.659
	10.....b	131	4.22			a vs. b: 0.999
	11.....c	705	4.33			a vs. c: 0.664
	12.....d	454	4.36			a vs. d: 0.473
You control yourself when you are frustrated (Q.33).	9.....a	444	4.07		0.786	b vs. c: 0.611
	10.....b	131	4.19			b vs. d: 0.675
	11.....c	705	4.10			c vs. d: 0.970
	12.....d	454	4.08			a vs. b: 0.802
You study on your own (Q.34).	9.....a	444	4.28		0.184	a vs. c: 0.979
	10.....b	131	4.35			a vs. d: 0.999
	11.....c	705	4.22			b vs. c: 0.900
	12.....d	454	4.14			b vs. d: 0.853
You take responsibility when have done something wrong (Q.35).	9.....a	444	4.00		0.000*	c vs. d: 0.996
	10.....b	131	4.05			a vs. b: 0.972
	11.....c	705	4.24			a vs. c: 0.006*
	12.....d	454	4.30			a vs. d: 0.001*
You follow instructions from teachers	9.....a	444	4.48		0.334	b vs. c: 0.395
						b vs. d: 0.177
						c vs. d: 0.833
						a vs. b: 1.000

ASPECT	GRADE	N0.	MEAN	MANOVA P-VALUE	ANOVA P-VALUE	SCHEFFE/ DUNNETT
(Q.36).	10.....b	131	4.49			a vs. c: 0.998
	11.....c	705	4.47			a vs. d: 0.478
	12.....d	454	4.38			b vs. c: 0.996
						b vs. d: 0.709
						c vs. d: 0.501
You follow instructions from prefects (Q.37).	9.....a	444	3.93		0.150	a vs. b: 0.418
	10.....b	131	3.71			a vs. c: 0.975
	11.....c	705	3.90			a vs. d: 0.372
	12.....d	454	3.78			b vs. c: 0.544
						b vs. d: 0.970
						c vs. d: 0.525
You use free time in class to study (Q.38)	9.....a	444	3.93		0.230	a vs. b: 0.863
	10.....b	131	4.05			a vs. c: 0.600
	11.....c	705	3.82			a vs. d: 0.819
	12.....d	454	3.84	0.000*		b vs. c: 0.371
						b vs.: 0.516
						c vs. d: 0.992
You obey teachers in class (Q.39).	9.....a	444	4.24		0.016**	a vs. b: 0.999
	10.....b	131	4.25			a vs. c: 0.078
	11.....c	705	4.40			a vs. d: 0.069
	12.....d	454	4.43			b vs. c: 0.516
						b vs. d: 0.437
						c vs. d: 0.991
You are safe in class (Q.40).	9.....a	444	4.13		0.000*	a vs. b: 0.316
	10.....b	131	4.37			a vs. c: 0.996
	11.....c	705	4.11			a vs. d: 0.034**
	12.....d	454	3.87			b vs. c: 0.021**
						b vs. d: 0.000*
						c vs. d: 0.032**
You listen when another learner is	9.....a	444	4.29		0.650	a vs. b: 0.874

ASPECT	GRADE	N0.	MEAN	MANOVA P-VALUE	ANOVA P-VALUE	SCHEFFE/ DUNNETT
talking (Q.41).	10.....b	131	4.19			a vs. c: 0.919
	11.....c	705	4.24			a vs. d: 0.997
	12.....d	454	4.30			b vs. c: 0.981 b vs. d: 0.804 c vs. d: 0.814
You work with other learners in class (Q.42)	9.....a	444	4.13		0.060	a vs. b: 0.776
	10.....b	131	4.37			a vs. c: 0.538
	11.....c	705	4.11			a vs. d: 0.364
	12.....d	454	3.87			b vs. c: 0.238 b vs. d: 0.160 c vs. d: 0.970
You have helped the class teacher to set up class rules (Q.43).	9.....a	444	3.40		0.000*	a vs. b: 0.076
	10.....b	131	3.79			a vs. c: 0.157
	11.....c	705	3.20			a vs. d: 0.000*
	12.....d	454	2.83			b vs. c: 0.000* b vs. d: 0.000* c vs. d: 0.000*
You follow rules set up in class (Q.44).	9.....a	444	4.22	0.000**	0.194	a vs. b: 0.992
	10.....b	131	4.18			a vs. c: 0.994
	11.....c	705	4.20			a vs. d: 0.286
	12.....d	454	4.07			b vs. c: 0.999 b vs. d: 0.805 c vs. d: 0.325

* 1% level of significance

** 5% level of significance

HaA is also rejected in favour of HoA on a 5% level of significance concerning the aspect "you obey teachers in class" (Q.39)(P=0.016).

The post hoc Scheffé/Dunnett test shows that HoS is rejected in favour of HaS1 on the 1% of significance for "you are on time for class" (Q.31)(P=0.000)(grade 0 vs. 11) and (P=0.000)(grade 10

vs. 12) and “you have helped the class teacher to set up class rules” (Q.43)($P=0.000$)(grade 9 vs. 12) and ($P=0.000$)(grade 10 vs. 11), ($P=0.000$)(grade 10 vs. 12) and ($P=0.000$)(grade 11 vs. 12).

