

**THE IMPACT OF ILL-DISCIPLINE ON THE PERFORMANCE OF GRADE NINE
LEARNERS: A CASE OF NGHONYAMA HIGH SCHOOL,
LIMPOPO PROVINCE**

by

MASINGI TINTSWALO MARIA

MINI-DISSERTATION

Submitted in partial fulfilment of the requirements for the degree of

MASTER OF DEVELOPMENT

in the

**FACULTY OF MANAGEMENT AND LAW
(Turfloop Graduate School of Leadership)**

at the

UNIVERSITY OF LIMPOPO

SUPERVISOR: PROF. MLETHOKO

2017

DEDICATION

This is dedicated to all grade nine learners in Limpopo Province. Learners and students should know that:

“Discipline is the mother of success”

DECLARATION

I declare that, **“The Impact of Ill-discipline on the Performance of Grade Nine Learners: A Case of Nghonyama High School in Limpopo Province”** is a title of my mini-dissertation, hereby submitted to the University of Limpopo, for the Master’s degree in the field of Development, has not previously been submitted by me for a degree at this or any other university; it is my work in design and execution, and that all the sources/material contained herein has been duly acknowledged.

Masingi T. M.

Date

ACKNOWLEDGEMENTS

I would like to thank all who made this dissertation possible in one way or another:

- My supervisor, Prof. Mankolo Lethoko, special gratitude for her motivation, inspiration, guidance, constructive criticism, perseverance, patience and constant support.
- My thanks first to the Almighty God, for giving me wisdom, patience, strength, ability to face challenges and good health, enabling me to carry out this research.
- My lovely children, Rejoice, Joy and Glad Masingi for their unconditional love, patience and support throughout my study.
- Circuit manager of Groot Letaba, Mr A. Nkuna, on behalf of Limpopo Department of Education, for their warm hands and open hearts in giving permission to conduct the study.
- Principal, staff, and Grade 9 learners of Nghonyama High School, for accepting to participate in the collection of data.
- Colleagues and friends who offered their assistance in one way or another for me to be able to complete this study.
- My relatives for always expecting the best of me.
- Mrs Ngobeni Naomi and Pastor Ngobeni MB for providing me relevant research books.

ABSTRACT

The purpose of this study was to investigate the impact of ill-discipline on the performance of Grade nine learners at Nghonyama High School. The acts of indiscipline among students, especially at the secondary level of education are universal challenge that many schools face all over the world. A quantitative descriptive research was conducted to determine if there was a relationship between conduct and performance of such learners. Data collection was done through completion of questionnaires. Two groups participated in the study: the first group consisted of fifty Grade nine learners and the second group was composed of ten educators - four members of the School Management Team and six teachers.

The study revealed that learners misbehave at school due to variety of reasons such as, peer pressure, overcrowding, lack of parental support, inability to do the work, poverty, lack of motivation to succeed, disrespect, moral decay, not being engaged in the formulation of rules, rules being not enforced, lack of parental care, unmonitored TV viewing, child-headed families, lack of effective disciplinary measures, poor perception of the aims and principles of schooling and poor home upbringing. The study further revealed that the most common types of ill-discipline in the area of study were vandalism, fighting, absenteeism, indecent dressing, substance abuse, bullying, stealing, smoking, and drinking alcohol. With ill-discipline academic performance is affected. The study equally revealed that the Department of Education is not doing enough to address the issue of infrastructure. For example, overcrowding is still a challenge. In other words, the school environment plays a role in promoting ill-discipline; if classes are overcrowded learners are forced to misbehave. The study recommends that teachers should be encouraged to refer cases of indiscipline to the School Management Team. Principals should also be encouraged to involve all stakeholders in the formulation of school rules. Parents must make sure that school rules are adhered to by all the learners, no matter whose child breaks the rule, and most importantly learners should be encouraged to cooperate well with their educators.

TABLE OF CONTENTS

| | |
|------------------|-----|
| Page | |
| Dedication | i |
| Declaration | ii |
| Acknowledgements | iii |
| Abstract | iv |

CHAPTER 1: ORIENTATION OF THE STUDY

| | |
|---------------------------------------------------|---|
| 1.1. Introduction | 1 |
| 1.2. Research Problem/ Problem of Statement | 3 |
| 1.3. Motivation / Rational for the Study | 4 |
| 1.4. Significance of the Study | 4 |
| 1.5. Aim of the Study | 5 |
| 1.6. Objective of the Study | 5 |
| 1.7. Research Questions | 6 |
| 1.8. Research approach | 6 |
| 1.8.1. Literature study | 6 |
| 1.8.1.1. Definition of discipline | 7 |
| 1.8.1.2. Characteristics of discipline | 7 |
| 1.8.2. Data collection | 9 |
| 1.8.3. Population, sample and sampling techniques | 9 |

| | |
|-----------------------------------------|----|
| 1.8.3.1. Population | 9 |
| 1.8.3.2. Sample and sampling techniques | 9 |
| 1.8.4. Data analysis | 9 |
| 1.8.5. Ethical consideration | 10 |
| 1.9. Chapter outline | 11 |

CHAPTER 2: LITERATURE REVIEW

| | |
|----------------------------------------------|----|
| 2.1. Introduction | 13 |
| 2.2. Definition of discipline | 13 |
| 2.3. Forms of educational discipline | 16 |
| 2.3.1. A Caring admonishment | 16 |
| 2.3.2. General verbal disciplinary steps | 16 |
| 2.3.3. General non-verbal disciplinary steps | 17 |
| 2.3.4. Suspension and expulsion | 17 |
| 2.3.5. Expulsion | 18 |
| 2.4. Theories of educational discipline | 18 |
| 2.4.1. An educative corrective approach | 18 |
| 2.4.2. The psycho-dynamic theory | 19 |
| 2.4.3. Behavioural theory | 20 |
| 2.4.4. Psychosocial theory | 21 |
| 2.4.5. Social learning theory | 21 |
| 2.5. Definition of indiscipline | 24 |
| 2.6. Factors that contribute to indiscipline | 24 |

| | |
|--------------------------------------------------------------------|----|
| 2.6.1. Bullying | 25 |
| 2.6.2. Drug and alcohol abuse | 26 |
| 2.6.3. Violence in society | 26 |
| 2.6.4. The effects of media | 27 |
| 2.6.5. Vandalism | 28 |
| 2.6.6. The curriculum | 28 |
| 2.6.7. Inadequate materials | 29 |
| 2.6.8. Overcrowding | 29 |
| 2.6.9. Academic failure | 29 |
| 2.6.10. Children need for status | 29 |
| 2.6. Parental involvement | 30 |
| 2.7. Impact of learners conduct on grade nine learners performance | 32 |
| 2.9. Summary | 35 |

CHAPTER 3: RESEARCH METHODOLOGY

| | |
|--------------------------------------|----|
| 3.1. Introduction | 36 |
| 3.2. Research Design | 36 |
| 3.3. Case Studies | 37 |
| 3.4. Quantitative Research Approach | 37 |
| 3.5. Research Paradigm | 38 |
| 3.5.1. The phenomenological approach | 38 |
| 3.5.2. Positivist approach | 38 |

| | |
|------------------------------------------|----|
| 3.5.3. The hermeneutics approach | 39 |
| 3.6. Population | 39 |
| 3.7. Sampling | 40 |
| 3.7.1. Kinds of sampling | 41 |
| 3.7.1.1. Probability sampling | 41 |
| 3.7.1.2. Non-probability sampling | 42 |
| 3.8. Data collection | 43 |
| 3.9. Research instruments | 43 |
| 3.9.1. Questionnaire | 44 |
| 3.9.2. Administration of instruments | 44 |
| 3.9.2.1. Administration of questionnaire | 44 |
| 3.10. Data analysis | 45 |
| 3.11. Validity and reliability | 46 |
| 3.11.1. Validity | 46 |
| 3.11.2. Reliability | 46 |
| 3.11.3. Trustworthiness | 46 |
| 3.12. Ethical consideration | 47 |
| 3.13. Summary | 47 |

CHAPTER 4: PRESENTATION AND DATA ANALYSIS

| | |
|---------------------------|----|
| 4. Introduction | 48 |
| 4.1. Findings from Pupils | 48 |

| | |
|------------------------------------------------------------------------------------------------|----|
| 4.1.1. Types of disciplinary problems which frequently occurred | 48 |
| 4.1.2. The causes of indiscipline in school | 49 |
| 4.1.3. Whether the school have rules | 50 |
| 4.1.4. Engaging leaders of learners in the formulation of school rules | 51 |
| 4.1.5. Disciplinary committee | 52 |
| 4.1.6. Representation of learners in the disciplinary committee | 52 |
| 4.1.7. Learners observing rules | 53 |
| 4.2. Factors contributing to indiscipline in school | 54 |
| 4.2.1. Factors in home environment contribute towards indiscipline of grade nine Learners | 55 |
| 4.2.2. Factors in school environment contribute towards indiscipline of grade nine learners | 55 |
| 4.2.3. Others factors that might influence indiscipline of grade nine learners | 56 |
| 4.3. The effectiveness of new disciplinary measure | 57 |
| 4.3.1. The disciplinary measures which are effective | 57 |
| 4.3.2. The most effective disciplinary strategy | 60 |
| 4.3.3. Other strategies which can be effective in promoting discipline at school | 60 |
| 4.3.4. Strength of the disciplinary system | 60 |
| 4.3.5. The weakness of the disciplinary system | 61 |
| 4.4. Intervention strategies to combat indiscipline in Nghonyama | 61 |
| 4.5. Findings from teachers | 65 |
| 4.5.1. Teachers' indications of disciplinary problems in their school | 66 |
| 4.5.2. Causes of indiscipline in school | 66 |

| | |
|------------------------------------------------------------------------------------------------------------------------------|----|
| 4.5.3. Teachers’ response as to whether the school have rules | 67 |
| 4.5.4. Teachers’ response as to whether the school has disciplinary committee | 68 |
| 4.5.5. Representation of learners in the disciplinary committee | 68 |
| 4.5.6. Teachers’ response as to whether the learners observe school rules | 68 |
| 4.6. Teachers’ response on factors that influence indiscipline in the area of the study | 68 |
| 4.6.1. Teachers’ suggested factors in the home environment which contribute towards Ill-discipline of grade nine learners | 69 |
| 4.6.2. Factors in the school environment which contribute towards indiscipline of Grade nine learners | 71 |
| 4.6.3. Any other possible factors that they think might influence indiscipline of grade nine learners at school | 72 |
| 4.6.4. Any other possible factors that they think might influence indiscipline of grade nine learners at school | 72 |
| 4.7. The effectiveness of the new disciplinary measures in the area of the study | 72 |
| 4.7.1. The most effective disciplinary strategy | 74 |
| 4.7.2. Strategies that they think can be effective in promoting discipline | 74 |
| 4.7.3. The strength of the disciplinary system at school | 75 |
| 4.7.4. Weakness of the discipline system | 75 |
| 4.8. Intervention strategies that can be used to combat indiscipline | 75 |
| 4.8.1. Suggestion of improving discipline system at school | 80 |
| 4.9. Summary | 81 |

**CHAPTER 5: SUMMARY OF THE STUDY'S FINDINGS,
CONCLUSION AND RECOMMENDATIONS**

| | |
|-----------------------------------------------------------------------------------------------------------------|----|
| 5.1. Introduction | 82 |
| 5.2. Summary: Findings from learners | 82 |
| 5.2.1. Demographic information | 82 |
| 5.2.2. Objective 1: To assess the cause of indiscipline amongst Grade nine learners in Nghonyama | 83 |
| 5.2.3. Objective 2: To identify factors that influence indiscipline in the area of the study | 83 |
| 5.2.3. Objective 3: To determine the effectiveness of the new disciplinary measures in the area of the study | 83 |
| 5.2.4. Objective 4: To suggest any intervention strategies that can be used to combat indiscipline in Nghonyama | 83 |
| 5.3. Summary: Findings from the teachers | 84 |
| 5.3.1. Objective 1: To assess the cause of indiscipline amongst grade nine learners in Nghonyama High School | 84 |
| 5.3.2. Objective 2: To identify factors that influence indiscipline in the area of the study | 85 |
| 5.3.3. Objective 3: To determine the effectiveness of the new disciplinary measures in the area of the study | 85 |
| 5.3.4. Objective 4: To suggest intervention strategies that can be used to combat indiscipline in Nghonyama | 85 |
| 5.4. Conclusions | 85 |

| | |
|-----------------------------------------------------------------------------------------|-------|
| 5.4.1. Conclusions from learners and teachers | 85 |
| 5.4.1.1. Conclusion on demographic information | 85 |
| 5.4.1.2. Conclusion based on objective 1 | 86 |
| 5.4.1.3. Conclusion based on objective 2 | 86 |
| 5.4.1.4. Conclusion based on objective 3 | 86 |
| 5.4.1.5. Conclusion based on objective 4 | 86 |
| 5.5. Conclusion | 87 |
| 5.6. Recommendations | 87 |
| 5.6.1. Teachers | 87 |
| 5.6.2. Principal | 88 |
| 5.6.3. Parents | 88 |
| 5.6.4. Learners | 88 |
| 5.7. Suggestions for further research | 88 |
| 5.7. Limitations of the Study | 89 |
| References | 90 |
| Annexures: | |
| Annexure 1: List of abbreviations used in the study | xviii |
| Annexure 2: Permission letter to conduct the study | xix |
| Annexure 3: Letter seeking consent from the Department of Education from the researcher | xx |
| Annexure 4: Limpopo Province Department of Education's Letter of approval | xxi |
| Annexure 5: Letter from the editor | xxii |
| Annexure 6: Data collection instrument-questionnaire | xxiii |

LIST OF TABLES

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Table 2.1. Grade 9 learner's progress for the period of 7 years | 33 |
| Table 4.1. Learner response to whether they think disciplinary problems that occurs at their school | 54 |
| Table 4.2. The extent of teachers' agreement or otherwise with the view that indiscipline in school is caused by community influence | 70 |
| Table 4.3. The extent of teachers' agreement or otherwise with the view that indiscipline in school is caused by low income household environment | 71 |
| Table 4.4. The extent of teachers' agreement or disagreement with the view that reprimand is effective disciplinary system | 72 |
| Table 4.5. Extent of teachers' agreement or disagreement with the view that demerit is an effective disciplinary measure | 73 |
| Table 4.6. The Extent of teachers' agreement with the view that detention is effective disciplinary measure | 73 |
| Table 4.7. Extent of teachers' agreement with the view that praise and reward is effective disciplinary measure | 74 |

LIST OF FIGURES

| | |
|------------------------------------------------------------------------------------------------------------------|----|
| Figure 4.1. Types of disciplinary problems in school | 49 |
| Figure 4.2. The causes of indiscipline in school | 50 |
| Figure 4.3. Availability of school rules | 51 |
| Figure 4.4. Learner's response on whether the school has disciplinary committee | 52 |
| Figure 4.5. Learners' response to the question of whether learners are represented in the disciplinary committee | 53 |
| Figure 4.6. Factors in school the environment that contribute towards indiscipline of Grade 9 learners | 55 |
| Figure 4.7. Other factors influencing indiscipline of Grade 9 learners | 56 |
| Figure 4.8. Reprimand as an effective disciplinary measure | 57 |
| Figure 4.9. Demerit as an effective disciplinary measure | 58 |
| Figure 4.10. Detention as an effective disciplinary measure | 58 |
| Figure 4.11. Praise and reward as an effective disciplinary measure | 59 |
| Figure 4.12. Mentorship as an intervention strategy to combat indiscipline | 61 |
| Figure 4.13. Suspension as an intervention strategy to combat indiscipline | 62 |
| Figure 4.14. Public confess as an intervention strategy to combat indiscipline | 63 |
| Figure 4.15. Motivation as an intervention strategy to combat indiscipline | 64 |
| Figure 4.16. Parental involvement as an intervention strategy to combat indiscipline | 64 |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| Figure 4.17. Teachers' indications of disciplinary problem in school | 66 |
| Figure 4.18. Teachers' response on whether the school has rules or not | 67 |
| Figure 4.19. Engaging leaders of learners in the formulation of school rules | 68 |
| Figure 4.20. The extent of teachers' agreement or otherwise with the view that indiscipline in the school is caused by peer pressure | 69 |
| Figure 4.21. The extent of teachers' agreement or otherwise with the view that indiscipline in school is caused by socio-economic status | 70 |
| Figure 4.22. The extent of which teacher's agreement or otherwise with the view that mentorship can combat the view that mentorship can combat indiscipline in school | 76 |
| Figure 4.23. The extent of which teachers' agreement or otherwise with the view that suspension can combat indiscipline in school | 77 |
| Figure 4.24. The extent of which teachers agreement or otherwise with the view that public confession can combat indiscipline in school | 78 |
| Figure 4.25. The extent of which teacher's agreement or otherwise with the view that motivation can combat indiscipline in school | 79 |
| Figure 4.26. The extent to which teachers' agreement or otherwise with the view that parental involvement can combat indiscipline in school | 80 |

CHAPTER ONE

OVERVIEW OF THE STUDY

1.1.INTRODUCTION

Indiscipline among learners in schools has for some time been an issue of concern for educators, policy makers and the public at large. The prevalence and gravity of indiscipline in schools is a universal problem (Van Wyk and Lemmer,2009). This situation has not been as worrisome as it is today, more especially in South African High Schools. According to Tungata (2006) and Maphosa (2011), the incidence of disruptive behaviour in South African schools is increasingly becoming a serious challenge for educators.

The indisciplined behaviour among learners is often associated to lack of respect for adults and educators in particular. Garegae (2007) observes that “gone are the days when a black African child showed respect and honour to elderly people regardless of whether they were related or not. Good mannered teenagers in an African setting are indeed history.” There is a need for change in attitude towards indiscipline in schools to restore order and discipline. Evidence indicates that no effective learning and teaching can take place without discipline in a school environment.

The South African government used corporal punishment to maintain discipline at schools. After 1994 the South African government abolished corporal punishment as this was violation of human rights. Corporal punishment was banned through the South African School Act (Act 84 of 1996). Section 12 of the South African Act 108 of 1996 states that everyone has the right not to be treated or punished in a cruel, inhuman, or degrading way”. Parents were empowered through School Governing Body (SGB) to formulate code for conduct for learners at schools. Section 8 and section 20 of the South African Schools Act 84 of 1996 gives mandate to the SGB to decide on matters of school policy and discipline.

Zubaida (2009) identifies various forms of indiscipline among secondary school learners such as truancy, lateness to school, cultism, drug abuse, insulting/assaulting, stealing, rioting and many other antisocial vices. Finn, Fish and Scott (2008) assert that adolescent misbehaviour was indicated by a multiple problems behaviour index derived from five categories of misbehaviour

which are: alcohol consumption, marijuana use, sexual experience, activist protest participation and general deviant behaviours. The respect which educators command among learners had been seriously eroded. This problem has turned into a national issue (Maphosa, 2011).

Indiscipline does not only disturb educators, since many community members as well as different stakeholders and political structures express different views, including religious beliefs, on this matter. IduandOjedapo (2011), Tunor (2002) cited in Ali, Dada, Isaiak and Salmon (2014) assert that acts of indiscipline if allowed to incubate under current favourable conditions by education providers and consumers could hatch a monster that will be difficult to exterminate. Many educators are frustrated because they have to teach under conditions that are unbearable. SandileMotha in Sowetanof October 2015 reported that only four from a total of 14 teachers have returned to the school after the shooting incident in which a pupil shot a schoolmate in full view of others in August 2015. The incident was triggered by a fight over a girlfriend.

Mestry andKhumalo (2012) cited in Senge et al. (2000) argue that today schools globally are in trouble. They assert that indeed, disruptive behaviour in South Africa has been reported widely and is said to include learners armed with dangerous weapons, learner on learner violence, learner on educator violence, vandalism, theft and learner in possession of prohibited substances such as drugs and alcohol. Media coverage shows increasing number of tragic events and violence that takes place within the school yard. For example, according to television news in one of the schools in Johannesburg (Glenvista High School) a learner assaulted a teacher with a broom and chair.

The present study focused on the impact of indiscipline on the performance of grade nine learners at Nghonyama High School. The study area is not excluded from various forms of indiscipline. Indiscipline in the area of study is rather worrisome. A case in point is the recent incident where a learner pasted a sanitary pad on the chalk board while the female teacher was presenting a lesson. The School Governing Body reported that ten grade nine learners were pregnant at Nghonyama High School. Another important revelation is that of a grade nine

learner in the area of the study who threatened to kill the principal because he did not want to be punished over his misbehaviour (Nghonyama High School, 2015).

1.2. PROBLEM STATEMENT

Indiscipline at schools affects the performance of learners. Salifu and Agbenyega (2012) found that school indiscipline reduces teaching contact hours as more time is devoted to managing behaviour rather than on teaching. According to Moye (2015), the problem of indiscipline in schools has persisted over the years. Most educators come to work being demotivated because of the challenges they encounter while presenting lessons. They are expected to be productive in a situation which is not tolerable because of the manner in which learners behave. There is no support from either parent or schools despite the recent policies by government, which encourage the school governing bodies to instil discipline within the schools environment. Moloji (2002) states that learners who have lost the culture of respect and trust towards educators, are often adversely affected by disruptive behaviour or other forms of misconduct.

Mumo (2004) points out that indiscipline in schools affected learners' academic performance and their progress in school. Misbehaviour is associated with lower grades and lower test scores. Ali et al. (2014) asserts that acts of indiscipline occasioned by students' misconduct involving violent and criminal behaviour defeat the goals of education.

According to the present author, who is a teacher at Nghonyama High School, the school is not excluded from the above mentioned challenges. Challenges such as late coming, vandalism, disrespect for educators, alcohol abuse, truancy and other related issues are also adding into indiscipline in the area of study. The study focused on the impact of indiscipline on the performance of grade nine learners in the area of study. The reason for selecting grade nine learners is that most of them do not progress to grade ten due to their disruptive behaviour.

1.3. MOTIVATION/RATIONALE FOR THE STUDY

Although many studies have been conducted regarding indiscipline within the school environment, so far the problem still persists among many learners regarding indiscipline. Indiscipline is a problematic issue to all stakeholders within the education system, since it hinders the productivity of both learners and educators and adversely affects the education system at large. Grade nine learners were chosen because they were the ones who were always having cases of discipline in the area of the study. Furthermore, these students drop out of school when they find out that they have to repeat the grade. Subsequently they engage themselves in criminal activities. The reason for researching this discipline is to try to assist policy makers, learners, parents, educators, schools managers and circuit managers to instil discipline in area of the study so that teaching and learning becomes effective and profitable. Learning and teaching cannot take place in the absence of discipline. In other words, discipline is paramount for any teaching; it is vitally important for peace and harmony to be present in any learning environment: peace between students, teachers and administration. According to Tungata (2006), students in schools affected by unrest find it difficult to perform well, after the unrest. The maintenance of sound discipline, safety, and security in schools follows partnership between parents, learners, the state and educators (Smit,2010).

1.4. SIGNIFICANCE OF THE STUDY

The present researcher believes that the study on the impact of learners conduct on their performance at Nghonyama High School will assist the stakeholders in the following ways:

- The study will assist the School Governing Body (SGB), parents, educators, the School Management Team (SMT) to identify the factors that cause indiscipline amongst grade nine learners at Nghonyama High School.
- It will assist the SGB, SMT, parents and educators, to develop programmes and strategies that can be used to combat indiscipline at Nghonyama High School.
- The study will also add new knowledge on how indiscipline should be managed.
- The study would be useful to the Department of Education (DoE) in ensuring that measures are taken to ensure that the behaviour of learners is monitored in schools.

- The study will assist the Department of Education to try to come with some alternatives to support the existing discipline measures at schools in order to restore the culture of learning and teaching.
- Readers of the study will gain more knowledge on how to instil discipline in schools so that learning and teaching will be effective.
- The study may help policy makers by alerting them to realise that most public schools are utilizing state`s scarce resources inefficiently and ineffectively due to indiscipline.
- The study is significant in that it reveals the causes of high failure rate of grade nine learners and also provides relevant knowledge and understanding of managing educational discipline in schools.

1.5. AIM OF THE STUDY

- The aim of the research study was to investigate the impact of indiscipline on the performance of grade nine learners at Nghonyama High School.

1.6.OBJECTIVES OF THE STUDY

In order to arrive at the set aim the following objectives were formulated as follows:

- To assess the cause of indiscipline amongst grade nine learners in Nghonyama High School.
- To identify factors that influence indiscipline in the area of study.
- To determine the effectiveness of existing disciplinary measures in the area of study.
- To suggest intervention strategies that can be used to combat indiscipline in Nghonyama.

1.7. RESEARCH QUESTIONS

This study was guided by the following questions:

- What are the causes of indiscipline amongst the grade nine learners in the area of the study?
- What are the factors that influence grade nine learners to be indiscipline in the area of the study?
- What are the new disciplinary measures that are used to combat indiscipline in the area of the study?
- What strategies can be used to combat indiscipline?

1.8. RESEARCH APPROACH

The quantitative research approach was chosen for this study. The quantitative research approach is involved with complex experiments with many variables and treatments (Creswell, 2003). It is a structured and formalized research approach with a carefully and accurately defined scope (Regenesys, 2012). It draws its conclusions by measuring the behaviour and characteristics of a sample in a population and attempts to construct a theory or generalization regarding the population as a whole (Sobh and Perry, 2006).

