

EFFECTIVE EDUCATIONAL LEADERSHIP FOR GOOD DISCIPLINE

AT

PHANGASASA SENIOR SECONDARY SCHOOL

BY

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TABLE OF CONTENTS

ITEM	PAGE
Declaration	i
Acknowledgement	ii
Executive Summary	iii
CHAPTER 1: GENERAL ORIENTATION	
1. Background to the study	1
1.1 Examples of Violence schools	2
1.2 Statement of the problem	3
1.2.1 Main Question	3
1.2.2 Sub Question	3
1.3 The aim of the study	3
1.4 The significance methodology	4
1.5 The research methodology	5
1.5.1 Data collection	5
1.5.2 List of questions	5
1.6 Clarification of concepts	6
1.7 Case study	7
1.8 Research framework	8
CHAPTER 2: LITERATURE REVIEW	
2. Introduction	9
2.1 Discipline verses corporal punishment	9
2.1.1 Discipline	9
2.1.2 Corporal punishment	9
2.2 Legislation and policy	10
2.3 Arguments against corporal punishment	11
2.4 Reasons for corporal punishment	11
2.5 Establishing discipline at school	12
2.5.1 Adopt a whole school approach	12

2.5.2 Establish ground rules in class	12
2.5.3 Building relationship	13
2.5.4 Democratic strategies of discipline in class	14
2.5.4.1 Some suggested steps	14
2.5.4.2 Facilitating conflict resolution	14
2.5.4.3 Allow learners to take responsibility	15
2.5.4.4 Involving parents	16
2.5.4.5 Communication books	16
2.5.4.6 Phone calls	16
2.5.4.7 Meetings	16
2.5.5 Some causes of disciplinary problems	16
2.5.6 Educators on counseling	17
2.6 Learning barriers	17
2.6.1 Child abuse	17
2.6.2 Sexual abuse	17
2.6.3 Alcohol and drug abuse	18
2.6.4 Learners' sexuality	18
2.6.5 Attention deficit disorder	18
2.6.6 Dyslexia	18
2.6.7 Visual disability	18
2.6.8 Hearing disability	18
2.6.9 Emotional difficulties	19
2.6.10 Class size	19
2.6.11 The educator	19
2.6.12 The learners and curriculum	19
2.6.13 School leadership	20
2.7 Components of discipline	20
2.7.1 Disciplinary measures and procedures	21
2.7.2 Levels of misconduct	21
2.7.3 Levels of punishment	22
2.8 Dealing with emerging situations	23
2.8.1 Assault	23

2.8.2 Bullying	23
2.8.3 Gangs	24
2.8.4 Sexual assault	24
2.8.5 Theft	24
2.8.6 Weapons or dangerous objects	24
2.8.7 Offences that may lead to suspension	25
CHAPTER 3: EMPIRICAL INVESTIGATIONS	
3.1. Introduction	26
3.2. Interviews	26
3.2.1. Biographic data of educators	27
3.2.2. Biographic data of learners	27
3.2.3. Biographic data of parents	27
3.2.4. Sampling	27
3.3. Further suggestions for improvement	28
3.4. Activities in class	29
3.4.1. Checking tasks	29
3.4.2. Class discussion	30
3.4.3. The school and the family	30

2.8.2 Bullying	23
2.8.3 Gangs	24
2.8.4 Sexual assault	24
2.8.5 Theft	24
2.8.6 Weapons or dangerous objects	24
2.8.7 Offences that may lead to suspension	25
CHAPTER 3: EMPIRICAL INVESTIGATIONS	
3.1. Introduction	26
3.2. Interviews	26
3.2.1. Biographic data of educators	27
3.2.2. Biographic data of learners	27
3.2.3. Biographic data of parents	27
3.2.4. Sampling	27
3.3. Further suggestions for improvement	28
3.4. Activities in class	29
3.4.1. Checking tasks	29
3.4.2. Class discussion	30
3.4.3. The school and the family	30
3.5. Time – Management	30
3.6. Group work	31
3.7. Monitoring learners 'discipline	31
3.8. Maintaining good discipline	31
CHAPTER 4: ANALYSIS OF THE SCHOOL	
4.1. Introduction	33
4.1.1. Brief summary	33- 35
4.3. Conclusion and Recommendations	36- 40
4.4. References	41- 42

DECLARATION

I declare that the research paper hereby submitted to the University of Limpopo for the degree of Masters in Public Administration has not previously been submitted by me for the degree at this university, and the it is my own work in design and execution, an that all material contained herein has been duly acknowledged.