HoS is further rejected in favour of HaS1 on the 5% level of significance for “you are safe in class” (Q.40)($P=0.034$)(grade 9 vs. 12), ($P=0.021$)(grade 10 vs. 11) and ($P=0.032$)(grade 11 vs. 12). This indicates that learners who are doing grade 10 view “you are on time for class (Q.31) as more important than grades 11 and 12, grade 9 rate “you have helped the class teacher to set up class rules” higher than grade 12 and grade 10 rate this aspect higher than grades 11 and 12. Grade 9 also rates “you have helped the class teacher to set up class rules” (Q.43) higher than grade 12 and grade 11 rate this aspect higher than grade 12. Grade 9 rate “you are safe in class” (Q.40) higher than 12, grade 10 view the same aspect as more important than grade 11 and grade 11 view it as more important than grade 12.

HoS is rejected in favour of HaS2 on the 1% level of significance for “you are on time for class” (Q.31)($P=0.000$)(grade 9 vs. 10) and “you take responsibility when you have done something wrong” (Q.35)($P=0.006$)(grade 9 vs. 11) and ($P=0.001$)(grade 9 vs. 12). This indicates that learners who are doing grade 9 rate “you are on time for class” (Q.31) lower than grade 10 and learners in grade 9 rate “you take responsibility when you have done something wrong” (Q.35) lower than grades 11 and 12.

Generally, it does not seem that there is a significant difference in the perception of learners of different grades concerning the secondary school learners’ perception of discipline. This is derived from the fact that for most items there is no statistically significant difference among different grades.

4.7.7. Differences between respondents according to vernacular (mother tongue) concerning the secondary school learners’ perception of discipline

According to Table 4.2(c), (d), (e) and Table 4.9, HoM is rejected in favour of HaM on a 1% level of significance ($P=0.000$). This indicates that there is a statistically significant difference among the five groups of secondary school learners (North Soho, South Soho, Tswana, Xhosa, and Zulu) in terms of their perceptions of discipline.

ASPECT	VERNACULAR	N0.	MEAN	MANOVA P-VALUE	ANOVA P-VALUE	SCHEFFE/ DUNNETT
You obey teachers in class (Q.39).	Northern Sotho.....a	303	4.43	0.000*	0.095	a vs. b: 1.000
	South Sotho.....b	130	4.49			a vs. c: 1.000
	Tswana.....c	163	4.47			a vs. d: 0.370
	Xhosa.....d	257	4.24			a vs. e: 0.997
	Zulu.....e	654	4.38			b vs. c: 1.000
						b vs. d: 0.252
						b vs. e: 0.928
						c vs. d: 0.326
						c vs. e: 0.978
						d vs. e: 0.662
You are safe in class (Q.40).	Northern Sotho.....a	303	4.20	0.083	0.083	a vs. b: 0.847
	South Sotho.....b	130	4.03			a vs. c: 0.926
	Tswana.....c	163	4.07			a vs. d: 0.090
	Xhosa.....d	257	4.87			a vs. e: 0.789
	Zulu.....e	654	4.07			b vs. c: 0.999
						b vs. d: 0.880
						b vs. e: 0.998
						c vs. d: 0.696
						c vs. e: 1.000
						d vs. e: 0.387
You listen when another learner is talking (Q.41).	Northern Sotho.....a	303	4.32	0.019**	0.019**	a vs. b: 0.746
	South Sotho.....b	130	4.49			a vs. c: 0.997
	Tswana.....c	163	4.40			a vs. d: 0.426
	Xhosa.....d	257	4.12			a vs. e: 1.000
	Zulu.....e	654	4.32			b vs. c: 0.996
						b vs. d: 0.021
						b vs. e: 0.604
						c vs. d: 1.109
						c vs. e: 0.991
						d vs. e: 0.223
You have helped the	Northern Sotho.....a	303	4.45		0.000*	a vs.: 0.997

ASPECT	VERNACULAR	N0.	MEAN	MANOVA P-VALUE	ANOVA P-VALUE	SCHEFFE/ DUNNETT
teacher to set up class rules (Q.42).	South Sotho.....b	130	4.52		0.043*	a vs. c: 0.997
	Tswana.....c	163	4.37			a vs. d: 0.001*
	Xhosa.....d	257	4.06			a vs. e: 0.001*
	Zulu.....e	654	4.16			b vs. c: 0.865 b vs. d: 0.001* b vs. e: 0.002* c vs. d: 0.035** c vs. e: 0.129 d vs. e: 0.951
You have helped the teacher to set up class rules (Q.43).	Northern Sotho.....a	303	3.30		0.092	a vs. b: 0.189
	South Sotho.....b	130	2.91			a vs. c: 0.929
	Tswana.....c	163	3.13			a vs. d: 1.000
	Xhosa.....d	257	3.35			a vs. e: 0.858
	Zulu.....e	654	3.16			b vs. c: 0.925 b vs. d: 0.088 b vs. e: 0.636 c vs. d: 0.766 c vs. e: 1.000 d vs. e: 0.565
You follow rules set up in class (Q.44)	Northern Sotho.....a	303	4.30			a vs. b: 0.000*
	South Sotho.....b	130	4.32			a vs. c: 0.744
	Tswana.....c	163	4.15			a vs. d: 0.302
	Xhosa.....d	257	4.09			a vs. e: 0.407
	Zulu.....e	654	4.14			b vs. c: 0.780 b vs. d: 0.447 b vs. e: 0.601 c vs. d: 0.992 c vs. e: 1.000 d vs. e: 0.980

* 1% level of significance

** 5% level of significance

This implies that the respondents of different vernacular differ statistically significantly in terms of the secondary school learner' perception of discipline.