1.8.1. Literature study

Literature study, concerning the impact of indiscipline on the performance of learners was undertaken. Specifically this literature study will focus on

1.8.1.1 Definition of discipline

The concept *discipline* has been defined by various authors from various perspectives. The term *discipline* is defined as the system of rules, punishment, and behavioural strategies appropriate to the regulations of children or adolescence and the maintenance of order in schools (Nyathi, 2010). To support this definition, Milondzo (2013) mentions that discipline is the practice of training people to obey rules or code of behaviour, and pushing them if they refuse to obey the rules. Chepkilot and Kiprop (2011) further state that discipline is educating one to acquire a desired behaviour, keeping a balance between rights and responsibilities resulting in social order and helping to teach self-control. According to Squelch (2000), discipline is a teacher related-activity whereby we seek to lead, guide, direct, manage or confront a learner about behaviour that disrupts the rights of others. Oxford Advanced Learners' Dictionary (2010) defines discipline as training or conditions imposed for the improvement of physical powers and self-control and systematic training in obedience to regulations and authority; the state of improved behaviour resulting from such training or conditions; punishment or chastisement or a system of rules for behaviour, methods of practice. Rooth, Seshoka, Steenkamp & Mahuluhulu (2011) define discipline as a process that uses teaching, modelling, and other appropriate strategies to maintain behaviour necessary to ensure a safe, orderly and productive learning environment by changing unacceptable behaviour.

1.8.1.2. Characteristics of discipline

The aim of discipline is security, and security must be interpreted in its widest context and implies the institution of a secure environment for the individual and the group within which all stakeholders can participate in a harmonious way in the education task. To realise a secure environment, it is essential to create order, lawfulness, balance, protection, a future direction and improvement (Cohen and Seria, 2010). These concepts form the characteristics of discipline within which the education and teaching environment is based. The characteristics of discipline are discussed below:

- Discipline is used to create order.

Education is not effective in an area free of law. Nyathi (2010) mentions that all education management and training must comply with the requirements of the law. The administration of discipline ensures that human activities in the daily process of education are ordered. The wilful and wayward behaviour of each individual is consequently checked by discipline.

- Discipline ensures fairness.

It is essential that the interest of the various participants and interested parties in the education system be fairly protected. Persons having an interest in education are all legal subjects and the bearers of rights and obligations. Competencies of one subject may cause unfairness as moral value impartiality when dealing with competing interest of various legal subjects (Mogale, 2013).

- Discipline protects the learner.

In an orderly environment discipline protects a learner against the unruly and undisciplined behaviour of his fellow learners. It also protects the learner against his own waywardness (Makwena, 2011).

- Discipline is prospective.

Milondzo (2013) contends that both education and training are prospective. He argues that the objective of education is clearly to prepare the learner for integration and development in the adult working society.

- Discipline is directed at correction not retribution.

Discipline is distinguished from basic and purely legal approach which is essentially retribution Goodman (2006) argues that retribution implies punishment which in turn implies the concept of harm and pain. He further states that retribution is aimed at physical being of an offender, whilst correction in the education context is directed primarily at spiritual development.

Lemmer (2007) points out that it is clear that these characteristics of discipline promote the establishment of a secure environment within which diverse human activities can be managed in an orderly fashion, arguing further that these regulatory acts are described as the antic point of

departure of education management. The education manager has to rely on a variety of disciplinary measures to maintain order.

1.8.2. Data collection

Data was collected between 21st May and 30th June, in the second term of the school calendar for 2016. The researcher sought permission from the Department of Education to gain access to Nghonyama High School and permission was granted. This was followed by a visit to the school by the researcher. Questionnaires were administered to the teachers and grade nine learners. Sixteen questionnaires were distributed to teachers but only ten questionnaires were returned within a period of seven days. Learners were given sixty questionnaires only fifty were returned within a period of two weeks.

1.8.3. Population, Sample and Sampling technique

1.8.3.1. Population

Population refers to the entire group from which the sample is drawn. The target population for this study was 208 learners, 9 educators, 5 School Management Team (SMT) members and parents.

1.8.3.2. Sample and sampling techniques.

A sample is a subset of the population. Non-probability and purposive sampling were used to select the participants. Payne (2004) defines sampling as a process of selecting a sub-set of people or social phenomena to be studied, from the larger universe to which they belong, which in the case of probability or representative samples is based on the statistics of probability theory, but can be reduced to simple look-up table to decide how big a sample is needed. The final sample consisted of fifty grade learners and ten teachers.

1.8.4 Data analysis

According to Leedy and Ormrod (2014) data analysis in a case study involves the steps stipulated below:

- i. Organisation of detail about the case – the specific facts about the case are arranged in a logical order.
- ii. Categorization of data – categories are identified to help cluster the data into meaningful groups.
- iii. Interpretation of patterns – specific documents, occurrences, and other bits of data are examined for the specific meaning that they might have in relation to the case.
- iv. Identification of patterns – the data and their interpretations are scrutinized for underlying themes and other patterns that characterize the case more broadly than a single piece of information can reveal.
- v. Synthesis and generalization – conclusions are drawn that may have implication beyond the specific case that has been studied.

In this study data analysis will follow a qualitative research analysis approach for data obtained through the questionnaires.

1.8.5. ETHICAL CONSIDERATIONS

Welman et al. (2005) suggest that in group contacts the session is arranged with permission of the appropriate authorities for example school, university, and so on, so that no respondents has an excuse for not completing the questionnaire. Bless Higson-Smith and Sithole (2013) state:

As human beings all participants have legal and human rights. No research project should in anyway violate these rights when participants are recruited. It is necessary therefore to ensure the participants have the right to know what the study is about, how it will affect them, the risks and benefits of participation, and the fact they have to decline to participate or to discontinue their participation, at any time during the process if they choose to do so.

The researcher will first need a confirmation letter from the University of Limpopo to conduct research in the school. The Circuit manager will then issue a letter to grant the researcher permission to choose participants for the study. Both letters including questionnaires will be taken to the school to openly negotiate and finalize dates for data collection.

All the participants were assured that all data collected was confidential and would only be used for the purposes of the study.

According to Bless et al. (2013) there are four ethical considerations to which the researcher should adhere to:

- **Right to privacy**

The respondents should be assured of their right of their privacy.

- **Informed consent**

The researcher should obtain the necessary permission from the respondents after they are thoroughly and truthfully informed about the purpose of the interview and the investigation.

- **Protection from harm**

The respondents should be given the assurance that they will be indemnified against any physical and emotional harm.

- **Involvement of the researcher**

Researchers should guard against manipulating respondents or treating them as objects or numbers rather than individual human being; they should not use unethical tactics and techniques of interviewing.

1.9 CHAPTER OUTLINE

Chapter one

Chapter one presents an orientation of the study, providing background to problem, purpose of the study, significance and format of the study.

Chapter two

Chapter two deals with the review of the literature and theoretical foundation on school discipline and its impact on the performance of learners.

Chapter three

Chapter three presents the research design and method that have assisted the researcher to collect data and analyse them.

Chapter four

Chapter four presents the research results, analysis and interpretation of the data collected.

Chapter five

This chapter deals with overview, findings, recommendations, limitations and conclusion of the study.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FOUNDATION

2.1. INTRODUCTION

In this chapter, a review of the relevant literature related to discipline in schools will be analysed and discussed in full. Schools exist to promote effective learning amongst their learners. The members of School Management Team are therefore concerned with well-being and discipline of the school. The effectiveness of the school depends on good discipline of learners in the school. For the stakeholders to maintain discipline in schools, they need to understand the concept *discipline* and its implications to teaching and learning. In the next section this concept will be defined, analysed and interpreted.

2.2. DEFINITION OF DISCIPLINE

The word *discipline* has its origin in Latin “disco” meaning to learn, instruction, knowledge and learning communicated to the disciples or learners respectively (Bart, 2008). Discipline refers to the communication of knowledge to the learner. Discipline means that educators must exercise their authority in the best interest of the learner with emphasis on the development of self-discipline, independence and maturity (South African Council of Educators, 2010). Furthermore, discipline can be defined as the practice of training people to obey rules and orders and punishing them if they refuse to obey the rules. Yahaya (2009) states that discipline is to provide a learner with the skill required, and to help a child to be prepared to act as a responsible, effective follower. Nakpodia (2010) defines discipline as a method of modelling character and of teaching self-control and acceptable behaviour. It implies self-control, restraint and respect for self and others.

Papalia, Wendkos-Olds and Duskin-feldmen (2006) define discipline as the business of enforcing simple classroom rules that facilitate learning and minimize disruption. In the classroom, discipline is regarded as a code of conduct that both learners and educators agree upon and cooperate in its enforcement. Discipline can influence the results within the school environment depending upon the situation prevailing within the school setup.

According to Henly(2010), discipline is an educator-directed activity which seeks to lead, guide, direct and manage and confront a student about behaviour that disrupts the aim of learning. It is used as means to direct learners towards self-control and personal accountability. Douglas and Straus (2007) assert that discipline is the practice of care and respect for others and self. He further argues that it is about safe guarding the rights of people who are exposed to uncooperative, aggressive or blocking responses by others.

Joubert, De Waal and Rossouw (2005) allude that discipline defines the limitations of an individual or group of people. They argue that it is the practice of restraint which a person possesses, boundless urges and impulses, which are constantly seeking expression. Henly (2011) asserts that discipline is a mode of life in accordance with laid down rules of the society to which all members must conform, and the violation of which are unacceptable. In similar vein, Salifu and Agbenyenga (2012) allude that discipline is important because it sets a congenial atmosphere needed from teaching and learning.

Egwuonwu (2008) sees discipline as a set of rules and punishment applied in order to keep learners on task, with the ultimate aim of discipline as management and control. Learners' indiscipline involves activities that neglect the principles of order and decency. It incorporates acts such as examination malpractices, lateness to school, loitering in school during school hours, improper dressing, lack of respect to constituted authorities, dishonesty, eating in class, littering the school compound, hooliganism, noise making in class and bullying (Erojikwe, 2007).

The aim of discipline is to help the individual to be well adjusted, happy and useful to his society. Joubert et al. (2005) argue that the aim of discipline is to create a safe and happy learning environment within the school. Discipline at school has two very important goals, namely to create an environment conducive to learning and teaching; to ensure the safety of staff and learners. Milondzo (2013) maintains that school discipline refers to the regulation of children and maintenance of order in schools. However, Charles (2007) states that discipline is sometimes inaccurately conceptualized as being what teachers do when learners misbehave at school or what teachers do to stifle misbehaviour when it occurs and that discipline must rely on elements of fear backed by force to be effective.

Mwamwenda (2004) argues that discipline in schools is important because schools are social institutions which are aimed at developing responsible young learners. Porter (2007) shares the

same view and argues that schools have two main goals, firstly to create an environment conducive to effective learning, and secondly to ensure the safety of learners and teachers. He further highlights that failing to make schools safe and compatible for both teachers and learners could result in serious discipline problems.

The aim of discipline is to enable one to take ownership and to be accountable for one's behaviour (Chepkilot and Kiprop, 2011). According to Rahul (2011), discipline is the ability to continue on a course of action despite distractions and confusion; a method of training your body or mind or of controlling your behaviour or the way you live, or work, or to make yourself believe you are doing the right thing which is commonly accepted by the society at large. To support the stated definition Egwonwu (2008) sees discipline as a set of rules and punishment applied in order to keep learners on task, with the ultimate aim of discipline as management and control.

Azizi (2009) points out that discipline is a fact of life; a normal part of the process of growing and developing and therefore, a normal part of the classroom experience. They argue that all children begin life not knowing any of the life skills of self-control, yet they need to learn them to become independent, responsible, happy and well-adjusted members of society. Discipline is a crucial aspect of educators and learners in classroom lives.

These authors all have similar ideas and yet write from a broad context of differing perspectives. For the purposes of this study, discipline will be referred to as the training of learners, by means of appropriate teaching rules and procedures, in such a way as to promote orderly participation in education which does not violate the rights of others.

Discipline is a very broad concept, however, in this study the researcher considered the kind of discipline being practised in schools to check the excesses of students in order to prevent them from going out of the track and achieving good success in their academic pursuit.

2.3. FORMS OF EDUCATIONAL DISCIPLINE

Ballantine and Hammack (2009) argue that there are various forms of punishment which teachers might use to maintain discipline and enforce school and classroom discipline rules. These vary from mild verbal warning to general verbal disciplinary steps or general non-verbal disciplinary steps. The form of punishment used by the teacher is a matter of personal choice, provided it is carried out within the legal framework.

It is one of the most important requirements in the management of schools that schools need to be saved and disciplined need to be maintained. For successful teaching and learning to take place, it is essential that good discipline exist in every classroom, in particular and in the school as a whole in general. Numerous studies show that good behaviour and academic success go hand in hand. When schools are characterized by proper conduct, regular attendance and respect for teachers, learners are more likely to learn effectively and get better grades (Nyathi, 2010).

The following forms of discipline can be distinguished in the South African education system (Squelch, 2000:3), namely:

2.3.1. A caring admonishment

This form of discipline takes into account the particular background of the child after a relationship of trust has been created with him. This can be either in the form of a general or specific admonishment during formal or informal conversation.

2.3.2. General verbal disciplinary steps

Verbal disciplinary steps comprise the following steps:

- Using a changing tone or voice, voice inflection and tempo of speech;
- The use of interjections such as “hush” and “keep quiet”;
- The use of humour and sarcasm;
- General verbal admonishments, threats and reprimand;
- Reporting a learner to the principal;
- A telephone conversation with the parent of the learner;

- Verbal warning; and
- Written warning.

2.3.3. General non-verbal disciplinary steps.

Under non-verbal disciplinary steps the following steps can be taken against the offenders:

- Isolating the by separating him /her from the rest of the class;
- Forfeiting certain privileges;
- Detention after school hours;
- Temporary suspension from particular school activity;
- Additional work; and
- Making direct eye contact with the offender.

2.3.4 Suspension and expulsion

Suspension is defined as the temporary refusal of admission to a learner to a school or the hostel of the school. Expulsion is the permanent removal of a learner from school or hostel (Mestry and Khumalo, 2012). Oosthuizen (2005) argues that suspension and expulsion as forms of discipline are mainly retributory and the aim of the improvement of behaviour does not feature prominently. He further states that when considering suspension or expulsion, the security of the group of learners is weighed up against the security of the individual offending learner. Section 9 of the South African Schools Act (SASA 1996) determines the procedure that should be followed when a learner is suspended or expelled from public schools.

In terms of the above mentioned Act, the Governing Body of a public school may suspend a learner from attending school at the specific school on the following conditions:

- The learner must be given a fair hearing before being suspended.
- After such a fair hearing the learner may not be suspended for a period of longer than a week.

- The suspension must be regarded as a correctional measure.
- The period of suspension may not exceed one week if a recommendation has been made by the School Governing Body to expel the learner, pending a decision in this regard by the Director General of the relevant Provincial Education Department.

2.3.5. Expulsion

Expulsion refers to the removal/banning of a student from school for an extensive period amount of time due student persistently violating that institution's rules (Skiba, 2006).He argued that some educational authorities have nominated schools in which all expelled students are collected. He further states that the Board of Education will appoint an impartial hearing officer either the community or district to listen to reports about the incident from the school, the student and witnesses, and to make a decision whether or not to expel the student.

2.4. THEORIES OF EDUCATIONAL DISCIPLINE

Since most of the grade learners are at adolescent stage, the researcher has described some of the theories that deal with these youngsters' behaviour. Due to the nature of the study, the following theories would be outlined, namely:

- An educative corrective approach;
- Psychosocial theory;
- Behavioural theory;
- Psycho-dynamic theory; and
- Social learning theory.

2.4.1. An educative, corrective approach

The Department of Education (2009) urges educators to use discipline and to punish proactively and constructively. It is expected that the learners experience an educative, corrective approach where they will learn to exercise self-control, to respect others, and to accept the consequences of their actions. The Department advises educators to adopt alternatives to corporal punishment for effective discipline, such as:

- Present possible alternatives that focuses on positive behaviour;
- Focus on rewarding learners for their effort as well as for good behaviour;
- Discuss rules with learners and reach an agreement on these rules; learners will attempt to keep these rules because they have been consulted in their design;
- Make use of measures that are respectful and dignified as well as physically and verbally non-violent;
- Use disciplinary measures in such a way that the consequences of breaking the rules are directly related to the learners' behaviour;
- Use time-out that is open-ended and managed by the learner, who determines his readiness to gain self-control;
- Implement measures that are based on empathy and an understanding of the individual and his needs, abilities, circumstances, and developmental stage;
- Recognize that children have innate sense of self-discipline, and can be self-regulatory;
- Implement rules that selectively ignore minor misbehaviour, using reflection on an incident through give and take discussions;
- Use measures that regard mistakes as an opportunity to learn-treat the learners with empathy, and give them the opportunity to express healthy remorse; and
- The behaviour, not the learner, must be the focus.

Discipline should be taught as a means of teaching learners to take positive charge of their lives (Charles, 2007). Charles further asserts that good discipline shows learners what they have done wrong; has them assume ownership of the problem that has resulted. Masitsa (2008) comments that discipline is part of an educative order.

2.4.2. The psycho-dynamic theory

Scheuermann and Hall (2008) point out that for psychological health, children and young people must successfully complete a series of developmental stages, each presenting accompanying psychological conflicts. They argue that if any of the developmental stages are not satisfactorily

completed, or the conflicts are not adequately resolved, psychological difficulties, and accompanying behavioural problems may be result.

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

They argue that it is important to provide an environment that is positive, predictable and consistent, and appropriate for each learner's emotional needs. They further state that counselling is advised for students who exhibit high level of challenging behaviour.

2.4.3. Behavioural Theory

According to Sincero(2012), behavioural theory emphasizes the learning of aggressive behaviour within a social context. Theorists advancing this theory argue that aggression can be learned, maintained, and unlearned through the processes of classical and operant conditioning. Aggression tends to be learned in a classically conditioned manner, strengthened and maintained through operant conditioning. According to classical conditioning, if a stimulus for an aggressive response repeatedly occurs at the same time and in the same place as some initially neutral environment stimulus for the conditioned response, in Pavlov's terms, the environment stimulus becomes the conditioned stimulus for the conditioned response of aggression. In operant conditioning, aggression responses are reinforced thereby strengthened and maintained. For instance, the aggressive response might produce some positive pay-off; in this case the aggression is strengthened through the positive reinforcement. It is therefore, confirmed that children can become aggression through both positive and negative reinforcement (Sincero, 2012).

Some adolescents' involvement in aggressive behaviour is rewarded by their pressure group. Deviant adolescents interacting with deviant friends have been found to reinforce each other's talk of rule breaking behaviour. Peer rejection has been labelled as a punishment one gets if one is not abiding by the rules. To be part of the group, adolescents may be involved in aggressive

episodes to their loyal group. This is likely to happen in South Africa, especially in schools (McIntyre, 2010).

In the classroom situation, adolescents behave in an unbecoming manner trying to impress their peers, thus affecting their learning performance negatively.

2.4.4. Psychosocial theory

According to Erikson (1963), psychosocial theory talks about the stage of human development as made up of four stages, namely:

- Infancy;
- Childhood;
- Youth; and
- Adolescence.

Erikson further notes that, stages include as an emphasis on the distinct development task of identity formation of adolescents. In his theory the fourth stage is adolescence, and this theory links with the topic in the sense that during adolescence the child thinks instinctively, i.e., like a robot. It means he cannot be controlled. He argues that in such behaviour the learning performance will be adversely affected, as the learner no longer takes instructions from the educator. Erikson further stated that, in this period between puberty and early adulthood, adolescents engage in self-definition and discover their sexual, occupational and ideological identities in relation with school. The researcher thinks that, this puberty stage affects the child's ability to think properly about valuable things as he is busy analysing himself, and the analysis of oneself is based on the changes encountered by his body and such he focuses more on these changes; as a result, the learning performance declines.

2.4.5. Social Learning Theory

This theory was developed by Albert Bandura (1977). He developed a cognitive oriented social learning theory of aggression that does not depend on internal drives. He argues that anticipated positive consequences are the major cause of aggression. Bandura (1977) points out that these anticipated consequences produce aggressive behaviour. Individuals may acquire a wide variety

of aggressive responses when rewarded for such behaviour (Pahlavan, 2008). He further mentions that providing reinforcement for acts of aggression increase the probability of that behaviour being repeated. He also further states that these rewards and punishment ways, mentioned above, regulate aggressive behaviour (Pahlavan, 2008).

One kind comes from sources external to the individual and includes tangible reward and punishment, social praise or rejection, and or the reduction of, and increase in aversive treatment from others. Aggression may be regulated by vicarious experience such as observing the rewarding or punishing consequences or aggression of others.

People sometimes learn aggressive behaviour through trial and error processes, but the fact remains that most complex skills are learned vicariously. Makwena (2011) points out that people learn by observing others that is models, who use different skills to obtain goals in a variety of situation. Bandura (1977) asserts that there are four processes by which modelling can instigate aggressive behaviour which may include:

- A direct function of modelling which serves to inform the observer the casual means-ends relations in the situation;
- An inhibitory function of model teachers observe that they avoid punitive outcomes associated with aggressive conduct;
- Observation of others who engage in aggressive behaviour cause emotional arousal in the observers, which may increase the likelihood of limitative aggression or may heighten the intensity of aggressive responses; and
- Observation of a model may have stimulus-enhancing effects, directing the observer's attention to the kind of implements or tools being used.

According to Pahlavan (2008), social theory treats aggression as a social behaviour, involving activities that entail skills that require extensive learning. Bandura (1977) puts this example to support the above statement, "In order to engage in aggression action, individual must learn how to use a weapon, they must learn the movement that make physical contact painful for the victim, or they must understand what words or actions will be considered hurtful to their targets." No

human being is born with such knowledge, but have to learn how to behave aggressively through interaction with others, hence aggressive behaviour is learnt through socialisation.

The continued exposure to acts of violence is likely to induce a process of learning and limitations, culminating in the acceptance of violent conduct as dominant and normal mode of conflict resolution (Henly, 2010). Verona, Saden and Curtin (2009) reveal that learning by observation involves interrelated processes:

- The individual must notice or pay attention to the cues, behaviour, and outcomes of the modelled event.
- These cognitive processes are transformed into imitative response patterns that new the individual behave.
- Finally, given the appropriate inducements or incentives, the behaviour pattern will be performed.

Schellenberg (2000) believes that observational learning is the most influential; he cannot turn away from the notion that human beings also require some forms of aggression through direct experience. People do not only acquire aggression responses by observing the behaviour of the people but there a number of different contributing factors such as biological, internal drives etc. These factors operate to ensure that these responses are regulated, strengthened or controlled.

Despite the social learning theory's emphasis on observational learning and direct experience in the acquisition of aggressive responses, the contribution of biological factors was also acknowledged by this theory (Makwena, 2011). She stressed that engaging in aggressive action depends on neuropsychological mechanisms. Pahlavan (2008) states that in the social learning view: People are endowed with neuropsychological mechanisms that enable them to behave aggressively, but the activation of these mechanisms depends on appropriate stimulation and is subject to cognitive control. Therefore, the specific forms that aggressive behaviour takes the frequency with which it is expressed, the stimulation in which it is displayed, and the specific targets selected for attack are largely determined by social learning factors.

This theory provides a logical theoretical link between exposure to community violence and the later development of aggressive behaviour. Exposure to community violence teaches aggressive

behaviour and encourages the acceptance of aggression as a norm (Davis, 2004). Von Wildemann (2011) argues that South African children are exposed to high levels of violence, both at the school and in the general community. The desensitizing effects of such exposure are likely to be of significance in the development aggressive behaviour among grade nine learners

Social learning theory is more relevant to the impact of indiscipline on the performance of grade nine learners since this theory emphasises that children observe the people around them behaving in various ways.

2.5. DEFINITION OF INDISCIPLINE.

Indiscipline is a behaviour from pupil or teacher that breaches rules and regulation and undermines school effectiveness (Salifu and Agbenyega2012). According to Tungata (2006) indiscipline is a lack of control in the behaviour of a group of people. In other words, it is the inability of a person to live according to rules. Zubaida (2009) alluded that indiscipline behaviour is a measure of one's loss ability for self- control. He explains further that, it is susceptibility of one to act ultra-vires and in ways that contradict the norms and standard of behaviour expected of a reasonable person in society. Individuals willingly or unwillingly violate laid down rules of an institutions, which hampers the smooth running of the institutions.

2.6. FACTORS THAT CONTRIBUTE TO INDISCIPLINE

The causes of indiscipline in school tend to be complicated; they cannot be attributed to a single factor, factors such as poor parental care, peer pressure, class size, bullying, electronic media, absenteeism. Many factors may be involved (Lyamba,2013). European research studies identified three risk factors often lead to indiscipline and violence occurring in schools. Lyamba goes on to argue that there are external and internal issues relating to school discipline, that is demographic composition of the school; class size, teaching material and class boundaries within the school. However, Young (2008) contends that even though teachers can often be blamed for the disciplinary problems confronting them in school, problems emanating from administrative procedures, home and society cannot be overlooked.

The following section will discuss bullying, drug and alcohol abuse, violence in society, the effects of media, vandalism, the curriculum, inadequate material, overcrowding, academic failure and children's need for status.