Signature:

Date :

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EXECUTIVE SUMMARY

The report describes the research carried out at Phangasasa Senior Secondary School in the Mopani District in the province of Limpopo. The research is about the problem of poor educational leadership and lack of discipline by both educators and learners at Phangasasa Senior Secondary School. The problems affecting the school also affect other schools in Limpopo Province.

The objectives of the study are to:

Investigate the role of educational leadership at school level,
investigate the level of participation by parents, educators and learners on the improvement of discipline at the school.

To promote the objective of quality results, self- discipline and total quality management in school.

To explore the factors that contribute to lack of discipline.

Contribute in promoting a particular approach for dealing with the problem being investigated. To propose strategies and tactics which can be put in place in dealing with this problem.

In order to achieve the objectives of this study the following hypothesis were tested empirically;

There seem to be no effective educational leadership and discipline at Phangasasa Senior Secondary School.

The educator- learner relationship is not good and there is no professional distance between educators and learners

The parents are not active participants in the education of their children.

The community will benefit when discipline is established at school. The school governing body (SGB) and the school management team (SMT) will benefit and share ideas with other schools with similar problems in the district and province.

The learners' representative council (LRC) should be given training programmes and workshops in order to equip them as future leaders.

Finally, the government and non- governmental organization should be involved in education by providing facilities and resources which would improve unfavourable conditions of the previously disadvantaged schools. All stakeholders should play a meaningful role in education.

CHAPTER ONE: GENERAL ORIENTATION

1. Background to the study

Nothing in education is more important to both educators and learners than discipline, hard work and determination to excel. Discipline and attitudes to learning are nurtured, developed and reinforced by parents and educators, not children. Learners whose parents and educators spend time with them always succeed .

In some schools in the Limpopo province formerly known as the Northern province, effective teaching and learning are being affected by poor educational leadership and lack of discipline by both educators and learners. This laxity and lack of commitment and the drive to excel is a hangover of the liberation politics, which had slogans such as “liberation first and education later” and “pass one pass all”. Lack of discipline and poor educational leadership in most South African schools has risen since the democratic order in 1994. This has been aggravated by the passing of democratic legislation and media debates, which emphasized the rights of learner’s without emphasizing the responsibilities of learners. Section 8(1) of the South African School Act [SASA] provides that a governing body of public school must adopt a code of conduct that must aim at establishing a disciplined and purposeful environment to facilitate effective education and learning in schools that should not be punitive but facilitate constructive learning and established moral values. The code of conduct must also reflect human rights, transparent communication that underpins South African society.

Corporal punishment was used as a means of maintaining discipline in most schools. Now corporal punishment is no more. The South African Constitution [Section 12] provides that everyone has the right not to be treated or punished in cruel, inhuman or degrading way. This is further emphasized by the National Policy Act [1996], which states that no person shall administer corporal punishment or subject a learner to psychological or physical abuse at any educational institution.

In the context of South African schooling in the apartheid era, we equated discipline with corporal punishment. The apartheid system was grounded in a non- democratic and authoritarian philosophy. Black learners were not considered capable of becoming critical and responsible learners. During this era corporal punishment was legal and sanctioned by law. As a result many parents and educators believed in the effectiveness of corporal punishment. Black learners were educated to become” drawers of water” and” hewers wood.”

Historically, education in South Africa formed an important part of the governments’ plan to develop a racially segregated society. Education in South Africa was an integral part of the plan to build and maintain the apartheid system.