HoA is rejected in favour of HaA on a 5% level of significance ($P=0.019$) concerning the aspect "you listen when another learner is talking in class" (Q.41) and "you have helped the teacher to set up class rules" (Q.43)($P=0.043$). This again shows that learners of different vernacular differ statistically significantly in terms of the secondary school learners' perception of discipline.

The post hoc Scheffe'/Dunnet test comparing Northern Sotho, South Sotho, Tswana, Xhosa and Zulu, shows that HoS is rejected in favour of HaS1 on the 1% level of significance for "you work with other learners in class" (Q.42)($P=0.001$)(Northern Sotho vs. Xhosa) and ($P=0.001$)(Northern Sotho vs. Zulu), ($P=0.001$)(South Sotho vs. Xhosa) and ($P=0.002$)(South Sotho vs. Zulu). HoS is rejected in favour of HaS1 on the 5% level of significance for "you follow instructions from teachers" (Q.36)($P=0.017$) (South Sotho vs. Xhosa), for "you listen when another learner is talking" (item Q.41)($P=0.021$)(South Sotho vs. Xhosa), and "you work with other learners in class" (Q.42)(Tswana vs. Xhosa)($P=0.035$).

The indication is that Northern Sotho and South Sotho respondents rate these aspects significantly higher than Xhosa and Zulu.

Generally, it does not seem that there is a difference in perception of learners of different vernacular concerning the secondary school learners' perception of discipline. This is derived from the fact that the actual differences between the averages are relatively small.

4.7.8. Differences between the perceptions of discipline of secondary school learners from different primary school settings (rural, urban and rural and urban)

According to Table 4.2(c), (d), (e) and Table 4.10, HoM is rejected in favour of HaM on the 1% level of significance ($P=0.002$). A statistical multivariate difference thus exists between the three groups taken together in terms of the secondary school learners' perception of discipline.

On the univariate level, HoA is rejected in favour of HaA on a 1% level of significance for the aspect “you study on your own” (Q.33)(P=0.007), “you have helped the teacher to set up class rules” (Q.43)(P=0.004) and on the 5% level of significance for the aspects “you bring books, pens and pencils” (Q.32)(P=0.018) and “you use free time in class to study” (Q.38)(P=0.019).

The post hoc Scheffé/Dunnett test indicates HoS is rejected in favour of HaS1 on a 1% level of significance for aspects “you study on your own” (Q.34)(P=0.010)(Urban vs. Urban & Rural) and “you have helped the teacher to set up class rules” (Q.43)(P=0.003)(Urban vs. Rural). This implies that respondents who attended primary school in urban areas only rate “you study on your own” (Q.34) and “you have helped the teacher to set up class rules” (Q.43) higher than learners who attended primary schools in rural areas only both urban and rural areas.

TABLE 4.10: Difference between respondents concerning the learners who attended primary education in urban, rural and both urban and rural areas concerning learners' perception of discipline

ASPECT	AREA	NO.	MEAN	MANOVA P-VALUE	ANOVA P-VALUE	SCHEFFÉ/ DUNNETT
You admit when you made a mistake (Q.30).	Urban.....a	957	3.97		0.069	a vs. b: 0.553
	Rural.....b	492	3.89			a vs. c: 0.078
	Urban & rural....c	249	3.77			b vs. c: 0.434
You are on time for class (Q.31).	Urban.....a	957	4.23		0.619	a vs.: 0.685
	Rural.....b	492	4.29			a vs. c: 0.979
	Urban & rural....c	249	4.22			b vs. c: 0.721
You bring books, pens and pencils (Q.32).	Urban.....a	957	4.36		0.018**	a vs. b: 0.457
	Rural.....b	492	4.28			a vs. c: 0.036**
	Urban & rural....c	249	4.14			b vs. c: 0.257
You control yourself when you are frustrated (Q.33).	Urban.....a	957	4.14		0.002	a vs. b: 0.771
	Rural.....b	492	4.09			a vs. c: 0.238
	Urban & rural....c	249	3.99			b vs. c: 0.586
You study on your own (Q.34).	Urban.....a	957	4.28	0.002*	0.007	a vs. b: 0.667
	Rural.....b	492	4.22			a vs. c: 0.010*