2.6.1. Bullying

Bullying is defined as the intentional and repeated hurtful words or acts of behaviour committed by a child or children against another child or other children (Neser et al., 2004). The act of bullying is manifested through the following:

- Intent to harm others;
- Intent to find pleasure in taunting others;
- Power and control the victim because of the bully's age, size, strength or gender;
- Lack of support experienced by the victim;
- Underreporting of incidents of bullying;
- Long periods of suffering by the victim of bullying; and
- The victim's withdrawal from school activities (Neser et al., 2004)

Bullying has a negative effect on schooling since it may lead to the following:

- Fear of school, regular absenteeism and truancy;
- Stunted academic progress;
- Low school adjustment and boring;
- Poor relationship with classmates and greater loneliness; and
- Dropping out of school (Wilson, 2002).

Bloch (2009) argues that bullying has become a major problem in many countries, and may include intimidation, racial discrimination and sexual harassment. Bullies use physical force to secure financial or other benefits. Many victims of school bullying remain victim once they leave school and suffer academic and social harms that may destroy their future ambitions.

2.6.2. Drug and alcohol abuse

Abuse of drugs in the school can be the source of behavioural problems. According to Makwena (2011) learners who do not feel worthwhile or accepted by educators use drugs as a means of coping with rejection and low self-esteem. She argues that alcohol and substance abuse may contribute to reduced intellectual functioning, depression and reduced self-awareness. Burton (2000) contends that the impact of alcohol and drug abuse on the physique of the individual is enormous. These could include lung cancer, asthma, heart attack and stroke. The direct results of alcohol and drug abuse are poor academic performance, high rate of absenteeism and a high dropout rate.

Oosthuizen (2010) alludes that learners who abuse drugs may no longer have any future ambitions, or they may have realised that their drug addiction has jeopardised their chances of achieving their future objectives, and consequently, they become aggressive, violent and disruptive. Majola (2013) believes that the application of discipline should not be construed as solely a clamp down on unruly, mischievous and disruptive behaviour, but as a means of entering into a loving, caring, guiding relationship with learners.

2.6.3. Violence in society

Nthebe (2007:33) as cited in Cirwin and Mendler (1999) asserts the fact that society resolves problems through shooting, knifing, fist fights, extortion, threats and injury as reflected in media reports and as such, children are constantly exposed to violence and have become insensitive to it. The South African Council for Educators (SACE) (2013) indicates in this regard that children learn by imitating adults, and young people are thus exposed to behaviour that is a role of brutal behaviour on the part of adults. It can be concluded on this basis that societal fascination with violence translates into violence and indiscipline of learners at school. This mainly because such behaviour is perceived as normal since it is portrayed as a reflection of how society lives.

2.6.4. The effects of the media

Television in particular seems to have the most effect on children`s behaviour, especially regarding violence. Mendler, Curwin and Mendler (2008) state that it has been established that violence on television affects the behaviour of children, and report for instance that by the age of seventeen the adolescent children have viewed so many thousands acts of television violence, and this has implications for the classroom and school. In this regard, they observe that most children`s popular television shows glamorize and glorify anti-protagonists as they behave irresponsibly.

2.6.5. Vandalism

Vandalism can be described as the purposeful damaging, violation, defacement or destruction of public or private property by persons who are not the owners of the property (Ifeoma,2012). He states that the criminal term for vandalism is “injury to property”. According to Manguvo (2011), the following types of vandals exist within the school premises:

- Vindictive children who harbour revenge against an educator or other members of the staff of the school;
- Malevolent children who enjoy causing problems;
- Learners driven by ideologies, or those who wish to draw attention to a specific problem or issue;
- Bored children who commit vandalism in search of excitement; and
- Frustrated children filled with anger, who they believe that school and community are hostile to them.

A study conducted by Ncontsa and Shumba (2013) point out that school vandalism is mostly committed by the school`s own learners. They argue that they break windows and cause damage to classrooms, furniture, and books as well as sport apparatus and fields. Learners sometimes destroy their school to an extent that teaching and learning collapse, and learners and educators become exposed to health risks. A study by Manguvo (2011) found that learners who do not

participate in school activities often commit acts of vandalism. He further highlights that there is a link between the size of the school and vandalism: if the school is small, there are fewer incidents of vandalism since it is easier to exercise control and discipline, but sizeable schools have more incidents of vandalism.

Masekoameng (2010) mentions that vandalism negatively influences the learning environment and results in huge financial losses for both the Department of Education and parents. Vandalism also leads to a feeling of powerlessness, uncertainty, and fear among both educators and learners. Ncontsa and Shumba (2013) state that some students suffer emotional distress over the loss of irreplaceable property such as lecture notes, student files, as well as personal belongings, and the school programme suffers since it is often interrupted to repair vandalised structures.

2.6.6. The curriculum

The relevancy of the curriculum to learners' needs might influence discipline in schools. The curriculum which is taught in schools should be meaningful to the life world of the learners and at the same time be fair and unbiased (South African Council for Educators, 2013). The Council further states that learners resort to taking matters into their hands if they believe that the curriculum is boring. Accordingly, Matsitsa (2008) indicates that deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant to their interest and the needs of their communities. He emphasizes the importance of linking the curriculum to the philosophy and customs of a particular society.

2.6.7. Inadequate materials

The state of schools in previously disadvantage areas in South Africa is still unacceptable. These schools still do not have basic facilities such as running water, toilets, tables and chairs for learners to use in the classroom (Cohen and Seria, 2010). These schools also experience serious shortage of textbooks, teaching and learning aids, laboratory and library material, and tools for practical work. The situation may create a sense of relative deprivation and negative self-esteem amongst learners in public schools. Learners in such schools may lack pride in schooling, and thus misbehave. The learners may have low morale and poor commitment; these conditions lead learners to behave in unacceptable ways (Le Mottee, 2005).

2.6.8 Overcrowding

Overcrowded classes are difficult to manage and discipline as the educator's attention is spread too thinly; this is a condition which often results in violence (Kimani, 2013). According to Ifeoma (2012) overcrowding implies competition for inadequate space, resources and facilities. There is a greater possibility that learners may fight or clash over scarce resources, with the risk of such clashes becoming frequent and planned, and leading to behaviours related to gangsterism, bullying, and harassment of smaller and weaker learners.

2.6.9. Academic failure

Ballantine and Hammack (2009) state that children who fail to acquire basic academic skills in the early grades are at risk of being mocked by peers, losing their sense of personal worth and dignity, and demonstrating a variety of behavioural problems. Such learners may see themselves as failures and may disrupt the schooling of other learners. The situation creates the opportunity for negative peer association, suspension, expulsion and dropping out of school.

McIntyre (2011) found that there is a strong association between academic failure and delinquent behaviour. The study conducted by Azizi (2009) also found that low education levels are associated with high crime levels, particularly crime of violence that is prevalent in industrialized countries.

2.6.10. Children need for status

According to Scheuermann and Hall (2008) point out that one of the causes of bad behaviour is children's need for status and prestige in the eyes of the class. They argue that as children grow up, need for status and prestige grows and it means that they want to be thought of well by their peers. It is at this stage of growth that children also try to establish their own identities. In the process, they become hostile and aggressive towards their teachers and usually want to be supported by the whole class. They go on to say that children always criticize adult behaviour. Children always look up at teachers as people who cannot fulfil learner demands. They look

upon teachers as failures who cannot fulfil the children's expectation. They conclude that all these factors contribute to behavioural problems in class.

Keijsers et al. (2011) assert that as children get older, the family environment begins to fulfil a less significant role, and influence of peers becomes more prominent. In the class a learner who can manage to make the whole class laugh at the teacher gains a great deal of status within the group. The researchers draw our attention to attention seeking behaviour which means sometimes it is accompanied by inappropriate or bad language or swearing.

2.7. Parental involvement in school discipline

The Department of Education (2009) defines parental involvement as the participation of parents in regular, regular two-way and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full in their child's education and are included, as appropriate, in decision-making and in advisory committees to assist in the education of their child.

Ndamani (2008) postulates that discipline in schools is the responsibility of everyone and not only of educators. So, it should be a priority for schools to involve parents as much as possible in the education of their children (Ntuli,2012). She argues that research and studies were done throughout the world and demonstrated that children had a significant advantage when their parents were directly involved in the learning process. This notion is further supported by Mtsweni (2008) when he postulates that parents represent a key community group with whom schools maintain a relationship, whether close or distant, and in most systems parents are identified as the principal external relationships that result in school effectiveness. Mtsweni further states that pupil achievement is directly related to the degree of parental involvement.

Dhurumraj (2013) maintains that schools become successful when a strong and positive relation among students, parents, teachers, and the community has been established. He argues that all

students are more likely to experience academic success if their home environment is supportive. The benefit for students of a strong relationship between schools and homes is based on the development of trust between parents and teachers. According to Ndamani (2008), this trusting relationship occurs when teachers and parents respect one another and believe in the ability of the other person and their willingness to fulfil their responsibilities. Ndamani goes on to note that parental involvement is the most powerful influence in a child's education. He argues that it can have various effects on students, both academically and behaviourally. A study conducted by Joubert et al. (2004) points out that it becomes clear that parents, to a great extent, hold the key to the establishment and upholding of school discipline. Therefore, as a crucially important partner of the educator, parents should set the basic principles of discipline in the upbringing of the child. The research also shows that learners who come from ill-discipline families cause the most problems at school.

Parental involvement in the academic life of the learner is phenomenal. Mogale (2013) articulates that it is well-known that parental involvement has a significant positive effect on the quality of the learner's learning experience in the school. He states that since parents are considered to be the natural educators, their environment in the activities of the school has many positive effects on children. According to the South African Council for Educators (2013), lack of parental guidance encourages poor behaviour. To attain better results in black schools, there should be a link between the school and parents; this is supported by Kruger (2008) when he mentions that the issue of parent and community involvement in education and its management is an important aspect of the new education dispensation.

Parents are now one of the major stakeholders in formal education. Kruger (2008) further argues that positive attitude parents' show towards the education of the child contributes towards the academic performance of the child. Similarly, Koenig (2008) asserts that parental involvement, especially in the form of values and aspirations modelled in the home, is a major force shaping pupils' achievement and adjustment. Therefore, one can conclude that parents are the main resource for increasing the quality of education and discipline. Makwena (2011) confirms this statement when she mentions that research has demonstrated that children have a significant advantage when their parents are directly involved in the learning process. Baloyi (2003) allude

to the fact that when parents are involved, pupils behave better, thus fewer discipline problems occur; and school rules and regulations are easily applied at school.

Mogale (2013) points out that given the complexity of the modern world, today's students need more adult help than children did in the past. He posits that programmes that involve parents effectively in the schools can provide a desirable context for teaching and learning. Mloi (2005) confirms that research on parent participation in education indicates, inter alia, the active parent participation which improves home-school relations, reduces misunderstandings and conflicts between parents and educators, prevents the school from becoming isolated from the wider community, motivates children to attend school and has a positive influence on children's academic progress and behaviour. According to Baloyi (2003) the benefits of parental involvement include: student learning and achievement, positive attitude and behaviour of students, positive school image, high attendance rates, school success, motivated pupils, psychological benefit for children, as well as the maintenance of discipline at school.

2.8. The impact of learners conduct on grade nine learners' performance

Nene (2013) states that violence and indiscipline severely impede the culture of teaching and learning in schools. Matoti (2010) points out that South Africa suffers from a high level of violence in schools, resulting in the malfunctioning of many schools.

Research by Rammala (2009) point out that the use of substances impairs the learner's ability to learn and respond to questions asked relating to the learned information. According to Nene (2013) the lack of discipline among learners makes it impossible to teach effectively. She further states that it is an undeniable fact that poor discipline or lack therefore can be a major influence to ineffective teaching and learning.

Grade nine learners of Nghonyama High School are not doing well in terms of academic performance; most of them have repeated the grade more than twice. The table below shows how learners progress for the period of seven years.

Table 2.1: Grade nine learners' progress for the period of seven years

| Year | No wrote | No passed | No failed |
|------|----------|-----------|-----------|
| 2009 | 239 | 170 | 69 |
| 2010 | 227 | 135 | 92 |
| 2011 | 272 | 146 | 126 |
| 2012 | 278 | 173 | 105 |
| 2013 | 277 | 138 | 139 |
| 2014 | 385 | 185 | 200 |
| 2015 | 317 | 208 | 109 |

Source: Nghonyama High School records.

Studying the table above one could really see how grade nine learners at Nghonyama High School learners' were performing. Some learners drop out of school when they find out that they have to repeat grade nine for the fourth time. This has got influence on crime in the village where the school is located. The village is highly affected by armed robbery. A large number of learners are not progressing, hence taxpayers funds are wasted. Grade nine's poor performance negatively affects GR12 results. Limpopo Province is always rated low when it is compared with other provinces nationally. Nthebe (2006) voice out that it is true that learning cannot be effective when there is no discipline. He argues that it is not possible to teach and learn in an environment that is disorderly, disruptive and unsafe.

Furthermore, most learners who progress to grade 10 are struggling to cope with the grade 10 work as most of them have been promoted without achieving the necessary academic requirement. McIntyre (2010) states that there is clear evidence that school unrests are linked to poor academic performance of the students according to 86.2% of the respondents. Only 13.8% reported that strikes had no impact on academic performance. Matsitsa (2008) states that discipline impacts negatively on learners' academic performance. Ntuli (2012) points out that it is believed that in schools which produce better results, effective teaching and learning is taking place due to good discipline.

Smit(2013) argues that violence can lead to serious consequences including suicide, limited concentration span, numeracy and literacy problems, poor performance in class, high absenteeism and dropouts rates, being unmotivated in class in general, and loss of desire to succeed in life. Indiscipline and unruly learners inhibit the achievement of the educators' outcomes by interfering with the teaching and learning. Indiscipline leads to ineffective teaching and learning, and production of unacceptable members of society. According to Asiyai (2011), in many urban and rural areas of Nigeria, the percentage of student who drop out of school is much higher. Such students develop and exhibit deviant behaviour and may never fulfil their potentials. They become a burden to society. Vanderslice (2010) alludes that there are schools that face a number of challenges related to disruptive and antisocial behaviour, arguing that the behaviour of students interfere with learning, diverts administrative time and contributes to teacher burnout.

Blog (2010) reports that there is positive correlation between performance and school attendance. He argued that absenteeism is a major area of ill-discipline in schools. Learners miss most of their lessons due to absenteeism and as a result they do not do well in their examinations.

Magwa and Ngara (2014) highlight that the government will be bound to hire skilled people to come and fill the posts of children who have run away from school. Presently the South African Government is outsourcing educators to come and teach Mathematics and Science in the country. According to Rammala (2009) lack of discipline creates a negative attitude in learners towards their educators, thus affecting the relationship that must be maintained to promote an undisrupted learning process. He argues that time for lesson is used to address such learners and eventually the whole class is affected. He further states that the entire scenario results in time for learning to be interrupted, and this leads to most learners academically under-performing. Masekoameng (2010) states that educators throughout the world share the same sentiment, that lack of discipline in schools makes it impossible to teach effectively. Educators are faced with serious problems concerning learners in schools as far as discipline is concerned.

2.9. SUMMARY

The review of literature has revealed that there are various forms of indiscipline among learners as well as various factors that cause indiscipline. This review started by investigating the nature of indiscipline among learners. It revealed various forms of indiscipline such as caring, admonition, general non-verbal disciplinary steps, general verbal disciplinary steps, suspension and expulsion.

In addition, factors that contribute to indiscipline among pupils were investigated. A range of influences such as bullying, drug and alcohol abuse, violence in society, effects of the media, vandalism, curricula, inadequate materials, overcrowding, academic failure, and children need for status among others were found to be the root causes of indiscipline among learners.

The factors contributing to poor discipline are many and varied. These factors can be within the school or outside the school. Parents play an important role in discipline, since the disciplinary practices applied at home greatly influence a response to disciplinary practices in school. Cooperation between school and educators cannot be underestimated. The next chapter deals with the methodology the study employed.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The previous chapter presented a literature review on the impact of indiscipline on learners' performance. This chapter focuses on the rationale for research method, design, research paradigm, strategies and research instruments that were used to collect, analyse, assess and interpret data. A quantitative research approach was chosen for this study.

3.2. RESEARCH DESIGN

Matthews and Ross (2010) describe designing research as going back to one's research questions and thinking about what one is hoping to do with the data collected in order to be able to address those research questions. McMillan and Schumacher (2006) describe a research design as the outline plan, or strategy the researcher is going to use to seek an answer to the research question or questions. In other words, when one gets to the stage of designing an experiment, one has to identify the plan or strategy to be used in collecting the data that will adequately test the hypothesis. Planning a research design means that one must specify how the participants are to be assigned to the comparison groups, how the researcher is going to collect and analyse data.

Kumar (2011) defines a research design as a procedural plan that is adopted by the researcher to answer the questions objectively, accurately and economically. A research design is the arrangement of conditions of collection and analysis of data in a manner that aims to combine relevance of the research to the research purpose with economy in procedure. In addition, Kumar emphasises that through a research design the researchers decide for themselves and communicate to others their decisions regarding what study design you propose to use, how you are going to collect information from your participants, how the information is going to be collected, analysed and the findings communicated. In this research, the case study research design was employed.

3.3. CASE STUDIES

Creswell (2009) defines a case study as a comprehensive investigation of a bordered structure which premises on the gathering of extensive data, with the aim of bringing to the fore understanding and making of meaning of situation of choice. To support this, Masoga (2013) indicates that a case study research design involves looking at small group, project, institution or company. Case studies are basically intensive investigation of the factors that contribute to the characteristics of the case under investigation. The aim is to create a rich, textured description of a social process. For a comprehensive research a small group of learners were used to bring to the fore, an understanding and meaning in the study, hence case studies was used to gather extensive data, and investigated the impact of grade nine learners' conduct on academic performance..

3.4. QUANTITATIVE RESEARCH APPROACH

Research can be divided into broad categories: quantitative research and qualitative research. To achieve the aims and objectives of this study, quantitative research approach was used. Quantitative research approach uses numbers and large samples to test a theory (Sobh and Perry, 2006). The research study is evaluated against the strengths and weaknesses of statistical analysis. This research approach adopts a deductive process that begins with a known theory or generalization and tests its applicability to a particular case. The characteristics of quantitative research approach are focused on deduction , confirmation, theory/hypothesis testing , explanation, prediction standardized data collection and statistical analysis (Johnson and Onwuegbuzie, 2004). As has been pointed out earlier, the aim of the researcher was not to generalize the findings to all other similar schools in Groot Letaba Circuit, but to provide objective information peculiar to the participating school.

3.5. RESEARCH PARADIGM

In this chapter the researcher will discuss some of the research approaches that are relevant to the area of the study. The researcher has identified the following paradigms:

- Phenomenology;
- Positivism; and
- Hermeneutics.

Phenomenology paradigm is the most relevant to this study. Phenomenologists investigate subjective phenomena in the belief that critical truths about reality are grounded in people's lived experiences (Beck and Polit, 2006). Phenomenology collects data on how an individual makes sense out of a particular experience or situation, for instance the problematic of discipline in secondary schools.

3.5.1. The phenomenological approach

According to Imenda and Muyangwa (2009), the meaning about the world is determined within the eyes of the beholder. What is very important is that, that which appears in the consciousness to the researcher could be different to that which appears to the people constituting the given research sample. This demands universal power relation between the researcher and research sample. It implies that the researcher must engage in an investigation which seeks to determine how a given phenomenon appears and is construed to be by the research sample. They argue that the purpose of the phenomenological approach is to establish the essential attributes of a given phenomenon, idea, or object without which, in the eyes of the beholder, such a phenomenon, idea or object ceases to be known as such.

3.5.2. Positivist approach

The positivist research approach paradigm is an attempt by Social and Human Sciences to use the research methodology normally applied to the Natural Sciences. This paradigm basically focuses on mathematical calculations. Saunders, Lewis, Phillippe and Thornhill (2009) suggest that the researcher adopts the position of the objective analyst and accepts the results based on

precise, quantitative data and that the researcher uses survey, experiments and statistics. This position is based on the fact that the truth will be revealed, the method of research must be valid and reliable and that the research must be independent, that is, not affected by the outcome of the findings.

3.5.3 The hermeneutics approach

The hermeneutics approach is concerned with studying some historical and literacy content, understanding the dialogue, art and cultural traditions of people as stated by Madikizela (2006). The historical research will try to come up with an understanding of the past by taking into consideration the dynamic vitality of events being investigated, in order to get some meaningful outcome from the investigation. Nyathi (2010) points out that this approach seeks to give the researcher an opportunity to experience a living relationship with human beings who were present when the event took place. In this way the research is placed in a position to overcome the barriers of time and cultural differences that exist. Imenda and Muyangwa (2009) note that the shortcoming of the hermeneutics method is that: it can be highly subjective; it can be based on personal history and it can be based on intuition of the researcher. This present research process included direct observation of the behaviour of learners. In this process the researcher was conscious of political influences and intuition in interpreting events and discipline so as to avoid the subjectivity and influence of her past experiences on the findings.

3.6. Population

Creswell (2009) states that population is the full group of participants from whom the researcher wants to generalise the findings of the study. In the current study, the target population was 208 learners, 42 educators and parents of learners of Nghonyama High School. Saunders et al. (2003) state that in a situation where it is not possible to survey the entire population within a reasonable time and within the resources at the disposal of the researcher, the researcher can identify the part of the target population that was accessible, and sample of the study should be taken from identified target group. The study population was all grade nine learners, which is 208, were

registered at the participating school during the time of the study, 5 members of the SMT, 9 SGB and 2 parents identified by SGB as problem parents.

3.7. SAMPLING

Sampling is a practical way of collecting data when the population is infinite or extremely large, thus making a study of all its elements impossible. Sample must have properties which make it representative of the whole. Thus, one of the major issues in sampling is to determine samples that best represent a population so as to allow an accurate generalization of results. Such group is called representative sample (Bless et al., 2006). Saunders et al. (2006) indicate the challenges that are encountered when it is not feasible to survey the entire population and state the fact that simple surveys are alternatively valid under the following circumstances:

- When it is not practical to survey the whole population;
- The researcher has budget constraints to survey the entire population;
- When constraints prohibit successful survey of the population; and
- When the researcher has collected all data but needs results quickly.

Purposive sampling was used to select head teachers and their deputy head teachers. They were purposively sampled by virtue of their positions, which made them more likely to have the necessary information required by the researcher. Newby (2010) defines purposive as a non-random sampling which has a specific purpose aligned to the goals of the investigation. Purposive sampling is therefore the most successful when data review and analysis are done in conjugation with data collection (Bryman, 2012). The advantage of using purposeful sampling is that it is less costly and assures receipt of needed information. However, it is difficult to generalize the findings to other subjects and there is a greater likelihood of experimenter or subject bias (Rossmann and Rallis, 2011).

Teachers were selected using a simple random sampling procedure. Names of grade nine teachers were written on pieces of paper and put in a box. The box was shaken for mix. The

first two names drawn from the box were selected. Simple random sampling was used as it is unbiased and gives equal opportunity to every member of the population a chance of being picked.

In the case of learners, a stratified random sampling was employed. A class register and disciplinary register were obtained from the class teacher and fifty learners were selected from each register using the lottery technique. This method allowed the researcher to select names of each group by picking lucky subjects from a well shaken box. From each register a total number of fifty learners were selected. This sampling method was employed to ensure the spread of the sample to both learners from the class register and learners from the log book register so as to have a wider representation. Stratified random sampling means drawing a number of samples according to the number of persons per stratum (White, 2005).

3.7.1. KINDS OF SAMPLING

According to Beck and Polit (2005) there are two basic methods of sampling. The two methods are non-probability sampling and probability sampling methods. Any sampling methods where the sample members are not selected randomly is called probability sampling.

3.7.1.1. Probability sampling

There are four types of probability sampling methods, namely:

- Simple random sampling

Each population element has an equal chance of being selected into sample.

Sample is drawn using random number table/generator (Rossouw, 2005)

- Systematic sampling

Selects an element of the population or strata and uses simple random sample on each strata.

- Stratified sampling

Divides population into sub-population or strata and uses simple random sample on each strata.

- Cluster sampling

Population is divided into internally heterogeneous sub-groups. Some are randomly selected for further study (Creswell, 2009).

3.7.2.2. Non-probability sampling

Non-probability sampling is defined by UysandBasson (2005) as sampling that indicates selections for the sample which are not made at random. The element of analysis in the population, in each has an equal chance of being included in the sample, and the sub-types of non-probability sampling are the following:

- Purposive sampling

This sampling is used when the researcher relies on his/her experiences or previous research findings to deliberately obtain units of analysis, in such a manner that the sample they obtain may be regarded as being representative of the relevant population (BassonandUys, 2005)

- Haphazard sampling

This is samples that are cheap, quick, and includes things such as interviews with the people on the street.

- Accidental sampling

This is the most convenient type of sampling as members of the population are readily about educators in general, for example the sample comprised the educators who were present at school that day.

- Snowball sampling

Newby (2010) states that it is a method that is based at the analogy that starts small but becomes larger as it rolls and picks up additional snow. This happens when individuals from the relevant population are approached, then individuals act as informants and identify people from the same population for inclusion in the sample.

3.8. DATA COLLECTION

Data collection involves applying the measuring instruments to the sample or cases selected for investigation. When researchers collect their own data for the purpose of a particular study, the data is called primary data. Bless et al. (2006) state that data collected in this way is most appropriate to the aims of the research, since data gathering is directed towards answering precisely the questions raised by the researcher.