The socio-economic and political environment of our schools should be taken into consideration. The public sector restructuring, rationalization and redeployment has made educators feel insecure, nervous and uncomfortable [Educators Voice 2001:6]. The learners were not taught basic skills to make them independent adults and thinkers. The system made them to become perpetually dependent on their masters and to be uncritical and complacent citizens.

The training and development of educators in order to enhance their skills and expertise seemed to be ignored during the period of transition.

Working with a group of learners who are not disciplined causes trauma, stress and demoralization. In recent times violence between educators and learners has erupted within school premises. Taking into consideration that most black schools don't have counsellors within their districts or area, this has become a major problem in schools. Educators are unable to deal with a problem of this magnitude. Educators are expected by communities to produce quality and excellent results. If there are poor results due to a number of factors beyond the educators' control, such educators are viewed incompetent by the stakeholders. As a result, a large number of learners will leave in mass to schools with better educational leadership, discipline and better results.

1.1 Examples of violence in schools

- ◆ It was reported in the press that a pupil was killed by the police in a hostage drama. The incident took place at Mmotong village outside Pietersburg. The learner allegedly held a 17-year old girl hostage while she was on her way to school. The male learner had a firearm. The police shot him dead [Herald 2003:5]
- ◆ A male, also an educator at Bolen High School in Tafelkop, was arrested for allegedly raping two learners at school. The educator raped the girls after school. The department stated that it had gathered enough evidence against the educator. As a result the educator was suspended pending a disciplinary hearing [Sowetan 2003:1]
- ◆ It was also reported that a school manager was locked out and denied access to a school. Striving to resume his duties on January 15 last year, he was denied because the SGB did not recognize his appointment. He was supposed to take over the post of principal at Nkgodi Primary in Ramahongoa village outside Potgietersrus. He has been reporting at the local circuit ever since he was appointed [Herald 2003:6]
- ◆ It was reported that schooling at Lusikisi High school in Ga-Chuene village ground to a halt when learners demanded the immediate removal of the school manager who allegedly stole electronic equipment and police were summoned to stabilize the situation [Sowetan: 2003:4]
- ◆ It was also reported that sixteen high school managers whose schools showed less than ten percent pass rate in last year's matric results, went on a managerial leadership and development skills training workshop in Pietersburg. The workshop was organized by the department of education in Limpopo. The workshop was aimed at capacity building [Sowetan 2002:3]

1.2 Statement of the Problem: Educational Leadership and Discipline

1.2.1 Main Question

Is there any relationship between educational leadership and discipline at school?

- 1.2.1.1. Discipline is derived from the same roots as the word disciple. The Latin word “disco” means to learn or instruct “Discipline” means knowledge and learning “Disciples” means learners or pupils [Gunter 1994:145]. Discipline in education is a complex phenomenon that may evade the accuracy of one single definition when perceived by parents, teachers, and high school learners [Mabeba 1996:2]. Discipline often carries a negative connotation equated with the punishment administered by teachers in response to misbehavior [Savage 19:12]
- 1.2.1.2. Leadership is the initiation of a new structure for accomplishing an Organizations’ goal and objectives, and it takes place in groups of two or more. It also implies the ability to influence followers; there can be no leader without followers [Hoy and Miskel 1995:252]. A leader is characterized by a strong drive for responsibility, task, completion, pursuit of objectives and problem solving. In leadership, vision, mission, knowledge, desire to excel are crucial and vital components

A basic definition would be that discipline is the practice of training learners to obey school policy, rules and regulations.

A basic requirement for leadership is the ability of the leader to influence his followers [educators and learners] in order to achieve the common objectives of the school which are teaching and learning.