ASPECT	AREA	NO.	MEAN	MANOVA P-VALUE	ANOVA P-VALUE	SCHEFFE/ DUNNETT
You take responsibility when you have done something wrong (Q.35).	Urban & rural....c	249	4.02		0.122	b vs. c: 0.082
	Urban.....a	957	4.20			a vs. b: 0.996
	Rural.....b	492	4.21			a vs. c: 0.149
You follow instruction from teachers (Q.36).	Urban & rural....c	249	4.05		0.078	b vs. c: 0.181
	Urban.....a	957	4.49			a vs. b: 0.550
	Rural.....b	492	4.43			a vs. c: 0.090
You follow instructions from prefects (Q.37).	Urban & rural....c	249	4.34		0.109	b vs. c: 0.470
	Urban.....a	957	3.82			a vs. b: 0.128
	Rural.....b	492	3.97			a vs. c: 0.000*
You use free time in class to study (Q.38)	Urban & rural....c	249	3.82		0.109	b vs. c: 0.348
	Urban.....a	957	3.85			a vs. b: 0.142
	Rural.....b	492	4.00			a vs. c: 0.364
You obey teachers in class (Q.39).	Urban & rural....c	249	3.72		0.194	b vs. c: 0.023**
	Urban.....a	957	4.38			a vs. b: 0.999
	Rural.....b	492	4.38			a vs. c: 0.222
You are safe in class (Q.40).	Urban & rural....c	249	4.25		0.067	b vs. c: 0.269
	Urban.....a	957	4.00			a vs. b: 0.072
	Rural.....b	492	4.17			a vs. c: 0.629
You listen when another learner is talking (Q.41).	Urban & rural....c	249	4.09		0.705	b vs. c: 0.751
	Urban.....a	957	4.26			a vs. b: 0.788
	Rural.....b	492	4.30			a vs. c: 0.963
You work with other learners in class (Q.42).	Urban & rural....c	249	4.24		0.134	b vs. c: 0.759
	Urban.....a	957	4.29			a vs. b: 0.277
	Rural.....b	492	4.19			a vs. c: 0.285
You have helped the teacher	Urban & rural....c	249	4.16		0.004*	b vs. c: 0.954
	Urban.....a	957	3.10			a vs. b: 0.003*

ASPECT	AREA	NO.	MEAN	MANOVA P-VALUE	ANOVA P-VALUE	SCHEFFE/ DUNNETT	
to set up class rules (Q.43)	Rural.....b	492	3.38			a vs. c: 0.569	
	Urban & rural....c	249	3.22			b vs. c: 0.338	
You follow rules set up in class (Q.44)	Urban.....a	957	4.17			0.130	a vs. b: 0.741
	Rural.....b	492	4.22				a vs. c: 0.281
	Urban & rural....c	957	4.04				b vs. c: 0.133

* 1% level of significance

** 5% level of significance

HoS is further rejected in favour of HaS1 on a 5% level of significance for aspects “you bring books, pens and pencils” (Q.32)(P=0.036)(Urban vs. Urban & Rural) and “you use free time in class to study on your own” (Q.38)(P=0.023)(Rural vs. Urban & Rural). This implies that learners who attended primary schools in urban areas and those who attended primary schools in rural areas only rate “you bring books, pens and pencils” higher than those who attended primary schools in both urban and rural areas and those from rural areas only rate “you use free time in class to study on your own” higher than those from both rural and urban primary schools.

Generally, although statistically significant differences were identified between learners from different primary schools concerning secondary school learners’ perception of discipline, these are not substantial. This derivation is made in view of the fact that the differences are actual small and seemingly is there not a general tendency existing. Learners of all origins seem to regard all these aspects of discipline as equally important.

4.8. CONCLUSION

In this chapter, an analysis and interpretation of the empirical data were undertaken. It can be seen that different groups seem to differ significantly in their perceptions of some different aspects of discipline while they do not differ in others. Hypotheses were set up and multivariate statistics were used to analyse and interpret data. The aim of this dissertation was to investigate the differential analysis of secondary school learners’ perception of discipline from informal and formal settlement areas in Gauteng.

In chapter five, the overview, critical evaluation, recommendations, important findings and summary will be given.





OVERVIEW, IMPORTANT FINDINGS AND RECOMMENDATIONS

5.1. INTRODUCTION

Chapter five looks at the initial objectives of the study and determines whether they have been met. In this chapter it is necessary to recapture the salient points of this dissertation under the following headings:

- Overview
- Important findings
- Critical evaluation of the research
- Recommendations and possible future research

UNIVERSITY
OF
JOHANNESBURG

5.2 OVERVIEW

Chapter one introduced the research topic and motivated the need to research the secondary school learners' perception of discipline and its role in the culture of teaching and learning. The widespread discipline problem in schools, poor matric results in township and informal settlement schools rendered this a necessary research. This could imply the collapse of the culture of teaching and learning. The problem statement clarified the problem to be studied. The concepts in the research topic were clarified and the outline of the study was given to explain the structure of the dissertation. The aim of this research was to obtain the secondary school learners' perceptions of various aspects of discipline.

In chapter two, a literature review in respect of various aspects of discipline was undertaken in order to obtain more information on the problem stated. The importance of maintaining authority and discipline in the class was stressed and the important aspects of discipline were identified and discussed.

In chapter three, an empirical study was discussed and the aspects of discipline were used to develop a research instrument. This chapter described the research design and the plan of the study.

In chapter four, the analysis and interpretation of empirical data was discussed. The results of the application of the hypotheses testing were given in this chapter.

In this chapter, an overview, the important research findings, critical evaluation, recommendations and possible future research will be discussed.