Primary data was used as noted by Welman et al. (2005) that primary data is original data collected by the researcher for the purposes of his/her own study at hand. In this study the researcher, collected first-hand information by designing own questionnaires for grade nine learners and educators.

3.9. RESEARCH INSTRUMENTS

In order for the researcher to be able to conduct the research, it is imperative that appropriate instruments be used to achieve the intended objectives. Leedy and Ormond (2014) refer to these instruments as tools and also indicate that a research tool is a specific mechanism or strategy the researcher uses to collect, manipulate, or interpret data. Several approaches and methods of data collection are identified by Blair et al. (2014) as mailed questionnaires; internet (web); telephone interviews and face-to-face methods.

3.9.1. QUESTIONNAIRE

Questionnaires were used to collect data in this study. The design of the questionnaire was triangulated as both quantitative and qualitative approaches were applied. This is the only instrument used to collect information from respondents targeted. Machika (2006) cited in Bell (1993) states that the questionnaire is a good way of collecting certain types of information quickly, relatively and cheaply as long as subjects are sufficiently disciplined to abandon questions that are superfluous to the main task.

According to Machika (2006) the use of questionnaire to collect data has the following advantages:

- It yields information from a large sample cost effectively;
- It yields specific and comparative data;
- Respondents are allowed to remain anonymous;
- It saves time; and
- Questions are standardized, which limits errors to the instrument and respondents.

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

3.9.2. ADMINISTRATION OF INSTRUMENTS

3.9.2.1. Administration of the questionnaire

Permission was sought out from the Department of Education and school managers. Sixty questionnaires were distributed in each of the participants engaged in this study (see annexure number 2 and 3). This had to be filled during study time so as not to disturb the smooth running of the school programme. It was agreed that these questionnaires would be collected seven days after distribution.

3.10. DATA ANALYSIS

Creswell (2009) explains that data analysis refers to the process of inspecting, cleaning, transforming and modelling data with the goal of highlighting useful information, suggesting conclusion and supporting decision making. Barbie and Mouton (2010) explain that “The worth of all scientific findings depends heavily on the manner in which the data was collected and analyzed. In order to analyze data in the research study, Babbie (2013) states that a key characteristics during data analysis in interpretative research is the production of high quality, meaningful and relevant data that makes it possible for valuable insights to merge within a social context. Thus, the present the researcher selected content analysis as technique to analyse transcribed textual data to comprehend the meaning of the text, action and or narrative through the process of interpreting emergent themes. Content analysis is a procedure for the categorization of verbal or behavioural data, for purpose of classification, summarization and tabulation. This involves identifying from the transcripts the extract of data that are informative (Silverman, 2010). Data collected from open-ended questionnaires was analysed by grouping common items as they emerged from the respondents’ description of their experiences.

Individual analysis of transcriptions from the same instrument was done and categories were formed to allow the researchers to identify similarities, differences, and relationships within information from the same instrument. The developed categories from each instrument were then grouped into themes. The following themes were developed: lack of effective disciplinary measures, inadequate parental involvement in schools and inadequate teacher-learner contact time being wasted due to the indiscipline of learners.

3.11. VALIDITY AND RELIABILITY

3.11.1. Validity

Bless et al. (2006) explain that validity is concerned with just how accurately the observable measures actually represent the concept in question or whether, in fact, they represent something else. It is therefore important to think of specific validity threats and to try to think of what strategies are best to deal with these. Heppner and Heppner (2000) cited in Mabuza(2011) state that the instrument used in the collection of data must be construed in such a way that they collect valid data required in order to answer the research questions as closely as possible. The questionnaire for both learners and teachers were the same. This was conducted to ensure validity of information to be collected. It also enabled the researcher to identify ambiguities in the questions.

3.11.2. Reliability

Good research instruments collect data that is reliable and help the researcher to achieve the intended objective of the study. To support this view, Noe, Hollenbeck, Gerhad and White (2003) cited in Sprick (2013) argue that reliability is established when tests get same results when some participants are given same score under similar conditions. The outcome of the research illuminated bias in the interviewing process by concentrating on the research questions and eliminating opposing personal views by leading the participants to the answers. The participants that were targeted were closely managed to ensure that the data was not contaminated. The researcher did not divulge any information to any of the participants.

3.11.3. Trustworthiness

According to Cohen et al. (2011), threats to validity can be minimized in the design stage by selecting appropriate instrumentation for gathering the type of data required. The researcher makes sure that each interviewee understands the questions. Silverman (2000) cited in Cohen et al. (2011) suggests that it is important that each interviewee must understand the questions in the same way in order to enhance the reliability of the interviews. The present researcher gave a copy of the interview guide before the scheduled interview to each participant to study. The

present researcher also made sure that each participant understands the questions before responding. She also asked the participants to feel free to contribute or share any other relevant information while answering the questionnaire.

3.12. ETHICAL CONSIDERATIONS

The research proposal was submitted for ethics approval to the Research Ethics Committee of the University of Limpopo and approval obtained. The researcher requested the permission from stakeholders such as the Department of Education, permission letter attached in Annexure 2, and 3. Written informed consents were obtained from each participant before participating in the one-on-one discussions.

The participants were informed of their rights to withdraw from the study at any time. The information received from the participants was safely stored and confidentiality was maintained at all times. Anonymity of the participants was maintained throughout the process by using pseudonyms. The information obtained was used for the purposes of this research only and used for data analysis. The names of the participants and other legal documents were not revealed to protect the participants from public scrutiny and criticism.

3.13. SUMMARY

The chapter explained and described the research design, selection of the research approach, population, sampling, data gathering and data analysis strategies. Ethical issues were also carefully discussed and strict rules governing this aspect of research were observed through the whole process of the study. The results of this research are presented in the next chapter.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4. INTRODUCTION

This chapter will present data collection, analysis and interpretation. The data was collected through the use of questionnaires. Sixty questionnaires were given to learners; only fifty questionnaires were completed. Out of sixteen questionnaires given to educators only ten were completed; 54% of pupils who completed were males and 46% were females. Factors that impact negatively on grade nine learners performance were identified from the responses: lack of cooperation, late coming, absenteeism, substance abuse, vandalism, bullying and cheating in the exam - all impact negatively in grade nine learners' performance.

4.1. FINDINGS FROM THE PUPILS

This section contains the findings of the data collected from the pupils.

4.1.1. Types of disciplinary problems which frequently occur

In order to identify the nature of indiscipline among the pupils, the researcher asked them the question, "What types of indiscipline do you have in your school?" Their responses were as shown in pie chart 4.1 below:

Figure 4.1: Types of disciplinary problems they have in the school.

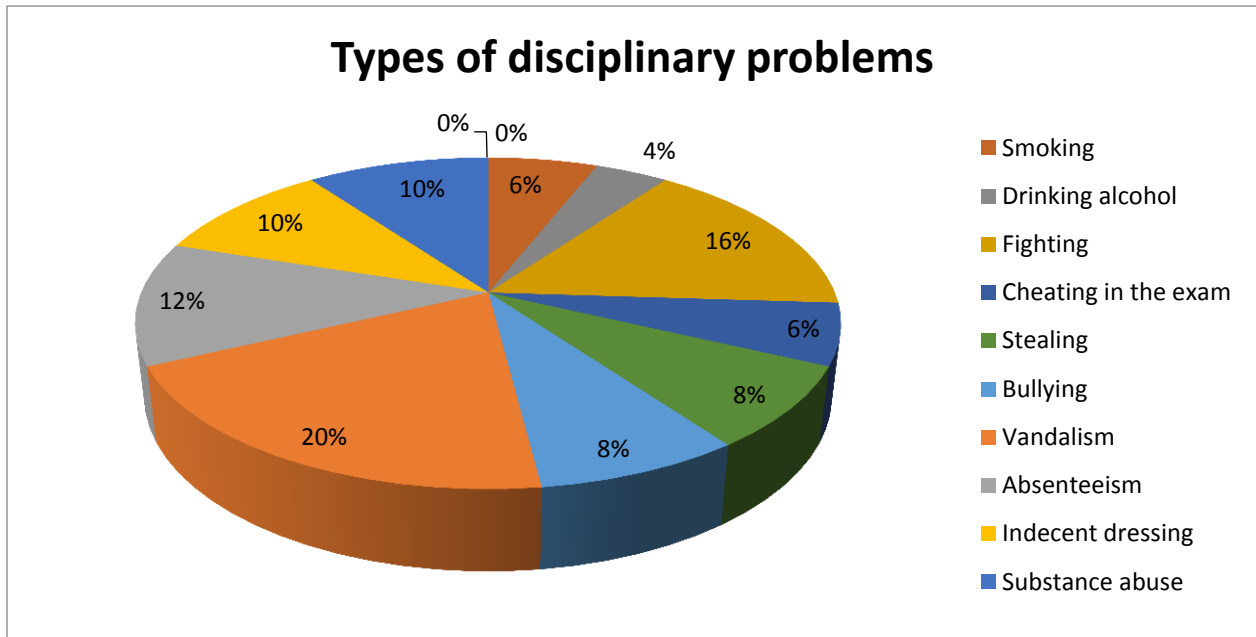


Figure 4.1 shows that vandalism was the biggest problem with 10 (20%) responses. It was followed by fighting with 8 (16%) responses, absenteeism with 6 (12%) responses, indecent dressing and substance abuse each with 5 (10%) responses, bullying and stealing each with 4 (8%) responses, smoking and cheating in the exam with 3 (6%) responses. Drinking alcohol with 2 (4%) responses was the least disciplinary problem. This finding is supported by Ncontsa and Shumba (2013:11) who point out that school vandalism is mostly committed by the school's own learners. They argue that learners sometimes destroy their school to an extent that teaching and learning collapse, and learners and educators become exposed to health risks.

4.1.2 The causes of indiscipline in the school.

Pupils were asked to state the causes of indiscipline to the type of disciplinary problems occurring in the school. Their responses were as shown in Figure 4.2 below:

Figure 4.2: The causes of indiscipline in the school

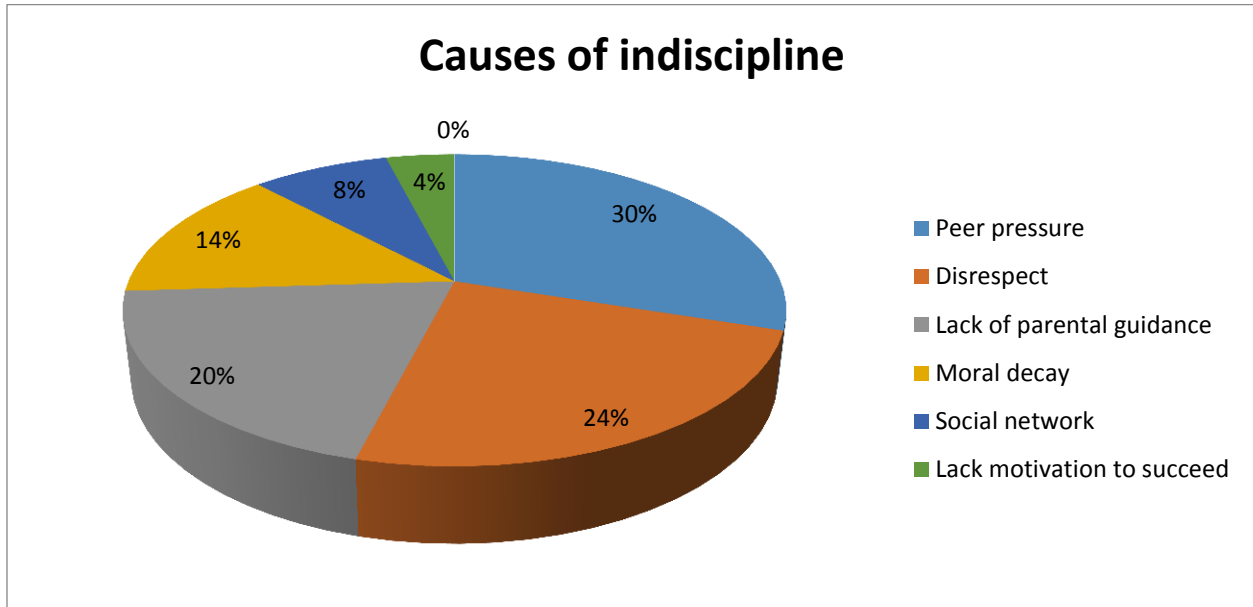


Figure 4.2 shows the causes of indiscipline in the school. A total of 15 (30%) of the 50 pupils who answered the questionnaire identified peer pressure as the main cause of indiscipline. It was followed by disrespect with 12 (24%) responses, lack of parental guidance with 10 (20%) responses, moral decay with 7 (14%) responses, then social network with 4 (8%) responses. At the bottom of the list was lack of motivation to succeed with 2 (4%) responses. It came out of the study that peer pressure is the most dominant cause of indiscipline in the school. Lyamba (2013) supports this view by indicating that the causes of indiscipline in school tend to be complicated; they cannot be attributed to a single factor, factors such as poor parental care, peer pressure, class size, bullying etc.

4.1.3 Does the school have rules?

Learners were further asked to indicate whether their school has rules. Their responses are shown in Figure 4.3 below:

Figure 4.3: Existence of school rules

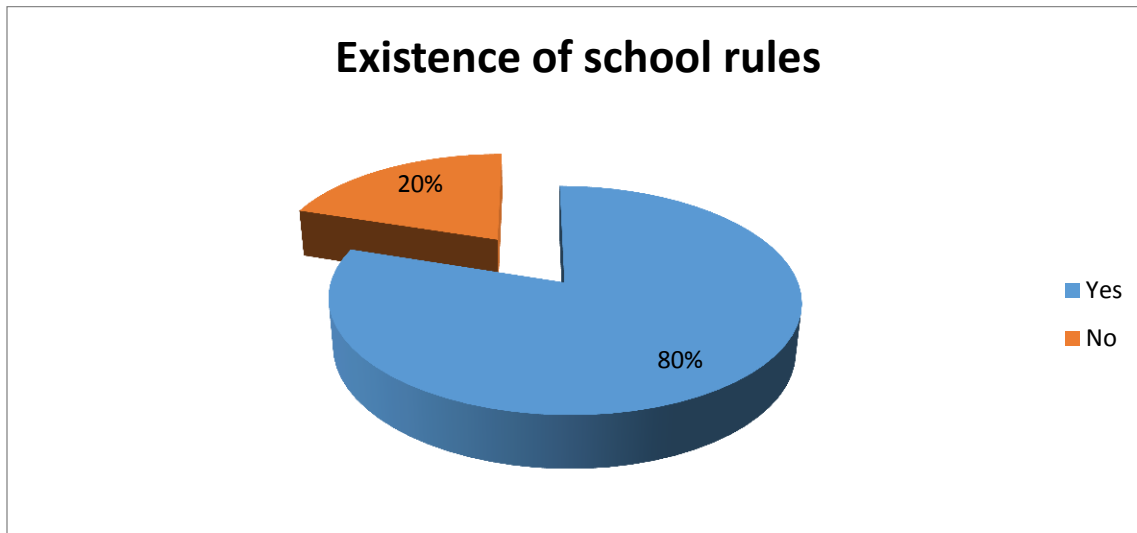


Figure 4.3 shows that the majority of the learners 40 (80%) indicated that their school has rules, while 10 (20%) indicated that there were no rules. From what has been indicated above one can conclude that the school has rules which are dysfunctional. Rules are not communicated to learners therefore the intended goals are not achieved.

4.1.4 Engaging learners' leaders in the formulation of school rules

In order to investigate whether the learners' leaders were engaged in the formulation of school rules, the researcher asked them the question, "Were the leaders of the learners engaged in the formulation of school rules?" The findings revealed that 35 (70%) stated that leaders were not involved, while 15 (30%) stated that they did not know whether the leaders were involved or not. The study reveals that schools do not engage learners in the formulation of school rules. The findings disagree with the literature. The Department of Education (2009) advises educators to discuss rules with learners and reach agreement on such rules; learners will attempt to keep these rules because they were consulted in their design.

4.1.5. Disciplinary committee

Learners were asked to state if they have a disciplinary committee, which deals with disciplinary problems within the school. The responses are as shown in Figure 4.4 below:

Figure 4.4: Learners' response on whether the school has a disciplinary committee

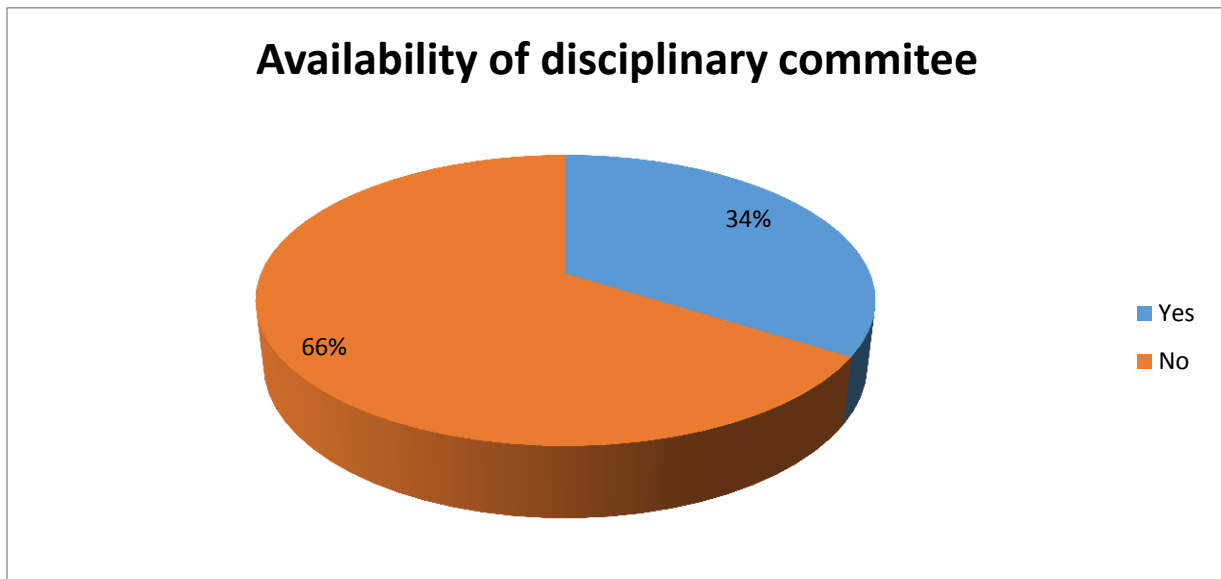


Figure 4.4 shows that the majority of learners 33(66%) stating that there is no disciplinary committee to address disciplinary problems within the school, whereas 17 (34%) stated that the disciplinary committee did exist. This study reveals that most learners who participated in the study are not clear if the school has rules or not, therefore rules must be communicated to them. If rules are not communicated to learners these tend to do what they think is good and they might sometimes contravene the school rules.

4.1.6. Representation of learners in the disciplinary committee

Pupils were asked to indicate whether learners were represented in the disciplinary committee. Their responses are shown in Table 4.5.

Figure 4.5: Learners' response to the question of whether they are represented in the disciplinary committee.

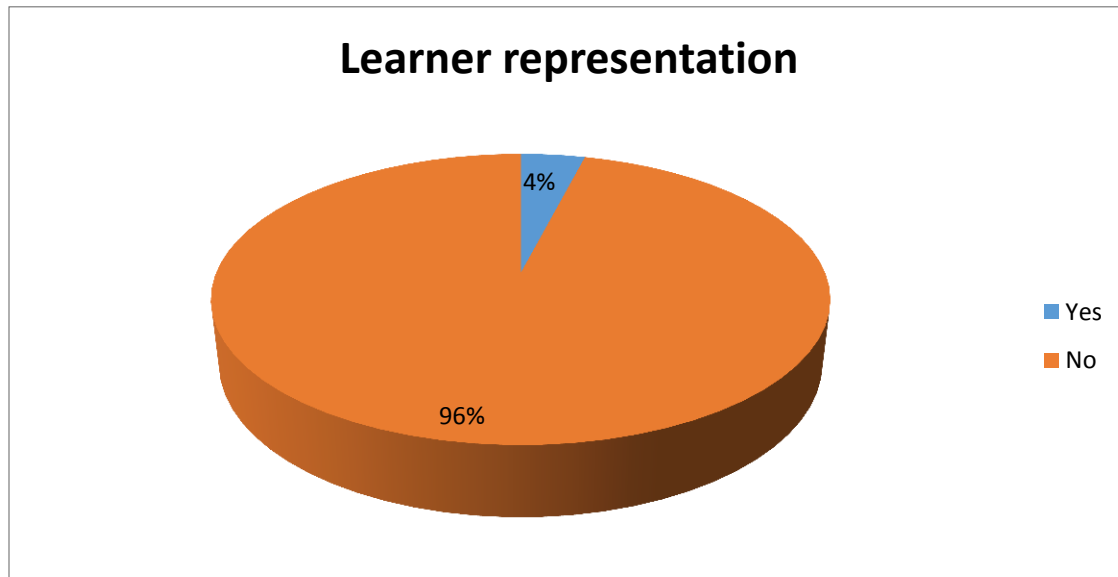


Figure 4.5 shows 96% of the respondents indicating that learners are not represented in the disciplinary committee. 4% stated that they are represented. This means that there are still schools which do not involve learners in decision making. Schools must encourage maximum participation by making the point that learners are fully represented.

4.1.7. Learners observing the rules

To investigate whether learners are observing the rules the researcher asked the question, "Are the learners observing rules? If they aren't, why not? The findings revealed that 35 (70%) of the learners who answered the questionnaire indicated that learners did not observe the rules; they saw rules as outdated and depriving them of their rights. Fifteen (30%) of the respondents indicated minimal observation. This is an indication that rules have to be enforced in the school. Without rules no effective teaching and learning can take place.

4.2. FACTORS CONTRIBUTING TO INDISCIPLINE IN THE SCHOOL

4.2.1. Factors contributing to all disciplinary problems that occur at your school are due to the following: peer pressure, socio-economic status, community influence and low income house environment. The responses are shown in Table 4.6 below:

Table 4.1: Learners' response as to whether they think disciplinary problems that occur at their school are due to the following factors:

| Factors | Strongly agree | Agree | Disagree | Strongly disagree | % |
|------------------------------|-----------------------|--------------|-----------------|--------------------------|------------|
| Peer pressure | 24 | | | | 48 |
| Socio-economic status | | 8 | | | 16 |
| Community influence | | | 7 | | 14 |
| Low income house environment | 11 | | | | 22 |
| Total | 35 | 8 | 7 | | 100 |

Table 4.1 shows peer pressure as the main factor that influences the disciplinary problems in the school. This was indicated by 24 respondents. It was followed by low-income house environment which was indicated by 11 respondents, then socio-economic status which was indicated by 8 respondents. The least was community influence with 7 respondents. It came out of the study that peer pressure influences indiscipline in the school. Deviant adolescent interacting with deviant friends have been found to reinforce each other's talk of rule breaking behaviour.

4.2.2. Factors in home environment that contribute towards indiscipline of grade nine learners

To investigate the factors in home environment which contribute towards indiscipline of grade nine learners, the researcher asked them the question, “Which factors in home environment contribute towards indiscipline of grade nine learners?” The findings revealed that, 30(60%) stated that parental discipline and substance abuse by parents were the most common factors that contributed to indiscipline at the school, while 20 (40%) highlighted that lack of parental care and guidance may be the factors that promote indiscipline in schools. Data collected agreed with Makwena (2011:47) who points out that pupils learn by observing others, that is role models.

4.2.3. Factors in the school environment that contribute towards indiscipline of grade nine learners.

Pupils were asked to indicate the factors in the school environment which contribute towards indiscipline of grade nine learners. Their responses are shown in Figure 4.7.

Figure 4.6: Factors in the school environment that contribute towards indiscipline of grade nine learners.

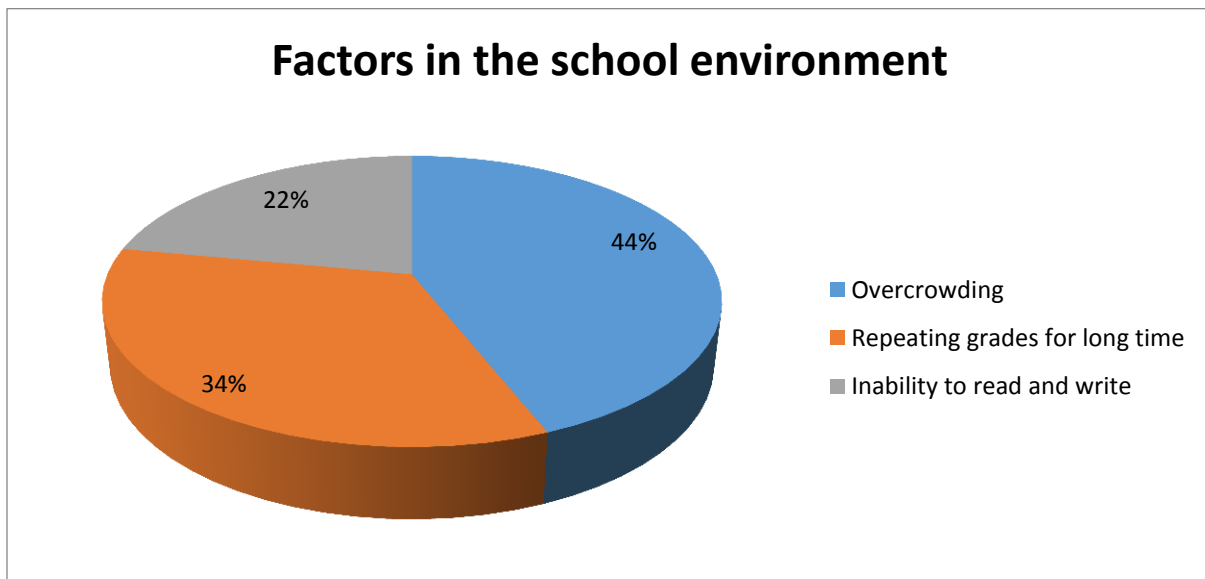


Figure 4.6 shows that 22 (44%) of 50 pupils said that overcrowding contributed to pupil indiscipline at the school, while 17 (34%) responded that repeating grade had a share in promoting indiscipline at the school. However, 11 (22%) respondents pointed out that inability to read and write did have influence. Overcrowding classes should be minimized to promote school discipline. The data collected is supported by Ifeoma (2012) who notes that overcrowding implies competition for inadequate space, resources, and facilities. There is greater possibility that learners may fight or clash over scarce resources and facilities.