1.2.2. Sub questions

- ◆ Is there any influence by educational leadership on performance by learners and educators?
- ◆ Can effective leadership and management restore discipline in schools?
- ◆ Can the School Governing Bodies [SGB’s] and School Management Teams [SMT’s] help in instilling discipline?
- ◆ Can the family [home environment] help in bringing discipline to learners at school?
- ◆ Are educators and learners equally affected by poor discipline?
- ◆ Are educators properly trained to maintain discipline within schools?
- ◆ Can other stakeholders assist schools in maintaining discipline?
- ◆ What is the role of educators’ union and learners’ organization in engendering self-discipline and discipline within their members at schools today?

1.3 The aim of the study

The aims of this study are to:

- ◆ Extend knowledge or could involve venturing into areas about which little is known or it may involve pointing out gaps in existing knowledge.
- ◆ Investigate and explore the factors that contribute to a lack of discipline at schools.

- ◆ Investigate the role of educational leadership at school level.
- ◆ Investigate the level of participation by parents, educators and learners [education triad] on the improvement of discipline at schools.
- ◆ To propose strategies and tactics, which can be put in place in dealing with poor educational leadership management and lack of learner's discipline at school.
- ◆ To promote processes, procedures and programs of stopping the continuing slide into poor discipline and educational management are in place.
- ◆ To ensure that chaotic and anarchic behaviour in schools is uprooted.
- ◆ To promote the objective of quality results, self-discipline and total quality management to become the tenets of excellent schools.
- ◆ To promote a situation where parents, educators and learners are up to date with the latest educational: legislation and democratic principles.

1.4 The significance of the study

The significance of the study is in promoting a particular approach for dealing with the problem being investigated. The problem of poor educational leadership and lack of discipline by both educators and learners at Phangasasa Senior Secondary School also affects other schools in the Limpopo Province. The possible solutions, which (will) be suggested in terms of findings and recommendations of the research, should also help other schools with problems of poor discipline and educational leadership. It is also significant because parents; educators, learners and other community stakeholders outside the school would like to find appropriate solutions to the problems besetting their schools.

The community will also benefit when discipline is established or restored at school. The School Governing Body [SGB] will also be content as an important component of governance. The School Management Team (SMT), which is headed by the school manager, would also benefit and share good ideas with other schools with similar problems in the district and region. The School Management Team (SMT) will also have to change the style of educational leadership and management in line with democratic principles, policies and procedures. There should be lines of accountability and responsibility at school.

The main beneficiaries of the study are the learners who are the future leaders of tomorrow. When disciplinary problems are solved at school, it will ensure that there is conducive situation for effective teaching and learning by both educator and learners. The school manager together with other members of management will ensure that there is effective leadership and management. Educators will be motivated to teach with enthusiasm and commitment. Learners will be able to learn with determination and diligence. Parents will also be proud and happy. In the medium to long term, the exodus of learners from the feeder area to other schools will stop.

The improvement of discipline and educational leadership and management problems will ensure that all stakeholders in the community are proud of the institution. The school will also prepare learners as future leaders to have self-discipline and sound management skills. The learners will also have a strong commitment to democracy and human rights. Schools have a special responsibility for helping a nation realize the dreams of its citizens [Porteus et al 2001:8]

1.5 The research methodology

The research will use qualitative research. Qualitative research is an interdisciplinary, trans-disciplinary method, which focuses on involving an interpretive, naturalistic approach to its subject matter. It studies things in natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. It involves the studied use and collection of a variety of empirical materials: case studies, personal experiences, life stories, interviews, observational, and historical interactions, and visual texts that describe routine and problematic moments and meanings in individual lives.

The (purpose of the) methodology will suggest ways and means, which the researcher will use to deal with problems at hand. The researcher will use qualitative methods. It will be mainly qualitative methods because it will be mainly spoken and written data from parents, educators, learners and other community members.

The researcher will mainly look into the following:

- ◆ The home background of learners, educators and parents.
- ◆ Personal data of learners, educators and parents.
- ◆ The social, political and economic situation of learners, educators and parents.
- ◆ Preferences of learners, educators and parents towards discipline.
- ◆ Attitude of learners, educators and parents towards discipline.
- ◆ Attitude of learners, educators and parents in relation to corporal punishment.