5.3. IMPORTANT FINDINGS

The aim of this study was to investigate the secondary school learners' perception of discipline. An analysis of the results of the research reveals the following:

5.3.1. Gender

An analysis of the empirical data indicated that there is a statistically significant difference between female and male respondents concerning the secondary school learners' perception of discipline. Female respondents in comparison to male respondents regard "you admit when you have made a mistake" (Q.30), "you are in time for class" (Q.31), "you bring books, pens and pencils to class" (Q.32), "you study on your own" (Q.34), "you take responsibility when you have done something wrong" (Q.35), "you follow instructions from prefects" (Q.37), "you use free time in class to study" (Q.38), "you obey teachers in class" (Q.39), "you are safe in class" (Q.40), "you work with other learners in class" (Q.42), "you have helped the teacher to set up class rules" (Q.43) and "you follow rules set up in class" (Q.44) as more important aspects of discipline (see Table 4.3). Although these were significant differences, the actual differences between the two gender groups were rather small. Both gender groups regard these aspects of discipline as important with averages being more than 3.08 on a five-point scale.

5.3.2. In which language are you mostly taught?

According to the data analysis undertaken, there is statistically significant difference between secondary school learners who are taught in English and those who are taught in other languages in their perceptions of discipline. Secondary school learners who are taught in other languages regard “you admit when you have made a mistake” (Q.30), “you take responsibility when you have done something wrong” (Q.35), “you follow instructions from teachers” (Q.37), “you use free time in class to study” (Q.38) and “you follow rules set up in class” (Q. 44)(See Table 4.4) as significant in their perception of discipline.

5.3.3. Who is currently taking care of you?

According to the data analysis, it is clear that there is no statistically significant difference between the secondary school learners who are taken care of by their parents and those who are taken care of by other people with regard to their perceptions of discipline (See Table 4.5).

5.3.4. Religion

According to the data analysis, it is clear that a statistically significant difference does not exist between secondary school learners who are Christians and those who do not belong to any religion concerning their perceptions of discipline (See Table 4.6).

5.3.5. Age

According to the data collected, is there a statistically significant multivariate difference between ages 13 to 16, 17 to 19 and 20+ years in their perceptions of discipline. Secondary school learners of different ages perceive certain aspects of discipline differently. Learners who are 13 to 16 years indicated that “you work with other learners in class” (Q.42), and “you are on time for class” (Q.31) are important in their perception of discipline compared to other ages while the 17 to 19 year olds view “you work with other learners in class” (Q.42) as important in their perceptions of discipline.

Generally, it seemed that there is no statistically significant difference in the secondary school learners of different ages concerning their perceptions of different aspects of discipline (see Table 4.7).

5.3.6. Grades

An analysis of empirical data indicated that there is a statistically significant multivariate difference between secondary school learners of grades 9, 10, 11 and 12 concerning their perceptions of discipline. Grade 9 learners view “you have helped the class teacher to set up class rules” (Q.43), “you are safe in class” (Q.40) as more important aspects of discipline while grade 10 learners view “you are on time for class” (Q.31) as more important aspects of discipline. Grade 11 and 12 learners view “you are safe in class” (Q.40) and “you take responsibility when you have done something wrong” (Q.35) as more important aspects of discipline.

5.3.7. Mother tongue

In comparing language groups of secondary school learners, it was found that there is a statistically significant multivariate difference between learners who are Northern Sotho, Southern Sotho, Tswana, Xhosa and Zulu in their perceptions of discipline. Learners who are Southern Sotho and Northern Sotho consider “you work with other learners in class” (Q.42), “you follow instructions from teachers” (Q.36) and “you listen when another learner is talking” (Q.41) as more important in their perceptions of discipline. The actual differences between the averages were however very small.

5.3.8. Primary school attended

In comparing the areas, where the learner attended primary school, it was evident that there is a statistically significant multivariate difference between learners from rural, urban and those from both rural and urban area setting with regard to their perceptions of discipline. Learners from urban primary schools perceive “you study on your own” (Q.34), “you have helped the class teacher to set up class rules” (Q.43) and “you bring books, pens and pencils to class” (Q.32) as more important aspects of discipline than learners from rural primary schools and those from both rural and urban primary schools. Secondary school learners from rural primary school areas view “you use free time in class to

study on your own" (Q.38) as a more important aspects of discipline. Although the differences were identified, they were rather small.

The overall picture of rank order from data collected showed that secondary school learners perceive discipline as an important factor in the classroom (See Table 4.1 in chapter 4). The averages for all items were very high ranging from 3.86 to 4.45 on a five-point scale. The aspect 'following instructions from parents' (Q.36) was ranked the highest with an average of 4.45. This perhaps, implied that learners have a need to be guided by adults in their acquisition of morality, values and norms (See chapter 2:2.4). This was confirmed by another aspect 'you obey teachers in class' (Q.39), which was ranked the second highest with an average of 4.36. The aspect 'you follow instruction from prefects' (Q.37) was ranked relatively the lowest although also high on a five-point scale. This could imply that learner's question or envy authority from other learners such as prefects.