4.2.4. Other factors that might influence indiscipline of grade nine learners.

Learners were requested to state any other possible factors that they think might influence indiscipline of grade nine learners at their school. The responses are shown in Figure 9.

Figure 4.7: Any other possible factors that may influence indiscipline of grade nine learners in your school?

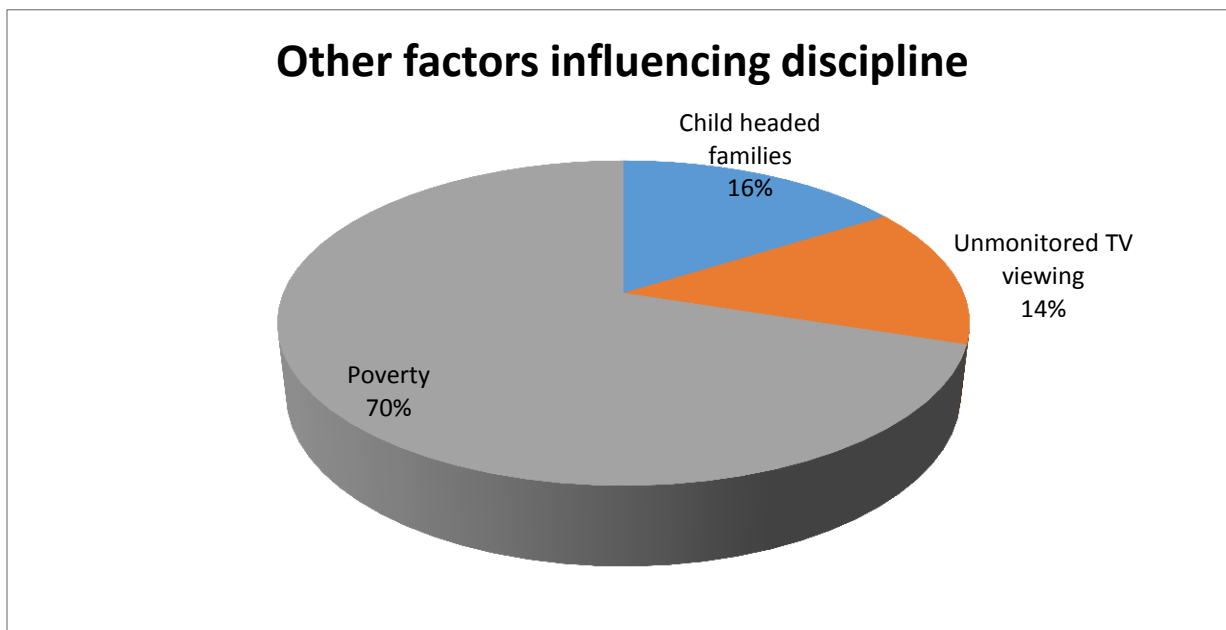


Figure 4.7 shows that 35 (70%) of the 50 pupils agreed that poverty was another factor that might influence indiscipline at the school, while 8 (16%) responded that child-headed families was also influential. At the bottom of the list was unmonitored TV viewing with 7 (14%) responses. It was revealed that poverty had a greater share in promoting indiscipline as most pupils from poor families were not motivated to succeed in life.

4.3. THE EFFECTIVENESS OF THE NEW DISCIPLINARY MEASURES

4.3.1. The disciplinary measures which are effective

Learners were asked to indicate whether they strongly agree, agree, disagree, or strongly disagree that all disciplinary measures used in the area of the study were effective. Their responses are shown in Figure 4.9 to 4.12:

Figure 4.8: Reprimand as an effective disciplinary measure

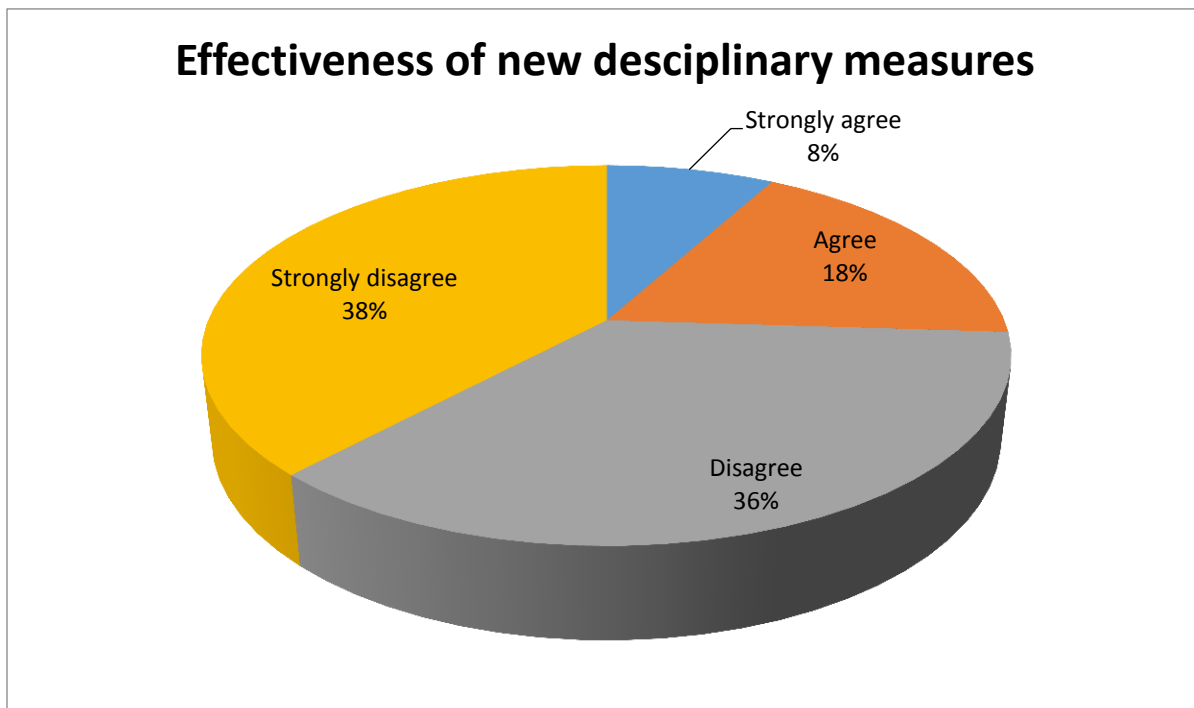


Figure 4.8. Shows that 8% of the learners strongly agree and 18% agree that reprimand was an effective disciplinary measure, while 38% strongly disagree and only 36% disagreed that reprimand was effective disciplinary measure. This study reveals that learners do not agree with using reprimand as disciplinary measure.

Figure 4.9: Demerits as an effective disciplinary measure

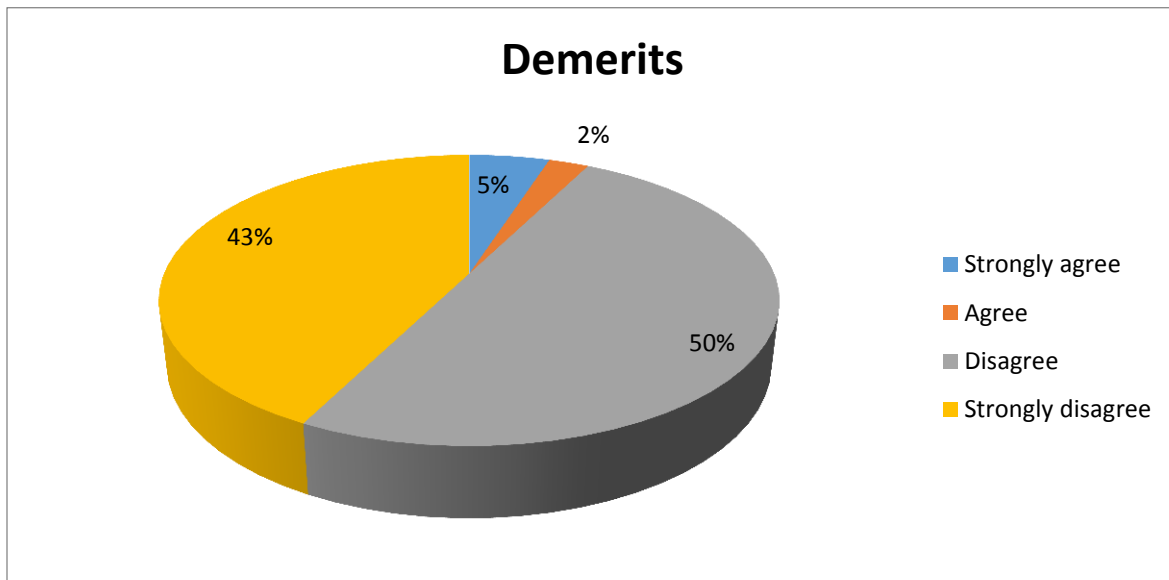


Figure 4.9 shows that twenty of the fifty respondents disagree that demerit was an effective measure while seventeen strongly disagree then two strongly agreed and only one agreed. The majority of the pupil respondents do not want demerit to be used as a disciplinary measure.

Figure 4.10: Detention as an effective disciplinary measure

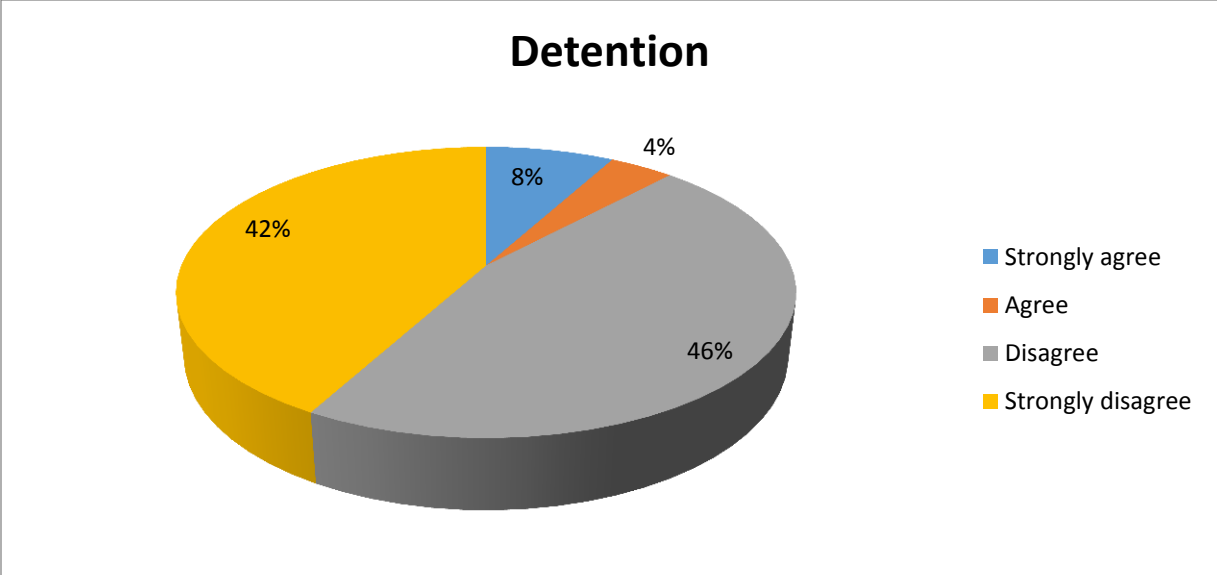


Figure 4.10 shows learners' views on what they regard as an effective measure in school.

Twenty- three of the respondents disagreed that detention was an effective measure, twenty-one strongly disagreed, while four agreed and only two strongly agreed. Learners in the study are not interested in detention as a disciplinary measure.

Figure 4.11: Praise and reward as an effective disciplinary measure.

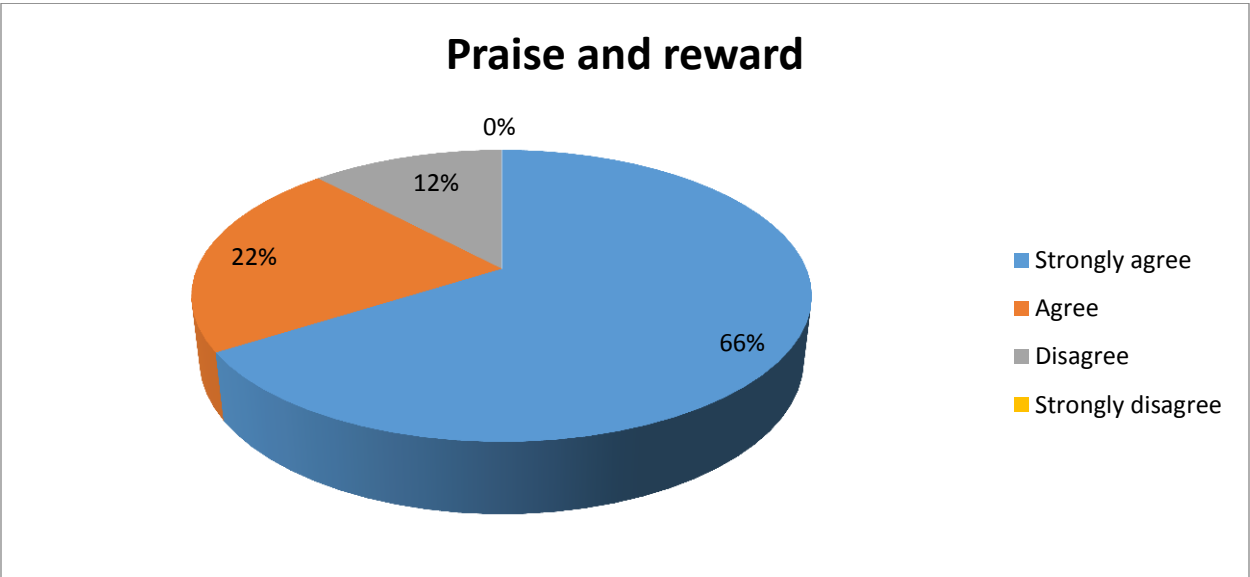


Figure 4.11 shows that thirty-three out of the fifty respondents strongly agreed and eleven agreed that praise and rewards were effective disciplinary measures in the school, while six disagreed. The study reveals that learners support praise and reward as an effective disciplinary measure. Learners want to be rewarded and praised for good behaviour.

4.3.2. The most effective disciplinary strategy

Praise and reward was ranked the most effective disciplinary strategy in school (Table 13). Thirty-three (66%) of the 50 respondents agreed. Praise and reward keep learners motivated towards their work, learners need the recognition and motivation from educators. However, the reward should be a challenge that is achievable to keep learners motivated.

4.3.3. Other strategies which can be effective in promoting discipline at school

In order to investigate the strategies which can promote discipline at school, the researcher asked them the question: State any strategies which you think can be effective in promoting discipline at your school. The findings revealed that 23 pupils (46%) stated that involving stakeholders can assist, 17 pupils (34%) mentioned that parental involvement have a vital role in promoting discipline, while 10 pupils (20%) indicated that adopting troublesome learners can also help. This notion is supported by the literature, for example Bryk Schneider (2009) maintain that schools become successful when a strong and positive relationship among students, parents, teachers, and the community has been firmly established.

4.3.4. Strength of the disciplinary system

Learners were asked the following question: “In your opinion what are the strengths of the discipline system at your school?”

The findings revealed that 37 pupils (74%) indicated that there was no strong disciplinary system. Eight pupils (16%) stated that there was parental involvement, while 5 pupils (10%) thought that there was strong management team. Learners generally approve parental involvement as means to improve discipline at school.

4.3.5. The weakness of the discipline system

The findings highlighted that 30 out of 50 respondents said that inclusivity of stakeholders in committees was a concern, 15 respondents blame improper management in school, while 5 indicated parents defending indiscipline learners was an area of concern. The study revealed that stakeholders are not involved in committees.

4.4. INTERVENTION STRATEGIES TO COMBAT INDISCIPLINE IN NGHONYAMA

4.4.1. Learners were asked to indicate whether they strongly agree, agree, disagree, and strongly disagree that the following intervention strategies can combat indiscipline at their school. Their response are as shown in Figure 4.12 to 4.16:

Figure 4.12: Mentorship as an intervention strategy to combat indiscipline

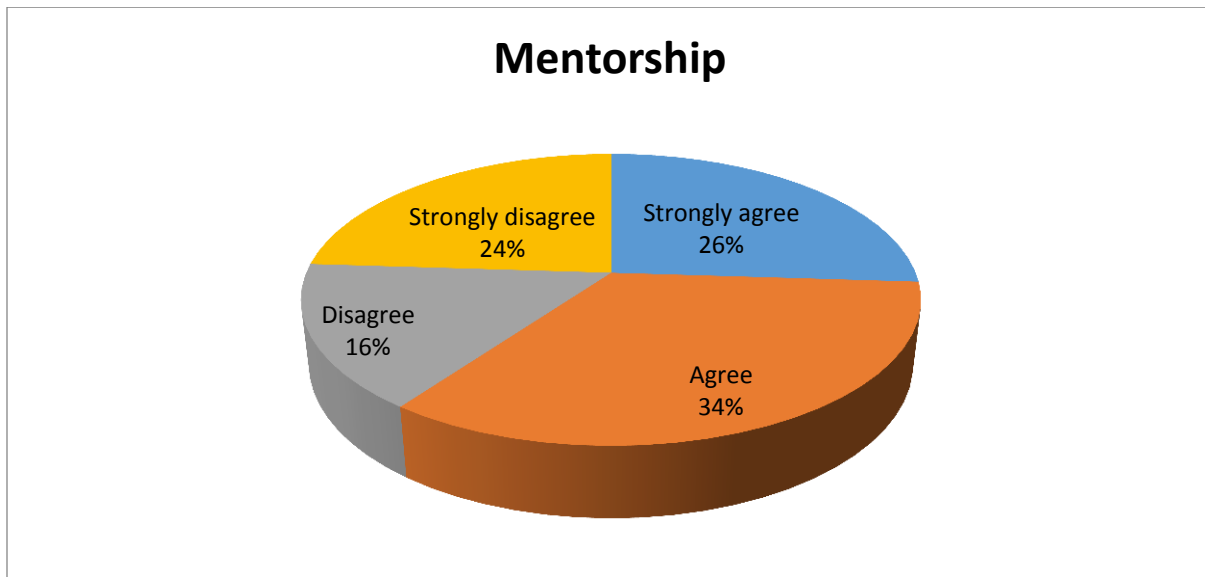


Figure 4.12 shows that thirteen of the learners strongly agreed that mentorship can combat indiscipline in schools, seventeen agreed, eight disagreed while 12 strongly disagreed. It came out of the study that mentorship was the most favoured strategy to instil discipline in the school.

Figure 4.13: Suspension as an intervention strategy to combat indiscipline

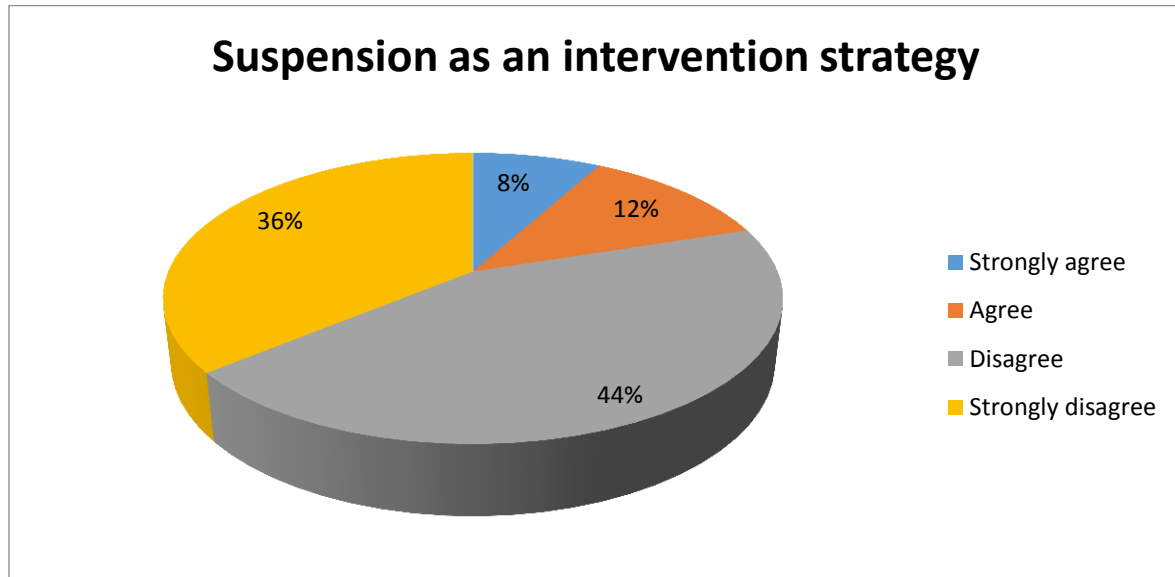


Figure 4.13 shows that 4 out of the 50 learners strongly agreed that suspension can combat indiscipline in schools, six agreed, and twenty-two disagreed while eighteen strongly disagreed. The findings are supported by the literature. For instance, Oosthuizen (2005) points out that suspension as form of discipline is mainly retributory and the aim of the improvement of behaviour does not feature prominently.

Figure 4.14: Public confession as an intervention strategy to combat indiscipline

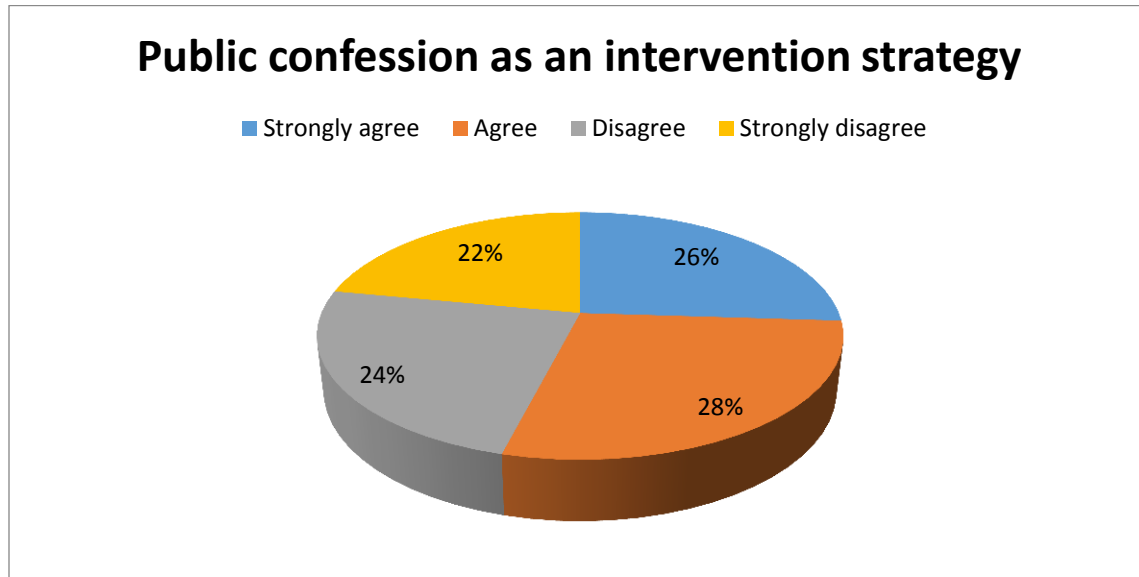


Figure 4.14 shows that 13 out of 50 learners strongly agreed that public confession can combat indiscipline, 14 agreed, 12 learners disagreed, while 11 strongly disagreed. Public confession was approved by most learners as an effective strategy to combat indiscipline.