5.4. CRITICAL EVALUATION OF THE RESEARCH

After completion of the empirical research, valuable data was obtained irrespective of minor limitations that were identified, such as:

- A sample was taken from a relatively few secondary schools in Gauteng but it still yielded significant conclusions. The original planning of the research was to cover several informal and formal settlement secondary schools in Soweto. Due to constraints such as teacher strikes, poor learner attendance during sampling time and financial constraints, a sample was taken from two formal settlement schools and four informal settlement schools. The ideal situation would have been a sample from formal and informal settlement secondary schools from the whole of Soweto or a greater number of schools from the whole of Gauteng.
- Besides the first set of questionnaires from some schools not being collected, the overall return of questionnaires amounted to more than 86% (eightysix percent). This was a good response.
- Distinction into informal and formal settlement schools was difficult as learner attendance to these schools overlaps from both formal and informal settlements.

- The province where the research was conducted is predominantly urban in nature and character. The learners' experience and exposure are limited to the urban environment. Although attempts were made to exploit learners' previous experiences of primary school attendance, this was not enough as the current experience of secondary school attendance predominated. Although the external validity of this research is limited to Gauteng, the findings and results may be valid and can be generalised nationally, as learners throughout South Africa are the same.
- The focal point of this research was discipline in the classroom. Discipline however, is not limited exclusively to the classroom. Many insubordinate acts and discipline problems that disrupt schools take place outside the boundaries of the classroom.

5.5. EDUCATIONAL IMPLICATIONS OF THE RESEARCH

The following educational implications could be extracted from the research:

- This research highlighted that discipline is vitally important for teaching and learning in class to be effective. This confirmed what was cited by Smith & Rivera (1994:2) that discipline is one of the major factors contributing to the lack of the culture of teaching and learning in schools (See chapter 1, 1.1).
- The positive perception of discipline by learners reflects their (learners) need to have say in matters affecting them. Learner discipline is not a concern for teachers and parents alone but for learners as well. Learner involvement will help them to become self-disciplined and responsible.
- It highlighted the need for both learners and teachers to be disciplined for effective functioning of schools. It is impossible to think of effective teaching and learning without considering classroom discipline.

5.6. RECOMMENDATIONS AND POSSIBLE FUTURE RESEARCH

This research has succeeded in answering questions in 1.3 and achieving its objectives in 1.4.

However, in light of the literature survey presented in chapter two and the empirical findings in chapter four, the following are recommendations for possible future research.

- The present study was confined to some parts of Gauteng. It would be interesting to find out whether secondary schools from other parts of Gauteng, rural areas and other provinces would respond in the same way or not.
- This study highlighted a few aspects of discipline, limited to classroom discipline. It is therefore recommended that other aspects of discipline outside the classroom perimeter be investigated.
- Discipline in schools involves many stakeholders such as learners, teachers, parents, the community and the Department of Education. In this study, learners' perception of discipline was investigated. I would recommend that other stakeholders' perceptions such as parents and their attributions of this problem are investigated.

5.7. CONCLUSION

This study highlighted discipline as pivotal in the culture of teaching and learning. The average response of secondary school learners was above 3.86 on a five-point scale. Besides all the limitations of the survey questionnaire and sampling, it became clear that discipline is an important factor in the culture of teaching and learning. This warranted further research on this topic and it implies that discipline, as part of the culture of teaching and learning, must be viewed seriously. It is impossible to think of effective teaching and learning without discipline.

Further research on secondary school learners perceptions as to the attributes of discipline problems in schools, might assist teachers, parents and education authorities to instil the culture of teaching and learning in schools, which seems to diminish.



- BALSON, M 1992: Understanding classroom behaviour. Victoria: Bookset PTY LTD.
- BARON, RA & BYRNE, D 1991: Social Psychology. Boston: Allyn and Bacon.
- BELL, LV 1980: Treating the mentally ill: From colonial times to the present. Praeger.
- BLUESTEIN, J 1988: 21st Century Discipline- teaching students responsibility and self-control. USA: Instructor Book.
- BROWN, DR et al 1994: Student motivation, cognition and learning. Hillsdale: Erlbaum Associates.
- CHARLES, CM 1995: Elementary classroom management. New York: Longman.
- COMBS, AW 1979: Myths in the classroom: Beliefs that hinder progress and their alternatives. New York : Allyn and Bacon.
- COVEY, SR 1992: The seven habits of highly effective people. London: Simon Schuster LTD.
- FROYEN, LA 1985: Classroom management- Empowering teacher leaders. Ohio: Merrill Publishing Company.
- GRABFELDER, KC 1983: Developing and implementing a discipline code in urban high schools. Johannesburg: RAU.
- GUNTER, MA 1990: Instruction: a models approach. Boston: Allyn and Bacon.
- HOLLINGSWORTH, EJ et al 1984: School discipline - Order and autonomy. USA: Paeger Publishers.
- JACOBS, M 1995: Charlie: an unwanted child. Buckingham: England.
- JOHNSON, SD & JOHNSON, VJ 1990: Better discipline - a practical approach. Springfield: Charles and Thomas.
- JONES, EE 1987: Attribution: perceiving the causes of behaviour. Hillsdale: Erlbaum Associates.
- JONES , F et al 1990: Dimensions of thinking and cognitive instruction. Hillsdale: Erlbaum Associates.
- JOUBERT, WA 1979: Foundations of educational research. London: Prentice Hall.
- KERLINGER, F 1986: Foundations of behavioral research. USA: Holt, Rinehart and Winston Inc.