Figure 4.15: Motivation as an intervention strategy to combat indiscipline

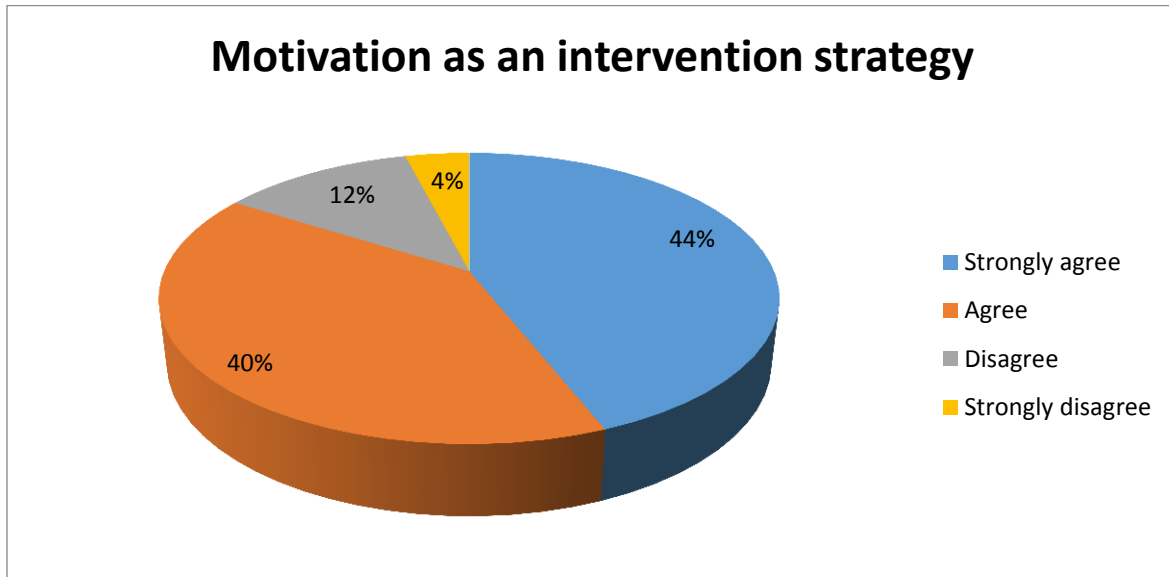


Figure 4.15 shows that 22 of the 50 learners strongly agreed that motivation can combat discipline in school, 20 agreed, 6 learners disagreed while only 2 strongly disagreed. Learners agreed that motivation can instil discipline at school. Learners listen to the people who are usually always not with them.

Figure 4.16: Parental involvement as an intervention strategy to combat indiscipline.

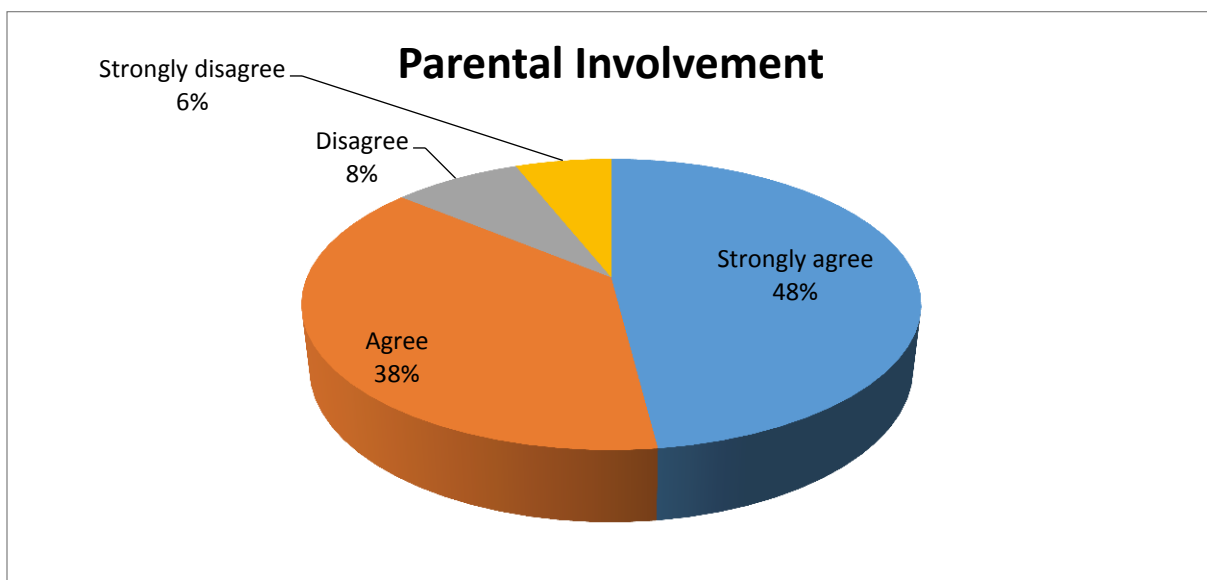


Figure 4.16 shows that 24 of the 50 learners strongly agreed that parental involvement can combat indiscipline at school, 19 agreed, 4 learners disagreed. Only three out of the fifty learners strongly disagreed. This data is strongly supported by Ndamani (2008) who articulates that parental involvement is the most powerful influence in a child's education. He argues that it can have various effects on students, both academically and behaviourally.

4.4.5. In order to suggest ideas that may improve the discipline system at school, learners were asked to answer the following: "Please state any other suggestions or ideas that you may have to improve the discipline system at your school."

The findings revealed that, 29 pupils (58%) pointed out that inviting psychologists and social workers to address learners with specific problems would assist, 15 (30%) learners stated that if government could reward learners who behaved well even though they did not do well in class, this could also help. Only 6 (12%) learners pointed out that involving police officers could play a significant role in improving school discipline. Most learners approved the use professionals such police and social workers to address them.

4.5. FINDINGS FROM THE TEACHERS

The findings in this section are based on the answers to questions in the questionnaire.

4.5.1. Teachers' indications of disciplinary problems in their school

Teachers were asked to tick the disciplinary problems they have in their school. Their responses were indicated in Figure 4.17:

Figure 4.17: Teachers' indications of disciplinary problems in school

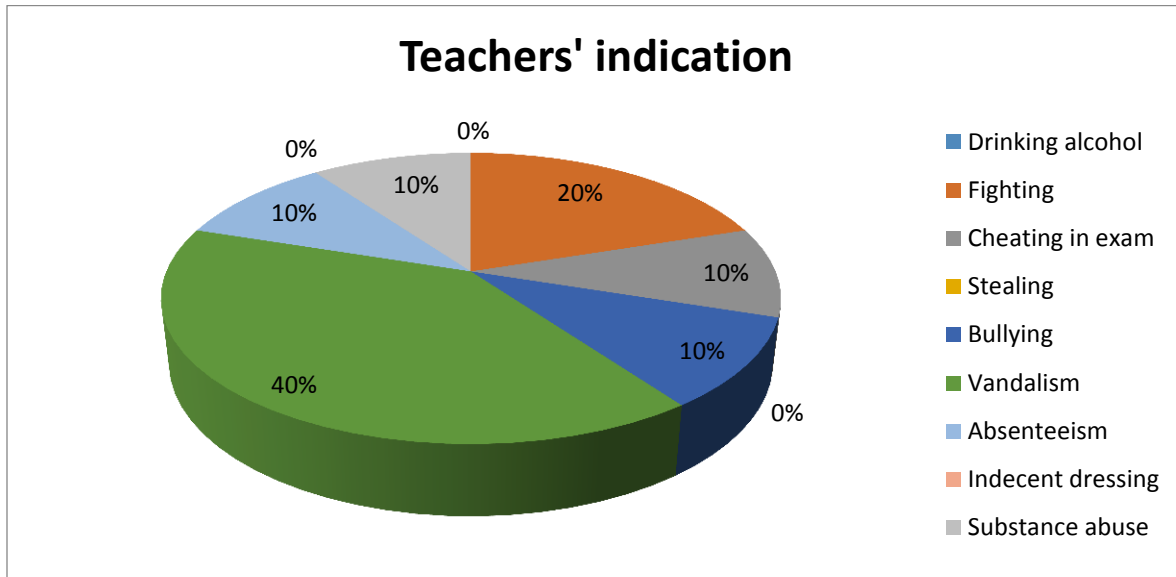


Figure 4.17 contains a list of disciplinary problems teachers experienced in their school and it shows that vandalism and fighting were the biggest problems with four responses for vandalism and two responses for fighting. These were followed by cheating in exam, bullying, absenteeism and substance abuse with one response each. No responses were given for drinking alcohol, stealing and indecent dressing. Vandalizing school properties is an area of concern in many schools, something which needs immediate attention.

4.5.2. Teachers mentioned the causes of indiscipline in school

In order to investigate the causes of indiscipline in school, the researcher asked teachers the question: “What are the causes of indiscipline in your school?” The findings revealed that 4 teachers (40%) pointed out that peer pressure was to be blame, 3 teachers (30%) noted that lack of parental guidance had a share, 2 teachers (20%) indicated moral degeneration as one of the causes. Only 1 teacher (10%) mentioned lack of motivation to succeed as the cause. Peer influence was also mentioned by teachers to be the main cause of indiscipline in school, pointing out that it could be the result of lack of parental involvement and ignorance on the part of the educators. The solution is parents and educators working closely together.

4.5.3. Teachers' responses as to whether the school has rules, and responses were shown in Figure 4.18.

Figure 4.18 Teachers' responses as to whether the school has rules or not.

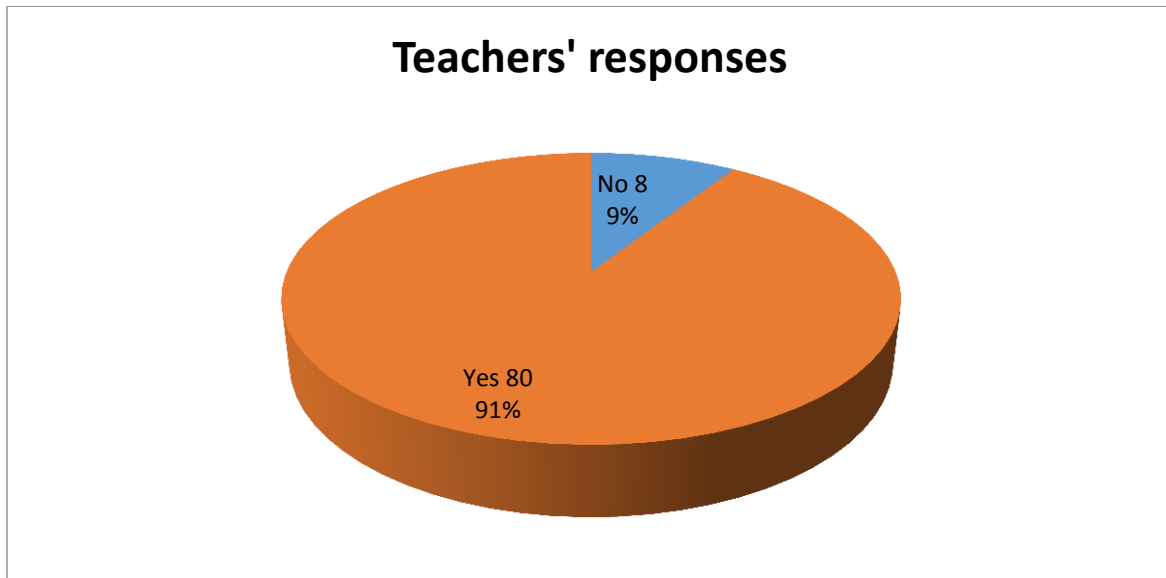


Figure 4.18 shows that the majority of teachers 8 (80%) indicated that they have school rules, while 2 teachers (20%) pointed out that they were no school rules. Rules are guidelines to direct learners' behaviour in a learning institution; however, if not adhered to, learning and teaching cannot be effectively implemented.

4.5.4. On the issue of engaging learners' leaders in the formation of rules, responses are shown in Figure 4.19.

Figure 4.19: Engaging leaders of learners in the formulation of school rules

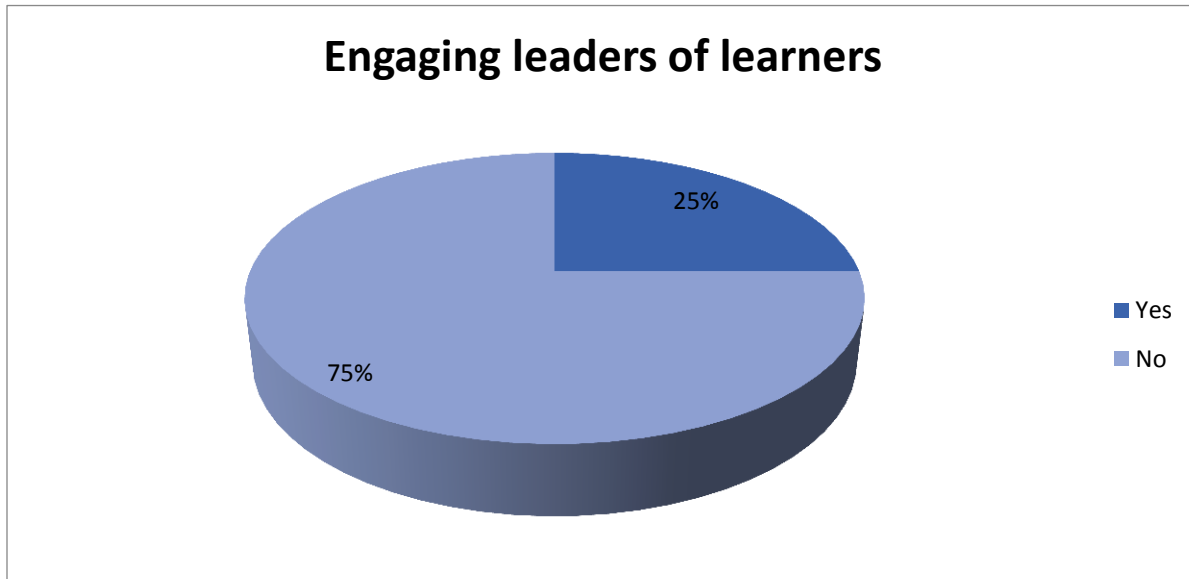


Figure 4.19 shows that 7 out of 10 teachers stated that leaders of learners were not engaged in the formulation of school rules, while 3 of the 10 teachers stated that leaders were involved.

4.5.4. In order to investigate whether the school has a disciplinary committee, the researcher asked them the question: “Does your school have a disciplinary committee?” The findings revealed that, 10 (100%) agreed that the school has a disciplinary committee. The study therefore revealed that the school does have a disciplinary committee.

4.5.5. Representation of learners in the disciplinary committee

Teachers were asked to indicate whether learners were represented in the disciplinary committee. The findings revealed that 6 out of 10 indicated they were not represented, while 2 of the 10 teachers said they were represented. Two teachers were not sure whether the learners were represented or not. Disciplinary committees of each institution must ensure full representation of relevant stakeholders in order to produce the desired outcome.

4.5.6. Teachers were asked to state whether learners observed school rules and if not, why that was the case. The findings highlighted that 9 out of the 10 respondents agreed that learners did

not observe school rules; they blamed lack of effective child-parent relationship, poor perception of the aims and principles of schooling and poor home upbringing. One teacher pointed out that there was minimal observation. Rules must be communicated to all learners and the consequences of not adhering to school rules must be clearly stated.

4.6.1. Teachers' suggested factors that influence indiscipline in the area of study

Teachers were asked to indicate the extent to which they strongly agreed, agreed, disagreed or strongly disagreed with the view that indiscipline in school was caused peer pressure, socio-economic status, community influence, and low household income environment. Their responses are as shown in Figure 4.20 -4.22.

Figure 4.20: The extent of teachers' agreement or otherwise with the view that indiscipline in school is caused by peer pressure.

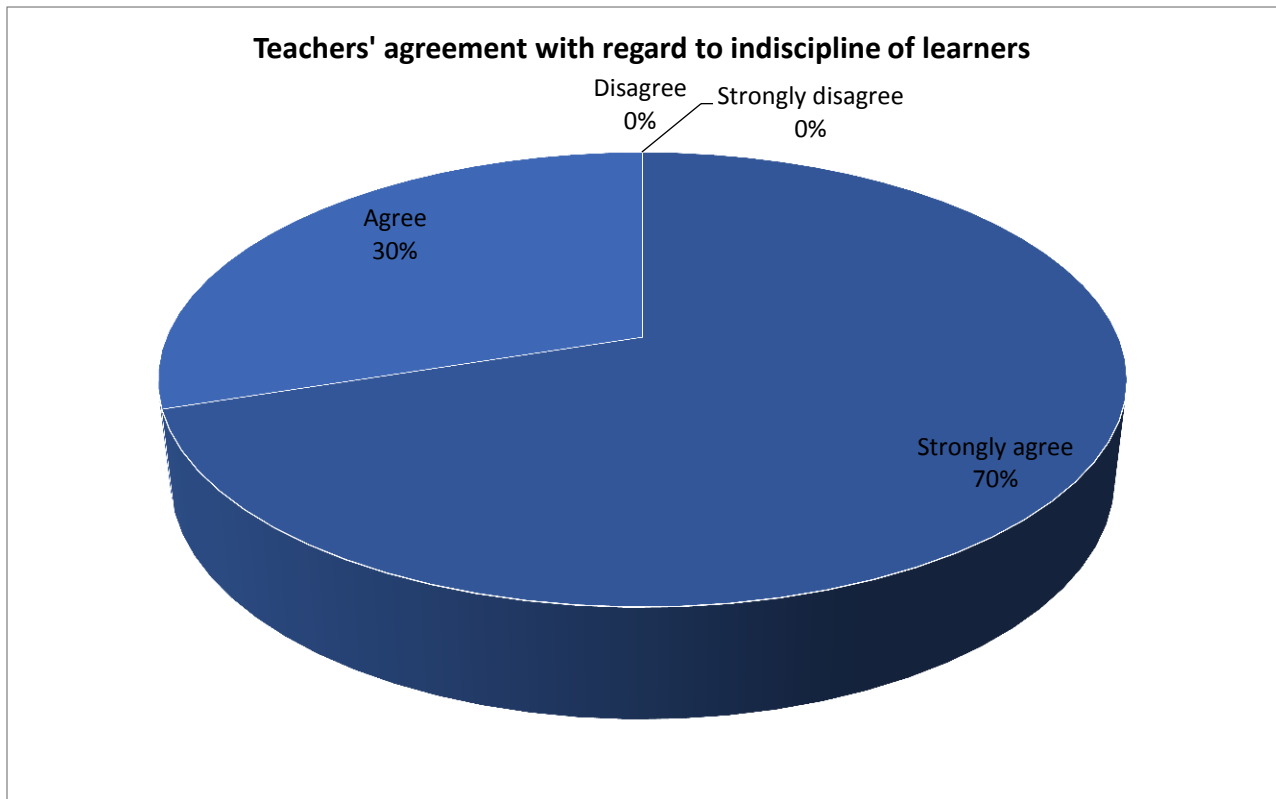


Figure 4.20 shows that 10 out of 10 respondents agreed that indiscipline in school was caused by peer pressure. The present study agrees with Fontana (2013) who argues that as children grow up, need for status and prestige grows and it means that they want to be thought of well by their friends.

Figure 4.21: The extent of teachers’ agreement or otherwise with the view that indiscipline in school is caused by socio-economic status

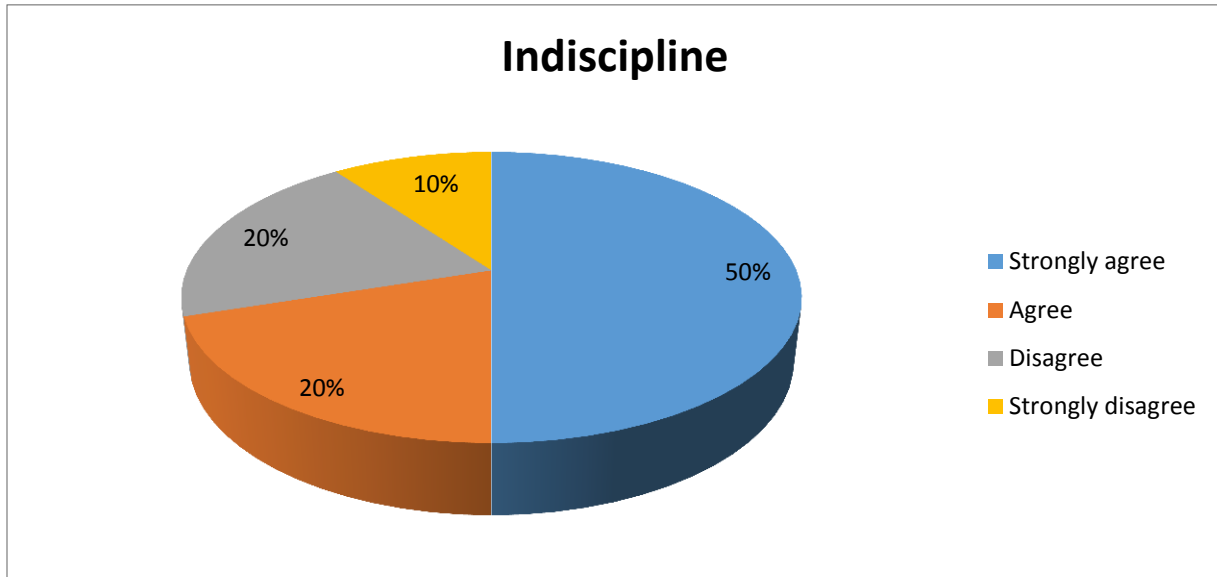


Figure 4.21 shows that five out of the ten teachers strongly agreed that indiscipline in school was caused by socio-economic status, two agreed while two disagreed and only one strongly disagreed.

Table 4.2: The extent of teachers’ agreement or otherwise with the view that indiscipline in school is caused by community influence.

| Type of response | No |
|-------------------|-----------|
| Strongly agree | 4 |
| Agree | 2 |
| Disagree | 3 |
| Strongly disagree | 1 |
| Total | 10 |

Table 4.2 shows that four out of ten teachers strongly agreed that indiscipline in school was caused by community influence, two agreed whereas two disagreed and one strongly disagreed. The study's findings agree with Nthebe (2007) as cited in Cirwin and Mendler(1999) who state that the fact that society resolves problems through shooting, knifing, fistfight, extortion, threats and injury as reflected in media reports and as such, children are constantly exposed to violence and have become insensitive to it. Social norms in a particular community are carried through to the school environment

Table 4.3: The extent of teachers' agreement or otherwise with the view that indiscipline in school is caused by low household income environment.

| Type of response | No |
|-------------------------|-----------|
| Strongly agree | 5 |
| Agree | 3 |
| Disagree | 2 |
| Strongly disagree | 0 |
| Total | 10 |

Table 4.3 shows that 5 out of the 10 respondents strongly agreed that indiscipline in school was caused by low household income environment, 3 agreed while 2 respondents disagreed. Low-household income was agreed by most teachers as a cause of indiscipline.

4.6.2. Teachers' suggested factors that in the home environment which contribute towards indiscipline of grade nine learners.

Teachers were asked to indicate factors in the home environment which contribute towards indiscipline of grade nine learners. The findings revealed abandonment as the main factor in the home environment that contributes to indiscipline of grade nine learners. This was indicated by seven respondents. It was followed by divorcing parent which was indicated by two respondents and abuse with one respondent. These findings support Ndamani (2008) who argues that all students are more likely to experience academic success if their home environment is supportive.

4.6.3 Factors in the school environment which contribute towards indiscipline of grade nine learners

Teachers were asked to indicate factors in the school environment which contribute towards indiscipline of grade nine learners. The findings revealed that overcrowding was the main contributing factor to indiscipline of grade nine learners in the school environment. Six respondents indicated this. It was followed by developmental of physical stages, which was indicated by three respondents. One respondent pointed out poverty as one of the causes to indiscipline. This implies that overcrowding leads many pupils to engage in deviant acts.

4.6.4. Any other possible factors that they think might influence indiscipline of grade nine learners at school.

Four respondents indicated poor teaching as the main influence to indiscipline. Unmonitored TV viewing with three respondents, and exclusion of learners' representative council, two respondents, followed it. One of the teachers did not respond to the question. The study conducted by Matsitsa(2008) indicates that deviant behaviour is always experienced if the curriculum that is offered to learners is irrelevant to their interest and needs of their communities.

4.7. The effectiveness of the new disciplinary measures in the area of study

Teachers were asked to indicate the extent, to which they strongly agreed, agreed, disagreed or strongly disagreed with the view that reprimand, demerits, detention, praise and rewards were effective disciplinary measures at school. Their responses were as shown in Table 4.4-4.7

Table 4.4: The extent of teachers' agreement or disagreement with the view that reprimand is an effective disciplinary measure.

| Type of response | No |
|-------------------------|-----------|
| Strongly agree | 2 |
| Agree | 1 |
| Disagree | 3 |
| Strongly disagree | 4 |
| Total | 10 |

Table 4.4 shows two of the teachers strongly agreed that reprimand was an effective disciplinary measure, one agreed; three disagreed, while four strongly disagreed. Teachers do not favour reprimand as an effective disciplinary measure. The study revealed that teachers fear that the situation may get out of control.

Table 4.5: The extent of teachers’ agreement or disagreement with the view that demerits is an effective disciplinary measure.

| Type of response | No |
|-------------------|-----------|
| Strongly agree | 2 |
| Agree | 0 |
| Disagree | 3 |
| Strongly disagree | 5 |
| Total | 10 |

Table 4.5 shows that two respondents strongly agreed that applying the systems of demerits was an effective disciplinary measure, three disagreed and five strongly disagreed. The study revealed that teachers do not agree with the demerits system as an effective disciplinary measure. The naughty pupils do not care if points are taken from them as they underestimate the value of those points.

Table 4.6: Extent of teachers’ agreement or disagreement with the view that detention is an effective disciplinary measure

| Type of response | No |
|-------------------|-----------|
| Strongly agree | 1 |
| Agree | 2 |
| Disagree | 4 |
| Strongly disagree | 3 |
| Total | 10 |

Table 4.6 shows that one out ten respondents strongly agree that detention was an effective disciplinary measure, two agreed, four disagreed and three strongly disagreed. The study

revealed that teachers did not approve of detention as an effective disciplinary measure; they feared supervising the learners. Detentions may be held during break time or after school and they may be for select individuals or the entire class. Teachers have to plan a lot of activities for learners, so it means extra time and work on their part.