- KIRKPATRICK, JA 1996: Discipline in multicultural primary schools. Johannesburg: RAU.
- LAWSON, B 1991: Pupil discipline and exclusions in schools. London: Longman.
- LELLO, J 1979: Accountability in education. Ward Lock educational.
- MAJOR, RL 1990: Discipline: The most important subject we teach. Boston: University Press of America.
- MASHER, TF 1996: Relationship as an aspect of order and discipline. Johannesburg: RAU.
- MENDLER, AN 1992: What do I do when? How do I achieve discipline with dignity in the classroom? Indiana: Indiana Education Press.
- MTHEMBU, M 1999/2000: Learners' perception of parental involvement in secondary schools. RAU (in process).
- MULDER, JC 1989: Statistical techniques in education. Pretoria: Haum Educational Publishers.
- MUTWA, C 1986: Let not my country die. Pretoria: United Publishers.
- MYBURGH, CPH 2000: Predictors of work ethics of South African adolescents in township schools. Johannesburg: RAU.
- NXUMALO, ZZ 1999/2001: The differential analysis of secondary school learners' perception of discipline in Soweto. Johannesburg: RAU (in process).
- RADEBE, E 1999/2000: Learners' perception of themselves (self-concept). RAU (in process).
- RAMSEY, RD 1994: Administrator's complete school discipline guide: Techniques and materials for creating an environment where kids can learn. Englewood Cliffs.: Prentice hall.
- REDD, WNK 1979: Man education and values. Johannesburg: RAU.
- SAVAGE, TV 1991: Discipline for self-control. New Jersey: Prentice Hall.
- SCHUMACHER, S & McMILLAN, JHQ 1993: Research in education - a conceptual introduction. USA: R.R. Donnelley & Sons Company.
- SHOBA, VS 1997: Quality teaching practices as an aspect of order and discipline: Implication for the management of teacher competence. Johannesburg: RAU.
- SMITH, CJ 1993: Effective classroom management- a teacher's guide. London: Routledge.
- SMITH, DD & RIVERA, DM 1994: Effective discipline. Austin: Library of congress-in-publication.

- SMITH, R 1995: Freedom and discipline. London: Allen and Unwin.
- SPEALMAN, KJ 1970: The teacher and school discipline. Metuchen: Scarecrow Press Inc.
- TURNER, B 1973: Discipline in schools. London: Ward Lock Educational.
- TAUBER, RT 1995: Classroom management- theory and practice. New York: Harcourt Brace College Publishers.
- VAN VUUREN, DJ et al 1991: South Africa in the nineties. Pretoria: HSRC Publishers.
- Wagner, R 1989: Accountability in education: A philosophical enquiry. New York: Routledge.
- WALSH, K 1991: Discipline for character development. Birmingham: R.E.P. Books.
- WHELDALL, K 1992: Discipline in schools- psychological perspectives on the Elton report. London: Routledge.
- WILSON, J 1981: Discipline and moral education. New Jersey: NFER Nelson.
- ZULU, PP 1996: Intentionality as aspect of invitational feedback: Implications for the management of teacher competence. Johannesburg: RAU.





QUESTIONNAIRE

APPENDIX 1

QUESTIONNAIRE

TO WHAT EXTENT DO YOU BELIEVE THAT:

1. You accept yourself as a person?

A lesser extent 1 2 3 4 5 A large extent

2. you do well in your school work?

A lesser extent 1 2 3 4 5 A large extent

2. you find it easy to talk about yourself (e.g. your strengths, disappointments, fears, achievements)?

A lesser extent 1 2 3 4 5 A large extent

4. you are afraid to speak in front of a class

A lesser extent 1 2 3 4 5 A large extent

5. other learners include you in learning activities (e.g. group projects)?

A lesser extent 1 2 3 4 5 A larger extent

6. other learners respect you for your abilities (e.g. sport academic, music etc)?

A lesser extent 1 2 3 4 5 A large extent

7. other people recognise your abilities (give you credit, praise you)?

A lesser extent 1 2 3 4 5 A large extent

8. your fellow learners like you?

A lesser extent 1 2 3 4 5 A large extent

9. your teachers like you?

A lesser extent 1 2 3 4 5 A large extent

10. your parents (or your guardians) like you

A lesser extent 1 2 3 4 5 A large extent

11. you work independently (e.g. on your assignments, for class tests, studying, going to library, etc)?