Table 4.7: The extent of teachers’ agreement or disagreement with the view that praise and reward is an effective disciplinary measure.

| Type of response | No |
|-------------------|-----------|
| Strongly agree | 5 |
| Agree | 2 |
| Disagree | 2 |
| Strongly disagree | 1 |
| Total | 10 |

Table 4.7 shows that five out of the ten respondents strongly agreed that praise and reward was an effective disciplinary measure, two agreed, two disagreed and only one strongly disagreed. Teachers agreed with learners that praise and reward was an effective disciplinary measure.

4.7.1. The most effective disciplinary strategy

In order to investigate the most effective disciplinary strategy, the researcher asked them the question: “Which disciplinary strategy is most effective?” The findings revealed that 6 respondents (60%) stated that praise and reward was effective, 4 respondents (40%) supported that parental involvement was effective. These findings are supported by the literature; the Department of Education (2009) advises educators to adopt alternatives to corporal punishment for effective discipline, such as focus on rewarding learners for their effort as well as for good behaviour.

4.7.2. Strategies that teachers think can be effective in promoting discipline

Out of ten teachers who were given the questions, seven of them suggested stakeholders’ involvement such as social workers, police services and motivational speakers as the best, three

of the ten teachers supported learner–teacher intervention and adopting troublesome learners were effective in promoting school discipline. It came out from this study that inviting stakeholders could instil discipline.

4.7.3. The strength of the disciplinary system at school

Eight (80%) of the teachers agreed that a strong school management team, qualified and competent teachers can curb indiscipline. Two (20%) were of the idea that strong parental involvement played a crucial role in discipline. Parental involvement has a significant role in promoting discipline in schools.

4.7.4. Weakness of the discipline system

Out of ten respondents, six of them suggested lack of local teachers; insufficient LSTM and lack of inclusivity of stakeholders in committees were the most challenging issues. Four teachers mentioned lack of technological devices as an area of concern. The findings of the study support the literature as, for instance, Dhurumjai (2013) argues that schools experience serious shortage of textbooks, teaching and learning aids, laboratory and library material and tools for practical work. This state of affairs keeps learners idle and as a result they resort to indiscipline. Learners should be kept busy and interested all the time for effective and undistracted learning to take place.

4.8. INTERVENTION STRATEGIES THAT CAN BE USED TO COMBAT INDISCIPLINE

4.8.1. Teachers were asked to indicate the extent, to which they strongly agreed, agreed, disagree or strongly disagreed with the view that mentorship, suspension, public confession, motivation and parental involvement can combat indiscipline at school. Their responses are as shown in Figure 4.22- 4.26.

Figure 4.22: The extent to which teachers' are in agreement or otherwise with the view that mentorship can combat indiscipline in the school.

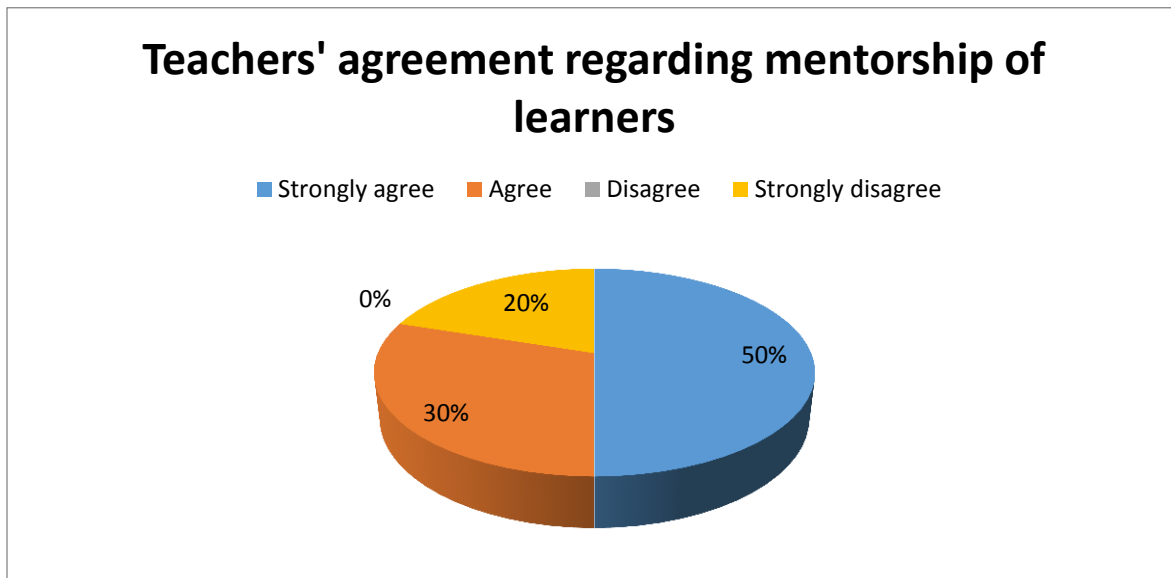


Figure 4.22 shows that 5 out of ten teachers strongly agreed that mentorship can combat indiscipline in school, while three agreed and only two strongly agreed. The study revealed that teachers approved mentorship as a means of combating indiscipline.

Figure 4.23: The extent to which teachers' are in agreement or otherwise with the view that suspension can combat indiscipline in school.

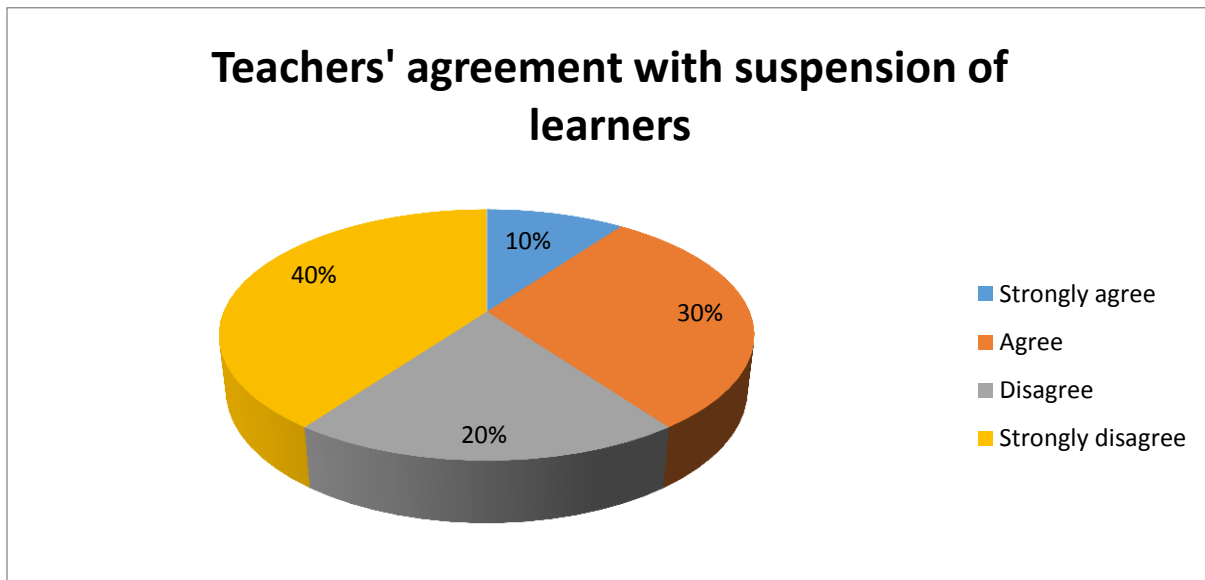


Figure 4.23 shows that four out of ten teachers strongly disagreed that suspension can combat indiscipline in school, while two disagreed, three agreed and only one strongly agreed. It came out of the study that teachers are not in favour of suspension as a means of disciplinary measures.

Figure 4.24: The extent to which teachers' are in agreement or otherwise with the view that public confession can combat indiscipline in school.

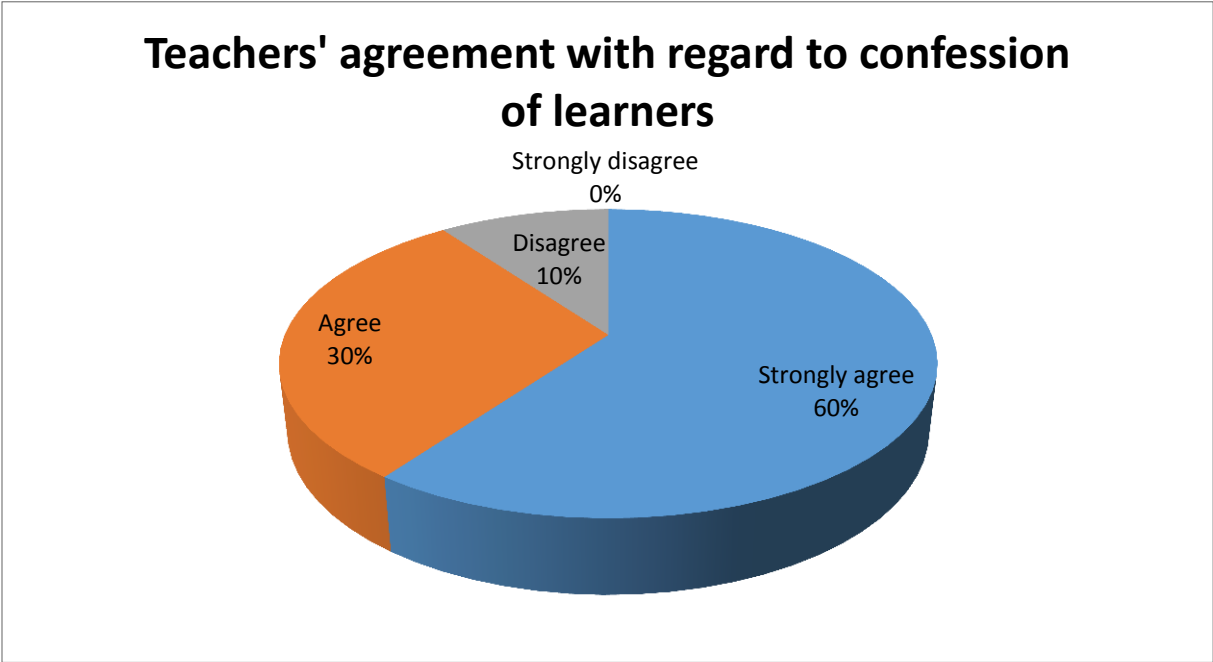


Figure 4.24 shows that six out of ten teachers strongly agreed that public confession can combat indiscipline in school while three agreed and only one strongly disagreed. The findings revealed that teachers are in favour of public confession as a means of disciplinary measures.

Figure 4.25: The extent to which teachers' are in agreement or otherwise with the view that motivation can combat indiscipline in school

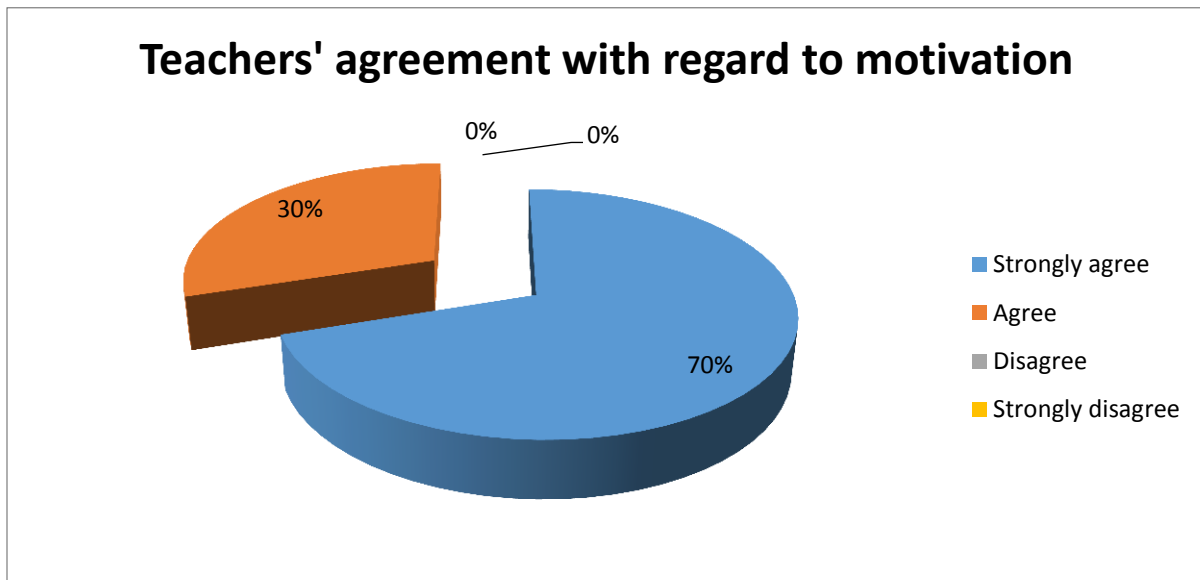


Figure 4.25 shows that seven out of ten teachers strongly agreed that motivation can combat indiscipline in school and three agreed. It came out of the study that teachers are in favour of motivation as a means of instilling discipline.

Figure 4.26: The extent to which teachers' are in agreement or otherwise with the view that parental involvement can combat indiscipline in school

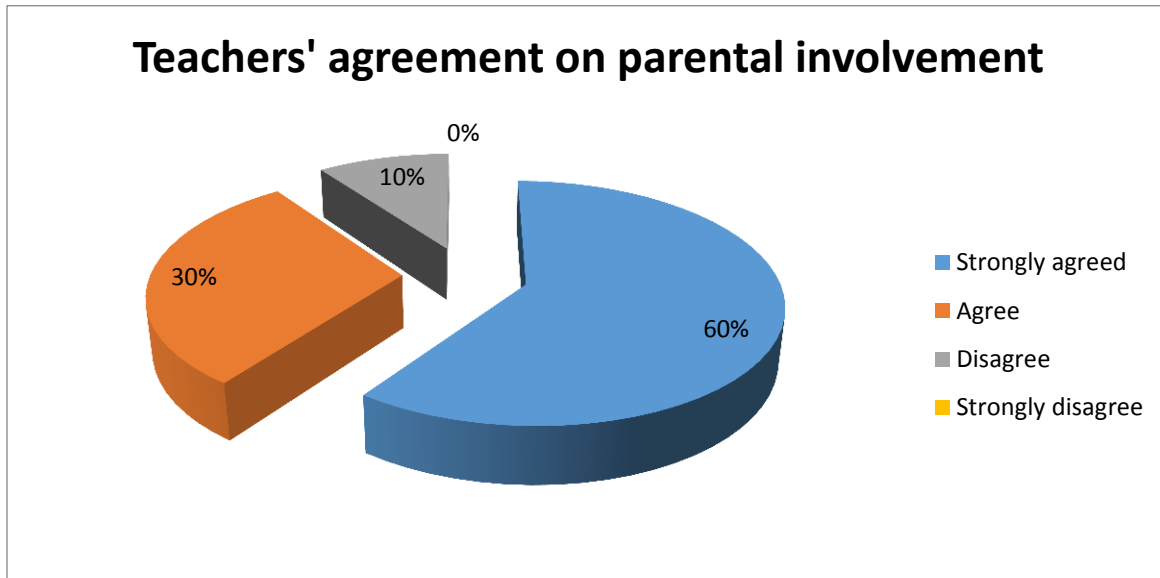


Figure 4.26 shows that out of ten teachers six strongly agreed that parental involvement can combat indiscipline in school, three agreed while one teacher disagreed. The study agrees with Baloyi (2003) who maintains that parental involvement has been in operation all over the world, for example in the United States of America and Australia since 1960s. He argues that research and studies conducted throughout the world demonstrate that children have a significant advantage when their parents are directly involved in the learning process.

4.8.2. Suggestions of improving discipline system at school

Teachers were also asked to state any suggestion or ideas they may have to improve the discipline system in the school. The findings revealed that seven out of ten teachers who answered the questionnaire pointed out that teacher-learner ratio must be improved. It was followed by providing career guidance to learners with two responses. The least one was parental involvement with one response. It came out of the study that teachers are in favour of the use of professional support such as psychologists and counsellors, as an important possible approach to instil discipline in the school.

4.9.Summary

The eradication of indiscipline of grade nine learners depends on the different strategies and disciplinary measures that exist in a school. The chapter revealed that the problem of misconduct needs a thorough investigation to create an awareness on how misconduct can be minimized amongst grade nine learners in the area of the study. This chapter analyzed and evaluated the factors that impact negatively on the performance of grade nine learners at Nghonyama High School. The data collected was presented, analyzed and discussed. In the next chapter, an overview of the study, findings, recommendations, limitations and general conclusion will be presented.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION & RECOMMENDATIONS.

5.1. INTRODUCTION

In this chapter, the findings from the literature review are presented. The findings from the questionnaire will also be given and the recommendations derived from the findings will also be briefly outlined. Finally, the recommendation for further research, limitations of the study and general conclusion will be presented against the objectives and the research questions stated in chapter one.

5.2. SUMMARY: THE FINDINGS FROM LEARNERS

5.2.1. Demographic information

Gender

Out of the 50 participants who were selected randomly, 27 were males, 23 were females. This is an indication that males were more willing to participate than females since girls dominate the school.

Age

There were 30 learners on age range 14-18 and 20 learners on age range 19-21+. This shows that some of the learners were older than their grade. This may be due to higher failure rate that the school has been experiencing in recent years. Another reason may be due to learners having begun their schooling after 7-8 years of age.

Grade nine status

There were 30 first-time learners and 17 learners who were repeaters and 3 learners did not indicate their status. All learners were well represented.

5.2.2. Objective 1: To assess the cause of indiscipline amongst grade nine learners in Nghonyama High School.

On category one questioning, which is the analysis of the cause of indiscipline amongst grade nine learners, 20% of the learners pointed out that vandalism was the most prominent problem. Peer pressure was the main cause of indiscipline in the school. The school has rules, which are not being observed. Learners are not represented in the disciplinary committee.

5.2.3. Objective 2: To identify factors that influence indiscipline in the area of study.

Peer pressure was the most common factor, with 48% respondents. Parental indiscipline and substance abuse by parents were the most cited in home environment as influencing indiscipline at school. Overcrowding also influences indiscipline within the school environment. Other factors were poverty and child-headed families.

5.2.4 Objective 3: To determine the effectiveness of the new disciplinary measures in the area of the study.

Praise and rewards were effective disciplinary measures with the majority of the responses. Involving stakeholders were crucial in addressing the challenge of indiscipline at school. The majority of learners stated that there were no strong disciplinary measures at school. Inclusivity of stakeholders needs special attention.

5.2.5. Objective 4: To state any other suggestion or ideas that you may have to improve the discipline system at your school.

Parental involvement was the most favoured strategy to combat indiscipline at school. Other suggestions were providing career guidance in order to engage the learners in proper study.

5.3. SUMMARY: THE FINDINGS FROM TEACHERS

Gender

They were 6 male over 4 female teachers who participated. The gap between the genders was huge, meaning leadership positions are given to men.

Age

There were 4 males and 2 female teachers on age range 50-59. Age of other teachers both males and females were between 30 and 39. Most young people are no longer interested in teaching as a career.

Qualification

The highest qualification was Honours degree or BED, with 5 teachers having such qualifications, diploma graduates were 4, postgraduate was 1. The majority of the educators are therefore well qualified.

Status

There was 1 Principal, 2 Heads of Departments, 1 SMT member and 6 educators teaching grade nine.

5.3.1. Objective 1: To assess the cause of indiscipline amongst grade nine learners in Nghonyama High School.

The majority of the educators stated that vandalizing school property was the common type of indiscipline in the school. Peer pressure influence was the main cause of disciplinary problems.

However, teachers pointed out school rules existed but learners were not engaged in the formulation of rules. They also indicated that they have a disciplinary committee and learners are represented, but the rules were minimally observed.

5.3.2. Objective 2: To identify factors that influence indiscipline in the area of study.

Ten out of 10 respondents blamed peer pressure as the most dominant factor of indiscipline. Abandonment was the main factor in home environment, and in school environment, overcrowding contributed a lot. Poor teaching might be one of the factors that contributes to indiscipline.

5.3.3. Objective 3: To determine the effectiveness of the new disciplinary measures in the area of study.

On the effectiveness of the new disciplinary measures, most educators agreed that praise and reward played a positive role. Stakeholders' involvement was regarded as the most effective strategy. They further noted that they have a strong Management Team and qualified competent teachers. However, lack of local teachers, LSTM and stakeholder inclusivity is an area of concern.

5.3.4. Objective 4: To suggest intervention strategies that can be used to combat indiscipline in Nghonyama.

Motivation, stakeholders' involvement and public confession can play a vital role in combating indiscipline in Nghonyama.

5.4. CONCLUSIONS

5.4.1. Conclusions from learners and teachers

5.4.1.1. Conclusion on demographic information

On grade 9 respondents three variables namely, gender, age, and status were used to inform the representativeness dynamics and were relevant to this category of participants. On teacher respondents four variables were used namely, gender, age, qualification and status were used to assess the quality of educators hired to implement discipline, and were relevant to this category of participants.

5.4.1.2. Conclusion based on Objective 1

This study concludes that vandalism, disrespect for teachers, peer pressure and minimal observation of rules are the causes of indiscipline of grade nine learners. It is of utmost importance to ensure that there are policies that will curb the practice.

5.4.1.3. Conclusion based on Objective 2

The study also concludes that peer pressure and overcrowding are the major factors that contribute to indiscipline of grade nine learners. Something needs to be done. Working together with learners in a more open and inclusive way would help in getting them to cooperate.

5.4.1.4. Conclusion based on Objective 3

With both categories of respondents, the findings revealed that in the area of study there are no proper disciplinary measures that can be implemented to curb indiscipline. Various disciplinary measures need to be implemented to deal with a variety of discipline cases.

5.4.1.5. Conclusion based on objective 4

Both learners and teachers mentioned parental involvement as the most effective strategy to curb indiscipline. Without parents' support, very little change will happen in terms of discipline. Parents must take responsibility and they must be at the forefront.

5.5. Conclusion

The purpose of the study was to investigate the impact of ill-discipline on the performance of grade nine learners at Nghonyama the findings from the study shows that there are number of challenges that can emanate from ill-disciplined learners at schools. Challenges such as absenteeism, truancy, drug abuse, alcohol abuse, smoking, bullying, vandalism, late coming and other related issues are the ills that affect the performance of learners in the classroom.

5.6. RECOMMENDATIONS

5.6.1. Teachers

To promote discipline at the school teachers should be encouraged to do the following:

- They should be encouraged to refer cases of indiscipline to the School Management Team.
- They should attend their classes regularly.
- They should have a plan to handle indiscipline learners.
- They should model good behaviour
- They should monitor and supervise the learners in all activities.
- They should mentor learners.

5.6.2. Principals

Principals should maintained discipline at the schools by ensuring the following practices:

- The principal should involve all stakeholders in the formulation of school rules and should ensure that learners are part of the process.
- The principal should refer cases of indiscipline to members of the School Governing Body.
- The principal should be encouraged to provide appropriate disciplinary measures to curb deviant behaviour amongst the indiscipline learners.

- The principal must see to it that the school has a set of clear rules, which should be displayed on the walls of every class so that the learners know these rules.
- The principal should ensure that all personnel, parents and learners are aware of the policies regarding learner behaviour.
- The principal should equally ensure that policy regarding disciplinary measures is implemented
- The principal should organise staff development sessions regarding the management of learners' behaviour.

5.6.3. Parents

Parents should promote discipline at the schools by doing the following:

- Parents should be encouraged to talk to learners who have discipline problems; this is in cooperation with their educators.
- Parents should visits the school on a regular basis to check the progress of their children.
- Parents must make sure that the school disciplinary policy should be followed no matter whose child breaks the rules.

5.6.4. Learners

Learners should maintain discipline by doing the following:

- Electing their Learners Representative Council to represent them.
- Cooperate well with their educators at all times.

5.7.SUGGESTIONS FOR FURTHER RESEARCH

There is no research, which is complete in itself. Therefore, the following topics are suggested for further research:

- The impact of school discipline towards school overall performance.
- The role of parental involvement towards school discipline.
- The impact of background on school discipline.
- The perception of learners towards indiscipline at school.

5.8. LIMITATIONS OF THE STUDY

The study cannot claim to have revealed all the challenges brought about by indiscipline in the area of study. This is because problems are not static but dynamic and situational. The researcher experienced financial constraints, hence she opted to conduct her research only in one school. The researcher, however, managed to use the little resources at her disposal to achieve the intended objectives of the study.

REFERENCES

Ali, A.A., Dada, I.T., Isaika, G.A. & Salmon, S.A. 2014. Types, causes and management of indiscipline acts among secondary school students in Shomolu Local Government Area of Lagos State. *Journal of Studies in social sciences*, 2: 254-281.

Asiyai, R.L. 2011. *Trade Union Disputes and their Perceived Impacts on the University in Nigeria*. Unpublished doctoral thesis, Delta State University, Nigeria.

Azizi, Y. 2009. Discipline problems among secondary school students in Johor Bahru, Malaysia. *European Journal of Social Sciences*, 11(4), 50-54.

Babbie, E. 2013. *The practice of social research*. 13th ed. Wadsworth: Cengage Learning.

Bart, M. 2008. *Classroom Management Strategies for Working with Difficult Students*. New York: Magna Publications.

Ballantine, J.H. & Hammarck, F.M. 2009. *The Sociology of Education: A Systemic Analysis*. New Jersey: Parson Prentice.

Baloyi, P.G. 2003. *The Need for Parental Involvement in Developing a Learning Culture in Hlanganani*. Unisa: Pretoria.

Bandura, A. 1977. *Social Learning Theory*. New York: General Learning Press.

Blair, J., Czaja, R.F. & Blair, E.A. 2014. *Designing Surveys: A Guide to Decisions and Procedures*. 3rd ed. California: SAGE Publications.

Bless, C. Higson-Smith, C. & Sithole, S.L. 2013. 5th ed. *Fundamentals of Social Research Methods-An African Perspective*. Cape Town: Juta.

Bloch, G. 2009. *The Toxic: What's Wrong with South Africa's Schools and How To Fix it*. Cape Town: Tafelberg.

Blog, L. 2010. *Listen to Difficult Learners, they are Sending a Message! Classroom Management Strategies*. Boston USA: Pearson Education.

Brayman, A. 2012. *Social research methods*. Oxford University Press.

Bray, E. 2005. *Codes of Conduct in Public School: A Legal Perspective*. *South African Journal* ,25(3):133-138.

Burton, P. 2008. Dealing with school violence in South Africa .Centre for justice and Crime Prevention (CJCP) Issue Paper, 4:1-16.Available at <http://www.cjcp.org.za>. (Accessed 19 December 2015).

Cohen, M.&Seria, N. 2010. South Africa struggles to fix dysfunctional schools Retrieved from :www. Bloomberg.com on 26-07-2011.

Charles, CM.2007. *Today's Classroom Management Strategies: Paths to Positive Discipline*. Boston: Pearson Education.

Cresswell, J.W. 2003. *Qualitative, Quantitative, and Mixed Methods Approaches*, 2nd ed. California : Sage Publishers.

Cresswell, J. W. 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 3rd ed. California: Sage Publishers.

Chepkilot, R.K.&Kiprop.C.J. 2011. Factors influencing Kenyan school discipline in the post-caning era. *International Journal of Current Research*. (Accessed 15 December 2015 at <http://www.journalcra.com/?=node/911>)

Davis, J.Q. 2004. *Anger, Aggression, and Adolescent*. New York: Pantheon Books.

Department of Education, 2009, Alternatives to corporal punishment: the learning experience, Pretoria: Department of Education.

Department of Education, 2009. Learner discipline and school management; a practical guide to understanding and managing learner behaviour within the school context, Western Cape

Department of Education; 2008.Education management and Development Centre; Metropole North.

Dhurumjai, T. 2013. Contributory Factors to Poor Learner Performance in Physical Sciences in Kwazulu-Natal Province with Special Reference to Schools in the Pinetown District. Med dissertation: Unisa.

Donagen, B .2008.The linchpin year. Educational Leadership, 65.55-57.

De Vos, A.S.2003.‘Qualitative data analysis and interpretation.InC.S.L.Delport, A.S. De Vos, C.B.Fouche’ &H.Strydom (Eds), Research at grass roots .Pretoria : Van Schaik.

De Wet, C. 2007. School violence in Lesotho: The perceptions, experiences and observations of a group of learners. *South African Journal of Education*, 27: 673-689.

Douglas, E.M.& Straus, M.A.2007. Discipline by parents and child psychopathology. In A.R.Felthous& H.Sass(Eds), *International Handbook of Psychopathology and Law*. New York: Wiley.

Egwuowu,I.N. 2008. A Managerial Perspective of the Role of Secondary School Learners in the Development and Implementation of a Code of Conduct, .Med dissertation: Unisa.

Erojikwe, E.L.2007. Discipline in secondary schools: Proceedings for the workshops for re-training of mathematics teachers at the University of Nigerian secondary school, Nsukka. 9-10th

December (accessed December 2015).

Erikson, E.H. 1963. *Childhood and Society*. New York: Norton.

Finn, D.J., Fish, M.R.& Scott, A.L.2008.Educational Sequelae of High School Misbehaviour, 101(5):259-271.

Garegae,K.G.2007. The crisis of student discipline in Botswana schools:An impact of culturally conflicting disciplinary strategies.*Educational Research and Review*, 3(1): 48-54.

Goodman, J.F. 2006. School discipline in moral disarray, *Journal of Moral Education*, 35(2):213-228.

Hennig,E.2004.*Finding Your Way in Qualitative*.Pretoria:Van Schaik.

Henly, M. 2010.*Classroom Management. A proactive Approach*. Upper Saddle River, NJ: Pearson.

Ifeoma, A.R.2012.Indiscipline in Nigerian Secondary School: types, causes and possible solutions. *African Journal of Education and Technology*, 2 (1): 39-37.

Imenda, S.N. &Muyangwa,M.M. 2009.Introduction to Research in Education and Behavioural Science. Umtata: Elmend publisher.

Joubert, R., De Waal, E.&Rossouw, J.P. 2005. A South African perspective on the impact of discipline on access to equal education opportunities.In C.J. Russo, J.Backmann& J.D. Jansen (Eds.).*Equal Education Opportunities: Comparative Perspective in Education Law*. Pretoria: Van Schalk.

Johnson, B.R. & Onwuegbuzie, A. 2004. Mixed Methods research: A research paradigm whose time has come, *Educational Researcher*, 33(7),14-26.

Keijers, L., Loeber, R., Branje, S. & Meeus, W. 2011. Bidirectional Links and Concurrent Development of Parent-Child Relationship and Boys Offending Behaviour. *Journal of Abnormal Psychology*. 3(5), 81-87.

Kimani, J.W. 2013. School Factors Influencing Learners Discipline In Public Secondary Schools In Kinangop District, Kenya. Unpublished M ED dissertation. University of Nairobi. Kenya.

Kumar, R. 2011. *Research Methodology: A step-by-step Guide for the Beginners*. London : SAGE Publications.

Kupchik, A. 2010. *Homeroom Security: School Discipline in an Age of Fear*. New York: New York University Press.

Koenig, L.J. 2008. *Smart Discipline for the Classroom: Respect and Cooperation Restored*. 4th ed. Thousand Oaks: Corwin Press.

Kruger, A.G. 2008. *School Management: Structures and Processes*. Pretoria: Unisa Press.

Leedy, P.D. & Ormrod, J.E. 2014. *Practical Research Planning and Design*. 10th ed. London: Pearson Education.

Lemmer, E. 2007. *Organising Parent Involvement in SA Schools*. Cape Town: Juta.

Le Mottee, S. 2005. Avoiding polarisation-building healthy relationship at school by developing approaches to school discipline which builds a culture of learning and teaching (online). Paper presented at the national Union of Educators Conference. Available at: <http://www.eisa.org.za>.

Lochun, D. 2012. Students` Perceptions of Indiscipline at Three Primary Schools in One Educational District in Central Trinidad. Unpublished MED dissertation University of West Indians.

Lyamba, B.2013. The Relationship Between Home Environment And Discipline Among Pupils in Selected Primary Schools in Mongu District, Unpublished Med dissertation, University of Zambia, Lusaka.

Mabuza,J.E. 2011.Manager empowerment: new challenges for managers. Paper presented at the district management conference. Waterberg, September 2011.

Machika, N. M. 2006. The Effects of Learner Discipline on Academic Achievement,UnpublishedMed Thesis: University of Limpopo.

Madikizela, V.G. 2006. The Influence of Intense Educator Development on the Quality of Teaching and Learning Selected Schools at Lejweleputswa District. Unpublished M.ED Dissertation.

Magwa, S. &Ngara, R. 2014.Learner Indiscipline in Schools: Review of Arts and Humanities. 3(2): 79-88.

Majola, J. 2008.*The Role of the School Management in the Promotion of Parental Involvement in Township Schools in George*. Med mini- dissertation. Nelson Mandela Metropolitan University.

Makwena, J.2011.*The Effects of Adolescents Aggressive Behaviour towards the Learning Performance of Learners in Vlakfontein Circuit ofLimpopoProvince*,UnpublishedM.ED dissertation: University of Limpopo.

Manguvo, A., Whitney, S.D. Chareka, O. 2011.The Crisis of Student Misbehaviour in Zimbabwean Public Schools: Teachers Perceptions on Impact of Macro Socioeconomic Challenges .*International Journal of Educational Administration and Policy Studies*, 2(4):40-44.

Marais, P. & Meier, C. 2010. Disruptive behaviour in the foundation phase of schooling. *South African Journal of Education*, 30 (1): 41-44.

Maree, K. 2000. What cannot be endured must be cured; Untying the Gordian knot of violence in South African schools.

Matsitsa, G. 2008. Discipline and disciplinary measures in the Free State Township schools unresolved problems. *Acta Academia* 40:234-270.

Masekoameng, M. C. 2010. The impact of disciplinary problems on educator morale in Secondary schools and implications for management, Unpublished MEd dissertation: University of South Africa

Maphosa, C. & Shumba, A. 2010. Educators disciplinary capabilities after banning of corporal punishment in South African schools. *South African Journal of Education*, 30(3): 387-399.

Maphosa, C. 2011. Learners' perceptions of possible approaches to curb learner discipline in South African schools. *Anthropologist*, 13(4): 241-275.

Mathews, B. A. & Ross, L. 2010. *Research Methods: Practical Guide for Social Sciences*. London: Pearson Education limited.

Matoti, S. N. 2010. The unheard voices of educators: perceptions of educators about the state of education in South Africa. *South African Journal of Higher Education*, 24, (4): 568-584.

McMillan, J. H. & Schumacher, S. 2010. *Research in Education: Evidence - Based Inquiry*. Pearson: Boston.

Mendler, B. D., Curwin, R. L., & Mendler, A. N. *Strategies for successful classroom management: helping students succeed without losing your dignity or sanity*. Thousand Oaks: Corwin Press.

Mestry,R. &Khumalo,J. 2012. Governing bodies and learner discipline: Managing rural schools in South Africa through a code of conduct. *South African Journal of Education*, 32:97-110.

Milondzo. K.S.2013.Exploring the impact of school discipline on learner performance. A paper delivered at PEU regional conference at Manyeleti Game Reserve, 4-5 September 2013.

Mokhele , P.R. 2006.The teacher-learner relationship in the management of discipline in public high schools, *Africa Education Review* ,(3):: 148-159.

Mogale, T.J. 2013. *Parental Involvement as a Strategic tool to improve The Culture of Teaching and Learning in Township Schools*.Pretoria: Unisa.

Moloi,P.I.2002.The Role of the Parents in Discipline as an Aspect of School Safety. Johannesburg: RAU.

Moyo, G.,Khewu,N.P., &Bayaga,A. 2014. Disciplinary practices in schools and principles of alternatives to corporal punishment strategies .*South African Journal of Education*, 34(1): 1-14.

Moye, G.P. 2015. Students` Indiscipline and Principal Attitude in Ondo State Secondary Schools *Journal of Education and Practice*,6(16).

Mouton, J.2008. How to Succeed in Your Master`s and Doctoral Studies.12th ed. Pretoria: Van Schaik

Mumo, S.N.2004.Department of Education Administration Management Planning and Curriculum Development. PAC/ M/ 508 Secondary Schools.

Mpumalanga Department of Education. 2006.Summary of the report on the state of education in the Kwandebele enclave (focus on the courses of high failure rate) Mpumalanga Province.

- Mtsweni, J. 2008. *The Role of Education in the Management of School Discipline in the Nkangala Region of Mpumalanga*. Unpublished MEd dissertation: University of South Africa.
- Mwamwenda, T.S. 2004. *Educational Psychology: An African Perspective*. Sandton: Heinemann.
- McIntyre, N. 2010. Providing friendly and supportive environment for teachers. *Childhood Education*, 86(5): 348-350.
- Nakpodia, E. 2010. Teachers' disciplinary approaches to students discipline problems in Nigerian secondary schools. *International NGO Journal* Vol 5(6). 99-150.
- Naong, M. 2007. The impact of the abolition of corporal punishment on teacher morale: 1994 - 2004', *South African Journal of Education*. (27): 283 -300.
- Ncontsa, V.N. & Shumba, A. 2013. The Nature, Causes and effects of School violence in South African High Schools. *South African Journal of Education*. Vol (5). 33-39.
- Ndamani, P.L. 2008. Factors contributing to lack of discipline in selected secondary schools in the Mangaung Area of Bloemfontein and possible solutions, Interim. *Interdisciplinary Journal*. 7(2): 177-193.
- Nene, Z.F. 2013. Challenges of managing learner discipline: The case of two schools in Pinetown District. Unpublished Med dissertation, University of KwaZulu-Natal.
- Neuman, W.L. 2006. *Social Research Methods*. Boston: Pearson
- Newby, P. 2010. *Research Methods for Education*. Harlow: Pearson

- Nasibi, W.M.W. 2003. *Discipline: Guidance and Counselling in Schools*. Nairobi. Strongwall Africa.
- Nthebe, B.G. 2006. *Managing Learner –Discipline in Secondary Schools*. Unpublished Med Thesis: North-West University.
- Ntuli, L.T. 2012. *Managing Discipline in Post-Corporal Punishment Era Environment at Secondary Schools in the Sekhukhune District; Limpopo*. Unpublished Med dissertation: University of South Africa.
- Nyathi, B.C. 2010. The impact of strategic management in schools, a paper delivered at PEU regional conference. Manyeleti, September 2010.
- Ojedapo, D.O. 2011. Indiscipline in secondary schools: a cry to all stakeholders in education. *Journal of Educational and Social Research*.
- Oosthuizen, I.J. 2010. *A Practical Guide to Discipline in Schools*. Pretoria: Van Schaik.
- Osthuizen, L.C. 2009. *The Role of School Management*. Pretoria: Van Schaik.
- Payne, G & Payne, J. 2004. *Key Concepts in Social Research*. London: SAGE Publications.
- Polit, D.F & Beck, C.T. 2006. *Essentials of Nursing Research, Methods, Appraisal, and Utilization*. 6th ed. London: Lippincott William & Wilkins.
- Porter, L. 2007. *Young Children's Behaviour: Practical Approaches for Caregivers and Teachers*. Australia: Elsevier.
- Rahul, G. 2011. E-zine Article. Retrieved May 5, 2012 from <http://ezinearticle.com>

Regenesys academic team. 2012. Research Study guide. Sandton: Regenesys Business School.

Republic of South Africa .1996.The constitution of the Republic of South Africa, Cape Town: Government Printer

Republic of South Africa. 1996. The South African School Act (Act 84 of 1996). Pretoria: Government Printers.

Rooth, E., Seshoka, A., Steenkamp, S. &Mahuluhulu, S. 2011. Life Orientation Grade 10.CAPS:Learner`s Book. Cape Town: Maskew Miller Longman.

Rossmann,G.B., & Rallis, S.F. 2011.Learning in the field : An introduction to qualitative research :Sage.

Rossouw, D. 2005.*Intellectual Tools: Skills for the Human Sciences*. Pretoria: Van Schaik.

Salifu,I. &Agbenyega, J.S.2012.Impact of discipline issues on schools effectiveness:The views of some Ghanaian principals’’ MIE.*Journal of Educational Studies, Trends and Practice*, 2(1):50-65.

Samuel, C. 2010.On special education: Tackling Behaviour Problems in High Schools.

Saunders, M.,Lewis, N.K., Phillippe&Thornhill, A. 2009. Research Methods for business students.3rd ed. Harlow Financial thesis. London: Prentice Hall.

Schellenberg, R. 2000. “Aggression Personality: When does develop and why’’ *Virgin Counsellors Journal*, 26: 67-76

Scheuermann,B.K.& Hall, J.A. 2008. *Positive Behavioural Supports for the Classroom*. Upper Saddle River.New Jersey: Pearson Prentice Hall.

Silverman, D. 2010. *Qualitative Research*. London: Sage.

Sincero, S.M. 2012. Humanistic perspective and personality (Accessed October 2015 from Explorable.com: <http://explorable.com/humanistic-perspective-and-personality>).

Skiba, R. 2006. *Zero Tolerance, Suspension and Expulsion: Question Of Equity and Effectiveness*: New Jersey.

Smit, E.M. 2010. *The Role of Discipline in Combating Violence in Schools in the East London Region*. Unpublished M.EdThesis: University of Fort Hare

Sobh, R & Perry, C.2006. Research design and data analysis in realism research: *European Journal of Marketing*, 40(11) 1194-1203.

Soneson, U. 2005. *Ending Corporal Punishment of Children in South Africa: I Want her to Talk with Me When I Make a Mistake: Save the Children Sweden*. Pretoria: Oxford University Press.

South African Council for Educators. 2013. Back to the Basic with Discipline. South African Principal's Association Conference. (Accessed on 15 May 2015 at: www.sapaconference.co.za/.../Sandile -Ntshalintshali-Back-to-Basics-with...)

South African School Act no.84 of 1996.(Accessed on 22 May 2015 at <http://www.education.gov.za/linkClick.asp?fileticket=808cFmkP8U4>)

Motha. S. 2015. 'Terrified teachers stay away' in *Sowetan* October ,3 , 2015: 20

Squelch, JM.2000. *Discipline, Centre of Education Law and Education Policy*. Pretoria: Juta.

- Sprick, R.2013.*Discipline Inthe Secondary School Classroom. A Positive Approach to Behaviour Management.*3rded.Jossey-Brass teacher
- Temiteyo, O. 2013.Management of Disciplinary Problems in Secondary schools: Jalingo metropolis in focus. *Global Journal of Human Social Science Linguistics & Education*, 13 (14): 7-19.
- The classroom. 2008. Dealing with Secondary School Behaviour Problems. From: <http://fm44.wordpress.com/2008/09/dealing-with-secondary-school-behaviour-problems> (accessed 28 May 2015)
- Tungata, M.2006. *Maintaining Discipline in Schools in the Post-Corporal Punishment Era.* Unpublished M Ed dissertation .Johannesburg: Nelson Mandela Metropolitan University.
- Uys, H.H.M.&Basson, A.A. 2005. *Research Methodology in Nursing.* Cape Town: KAGISO.
- Van Wyk,N. &Lemmer, E. 2009. *Organising Parent Involvement in SA Schools.* Cape Town: Juta.
- Vanderslice, R. 2010.ABC`s of keeping the best: Attrition, burnout, and climate. *Childhood Education*, 6(5): 294-300.
- Verona, E., Sadeh, N. & Curtin, J. 2009. Stress-induced asymmetric frontal brain activity and aggression risk. *Journal of Abnormal Psychology*, 118(1), 131-145. Doi:10.1037/a0014376
- Von Wildemann, A. 2011. Philosophies that inform discipline strategies among teachers.UnpublishedMEd dissertation, Nelson Mandela: Metropolitan University.
- Wellman,C,Kruger,F&Mitchell,B. 2005.3rd ed. *Research Methodology.* Cape Town: Oxford University Press.

White, C.J. 2005.*Research: Practical Guide*. Pretoria: Ithuthuko Investments.

Yahaya,A. 2009.European Journal of Social Sciences. Vol 11 Number 4, 2009.Discipline Problems among Secondary School Students in Johor Bahru, Malaysia at: <http://eurojournal.com/ejss> (accessed 25 May 2016)

Young, P.G. 2008. *Promoting Positive Behaviours: An Elementary Principal`s Guide to Structuring the Learning Environment*. Thousand Oaks: Corwin Press.

Zubaida, A.N. 2009. Indiscipline and Its Management Techniques: A case study of special education school Inkano state. The journal of the national council for the exceptional children.

Annexure 1: List of Abbreviation used in the Study

1. SMT = School Management Team
2. SGM = School Governing Body
3. DOE = Department of Education
4. SASA = School African School Act
5. GR 12 = Grade 12
6. SACE = South African Council of Educators

Annexure 2:
**Approval from the University/
Confirmation Letter**
From
The University of Limpopo

Annexure 3:

Letter seeking consent from the Department of Education

From

The Researcher

Enq: Masingi T.M
Persal No: 81062028
Cell No: 073 652 8692

P.O.Box 1152
Giyani
0826
20 May 2016

The Circuit Manager
Groot Letaba Circuit
Private Bag X578
Giyani
0826

Dear Sir

APPLICATION FOR CONDUCTING RESEARCH ON DISCIPLINE AT YOUR SCHOOL.

1. I hereby apply for undertaking the above mentioned research at your school within the Circuit.
2. I am a Master's student at the University of Limpopo (Turfloop Graduate School of Leadership Campus)
3. My research topic is: **The Impact of Indiscipline on the Performance of Grade Nine Learners: A Case of Nghonyama High School, Limpopo Province.**
4. All data collected will be anonymous and treated in the strictest confidentiality and no individual or school will be identifiable in the published report.
5. I hope my application will receive your positive response.

Yours faithfully

Masingi T.M.

Annexure 4:
Limpopo Province Department of Education Letter of approval

Annexure :5

Editing letter

Annexure 6:
Data collection instrument – Questionnaire
Leaners and Teachers

INTRODUCTION

I am T.M. Masingi and am conducting a research with regard to indiscipline in schools. My research topic is: The Impact of Indiscipline on the Performance of Grade Nine Learners: A Case of Nghonyama High School, Limpopo Province. I am a registered MDEV student at the University of Limpopo (TGSL). You have been selected to participate in this study as you are an expert in the field and your input will make a difference on the future of our society. There is no right and wrong answers. Kindly answer all the questions. Your response to these questions will be used only for this study and not for any other purpose. Your name will not be disclosed to anyone and the information you have provided will be kept confidential.

Thank you.

Participant's signature.....

QUESTIONNAIRE

FILL IN: Tick your selected answer with (X)

Demographic information

1. 1. Gender

| | |
|--------|--|
| Male | |
| Female | |

1.2. Your age range is

| | | | | |
|-------|-------|-------|-------|-----|
| 14-21 | 30-39 | 40-49 | 50-59 | 60+ |
| | | | | |

1.3. Qualification

| | | | | |
|----------|------------------|-----------------|----------------|---------------------------------|
| Grade 09 | National diploma | Bachelor degree | Honours degree | Masters/ doctorate degree |
| | | | | |

1.4

| | |
|-----------|--|
| Status | |
| Learner | |
| Teacher | |
| HOD | |
| Principal | |
| Parent | |

Research Questions

Objective 1: To assess the cause of indiscipline amongst grade nine learners in Nghonyama High School.

1.1 What types of indiscipline do you have in your school? Tick all that apply.

| | |
|----------------------|--|
| A.Smoking | |
| B. Drinking alcohol | |
| C. Fighting | |
| D. Cheating in exam | |
| E. Stealing | |
| F. Bullying | |
| G.Vandalism | |
| H. Absenteeism | |
| I. Indecent dressing | |
| J. Substance abuse | |

1.2. What are the causes of indiscipline in your school?

.....

.....

.....

.....

.....

.....

1.3. Does your school have rules?

| | |
|-----|--|
| Yes | |
| No | |

1.4. Were learners' leaders engaged in the formulation of school rules?

| | |
|-----|--|
| Yes | |
| No | |

1.5. Do you have a disciplinary committee?

| | |
|-----|--|
| Yes | |
| No | |

1.6. Are learners represented in the disciplinary committee?

| | |
|-----|--|
| Yes | |
| No | |

1.7. Are learners observing the rules? If not, why not?

Objective 2: To identify factors that influence indiscipline in the area of study.

2.1. Do you think all disciplinary problems that occur at your school are due to the following factors?

| Factors | Strongly agree | Agree | Disagree | Strongly disagree |
|--------------------------------------|----------------|-------|----------|-------------------|
| 1. Peer pressure | | | | |
| 2. Socio-economic status | | | | |
| 3. Community influence | | | | |
| 4. Low household income environment. | | | | |

2.2. Which factors in the home environment contribute towards indiscipline of grade nine learners?

.....

.....

.....

.....

.....

.....

2. Which factors in the school environment contribute towards indiscipline of grade nine learners?

2.4. Please state any other possible factors that you think might influence indiscipline of grade nine learners at your school

.....
.....
.....
.....
.....
.....
.....

Objective 3: To determine the effectiveness of the new disciplinary measures in the area of the study.

3.1. Do you think all disciplinary measures that are used at your school are effective?

| Factors | Strongly agree | Agree | Disagree | Strongly disagree |
|-------------------|----------------|-------|----------|-------------------|
| Reprimand | | | | |
| Demerits | | | | |
| Detention | | | | |
| Praise and reward | | | | |
| | | | | |

3.2. Which disciplinary strategy is the most effective?

.....
.....
.....
.....

3.3.State any strategies which you think can be effective in promoting discipline at your school.

3.4. In your opinion, what are the strengths of the discipline system at your school?

3.5.In your opinion, what are the weaknesses of the discipline system at your school?

Objective 4: To suggest intervention strategies that can be used to combat indiscipline at Nghonyama High School.

4.1.Do you think the following intervention strategies can combat indiscipline at your school?

| Strategies | Strongly agree | Agree | Disagree | Strongly disagree |
|--------------|----------------|-------|----------|-------------------|
| 1.Mentorship | | | | |
| 2.Suspension | | | | |

| | | | | |
|---------------------------|--|--|--|--|
| 3.Public confession | | | | |
| 4.Motivation | | | | |
| 5.Parental involvement | | | | |

4.2.Please state any other suggestions or ideas that you may have to improve the discipline system at your school.

.....

.....

.....

.....