A lesser extent 1 2 3 4 5 A large extent

TO WHAT EXTENT YOU BELIEVE THAT:

12. you cope in learning situations (e.g. understanding subject matter, paying attention, etc)?
A lesser extent 1 2 3 4 5 A large extent
13. you set academic goals for yourself?
A lesser extent 1 2 3 4 5 A large extent
14. you keep trying until you succeed?
A lesser extent 1 2 3 4 5 A large extent
15. you participate in class discussions(e.g. debates, sharing ideas on a particular topic, etc)
A lesser extent 1 2 3 4 5 A large extent
16. Your parents or guardians give you time to study at home?
A lesser extent 1 2 3 4 5 A large extent
17. Your parents or guardians provide you with space to study at home?
A lesser extent 1 2 3 4 5 A large extent
18. Your parents or guardians discuss your progress at school with you.
A lesser extent 1 2 3 4 5 A large extent
19. your parents or guardian help you with your school work?
~~A lesser extent~~ 1 2 3 4 5 ~~A large extent~~
20. your parents or guardians show interest in your school work (e.g. by encouraging you, by praising you when you get good marks, etc.)?
A lesser extent 1 2 3 4 5 A large extent
21. your parents or guardians attend parents' meetings at school (e.g. official meetings or meetings to discuss your progress)?
A lesser extent 1 2 3 4 5 A large extent
22. your parents or guardians pay required school fees?
A lesser extent 1 2 3 4 5 A large extent
23. your parents or guardians report your absence from school to the school?
A lesser extent 1 2 3 4 5 A large extent
24. your parents or guardians discuss your behaviour with you?
A lesser extent 1 2 3 4 5 A large extent

TO WHAT EXTENT DO YOU BELIEVE THAT:

25. Your parents or guardians teach you to respect other people (e.g. other teachers, friends and fellow students)?

A lesser extent 1 2 3 4 5 A large extent

26. your parents or guardians help you to plan your future (e.g. career guidance, etc.)?

A lesser extent 1 2 3 4 5 A large extent

27. your parents or guardians respect you as you are?

A lesser extent 1 2 3 4 5 A large extent

28. your parents or guardians love and understand you?

A lesser extent 1 2 3 4 5 A large extent

29. Your parents or guardians trust you?

A lesser extent 1 2 3 4 5 A large extent

30. you admit when you have made a mistake in class?

A lesser extent 1 2 3 4 5 A large extent

31. you are on time for class?

A lesser extent 1 2 3 4 5 A large extent

32. you bring books pens and pencils o class?

A lesser extent 1 2 3 4 5 A large extent

33. you control yourself when you are feeling frustrated in class?

A lesser extent 1 2 3 4 5 A large extent

34. you study on your own?

A lesser extent 1 2 3 4 5 A large extent

35. you take responsibility when you have done something wrong?

A lesser extent 1 2 3 4 5 A large extent

36. you follow instructions from teachers in class?

A lesser extent 1 2 3 4 5 A large extent

37. you follow instructions from prefects/monitors?

A lesser extent 1 2 3 4 5 A large extent

38. you use free time in class to do your work?

A lesser extent 1 2 3 4 5 A large extent

TO WHAT EXTENT DO YOU BELIEVE THAT:

39. you obey teachers in class?

A lesser extent 1 2 3 4 5 A large extent

40. you are safe in class?

A lesser extent 1 2 3 4 5 A large extent

41. you listen when another learner is talking in class?

A lesser extent 1 2 3 4 5 A large extent

42. you work with other learners in class?

A lesser extent 1 2 3 4 5 A large extent

43. you have helped the teacher to set up class rules?

A lesser extent 1 2 3 4 5 A large extent

44. you follow rules set up in class?

A lesser extent 1 2 3 4 5 A large extent

45. you are interested in learning activities/classroom activities?

A lesser extent 1 2 3 4 5 A large extent

46. you make an effort to study?

A lesser extent 1 2 3 4 5 A large extent

47. you persist in doing a task, especially when you encounter obstacles?

A lesser extent 1 2 3 4 5 A large extent

48. you seek success in your learning task?

A lesser extent 1 2 3 4 5 A large extent

49. you experience pride in accomplishment of your school task?

A lesser extent 1 2 3 4 5 A large extent

50. you try to avoid failure in your learning task?

A lesser extent 1 2 3 4 5 A large extent

51. you think that you will do well in your exam this year?

A lesser extent 1 2 3 4 5 A large extent

52. you are enthusiastic about new school task?

A lesser extent 1 2 3 4 5 A large extent

53. you study for good grades in the exam or tests?

A lesser extent 1 2 3 4 5 A large extent

TO WHAT EXTENT DO YOU BELIEVE THAT:

54. you participate in classroom activities?
A lesser extent 1 2 3 4 5 A large extent
55. you set long-term goals for yourself?
A lesser extent 1 2 3 4 5 A large extent
56. you are working hard now, to benefit at a later stage?
A lesser extent 1 2 3 4 5 A large extent
57. you work to fulfil your ideals in the future?
A lesser extent 1 2 3 4 5 A large extent
58. you work harder than is expected of you?
A lesser extent 1 2 3 4 5 A large extent
59. you postpone tasks/assignments to be completed today, to tomorrow?
A lesser extent 1 2 3 4 5 A large extent
60. you plan ahead?
A lesser extent 1 2 3 4 5 A large extent
61. you utilize time?
A lesser extent 1 2 3 4 5 A large extent
62. you do things in order of importance?
A lesser extent 1 2 3 4 5 A large extent
63. you set goals for yourself?
A lesser extent 1 2 3 4 5 A large extent
64. you work under pressure?
A lesser extent 1 2 3 4 5 A large extent
65. you have a clear goal for your life?
A lesser extent 1 2 3 4 5 A large extent
66. you organize your homework programme?
A lesser extent 1 2 3 4 5 A large extent
67. you carry out your assignments on time?
A lesser extent 1 2 3 4 5 A large extent