“A year long study on the culture of learning and teaching in Gauteng concluded that it is clear that the socio-economic content within which the schools are located greatly affects the dynamics within these schools” [Chisholm and Vally 1996:55]

Qualitative research produces descriptive data people generally own, by way of written or spoken words.

1.5.1 Data Collection

The researcher will use random sampling

- ◆ The target groups of the investigation are learners, educators, parents, the school management team [SMT] and the school governing body [SGB]
- ◆ Unstructured interviews will be used and stakeholders will be expected to answer in terms of their honest opinions.
- ◆ The researcher will also make observations on how leaders and learners respond in their everyday situations.
- ◆ The researcher will ask individual questions to learners and a group of learners in the representative council [LRC].
- ◆ The research will also ask questions to educators, members of the school management team [SMT] and members of the governing body [SGB] individually.
- ◆ The researcher will use random and non-random sampling where appropriate.

1.5.2. LIST OF QUESTIONS TO BE ASKED

1. How old are the learners, educators and parents?
2. What kind of home do the learners come from? Is there a mud house / brick house?
3. Who is the breadwinner at home?
4. What is the level of education of the parents?
5. How do the learners view discipline? What is their attitude towards discipline?
6. How do the parents view discipline at home and school?
7. What is the attitude of learners towards corporal punishment?
8. What are the views of educators in teaching without corporal punishment?
9. What is the attitude of parents at home and school towards discipline?
10. Do both parents and educators believe that learners will develop better discipline with corporal punishment?

1.6 Clarification of concepts

- 1.6.1 Discipline is derived from the same roots as the word disciple. The Latin word "disco" means to learn or instruct. "Discipline" means knowledge and learning. "Disciples" means learners or pupils [Gunter 1994:145]. Discipline in education is a complex phenomenon that may evade the accuracy of one single definition when perceived by parents, teachers, and high school learners [Mabeba 1996:2]. Discipline often carries a negative connotation equated with the punishment administered by teachers in response to misbehavior.]
- 1.6.2 Leadership is the initiation of a new structure for accomplishing an organization's goal and objectives, and it takes place in groups of two or more. It also implies the ability to influence followers; there can be no leader without followers [Hoy and Miskel 1995:252]. A leader is characterized by a strong drive for responsibility, task, completion, pursuit of objectives and problem solving. In leadership, vision, mission, knowledge, desire to excel are crucial and vital components
- 1.6.3 Educational management is a specific type of work in education, which comprises a regulative task or actions by a person or body of authority in a specific field, or of regulation so as to allow informative education to take place [Van der Westhuizen 1996: 55]. It is an umbrella term that refers to functional aspects of the education system. In practice, it is a process of activating, integrating and co-coordinating the capacities of enterprise, organizations and institutions to attain the maximum result with minimum expenditure of resources. Management is basically about planning, organization, leading and control.
- 1.6.4 Qualitative research is an interdisciplinary, trans-disciplinary method, which focuses on involving an interpretive, naturalistic approach to its subject matter. It studies events in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meaning people bring to them.

It involves the studied use and collection of a variety of empirical material: case studies, personal experience, life stories, interviews, observational, interactions and visual texts that describe routine and problematic moments and meaning in individual lives.

1.7 A Case study

Phangasasa Senior Secondary School is a deep rural school situated plus or minus 33km south of Tzaneen. It is a school with a fluctuating enrolment of 600 learners, 22 educators, two heads of department, a deputy and a school manager. The school is situated under a mountain. It is centrally located amongst four villages. Next to the school there are communal farms, where the villagers are involved mainly in subsistence farming. The school has a democratically elected learners representative council [LRC]. The educators have a site committee, which represents their union.

The learners are mostly from disadvantaged communities, often the poorest of the poor. The majority of the parents are unemployed, pensioners, destitute and single parents. Some parents are working in urban areas. The majority of learners stay without parents or with their grannies. The school consists of grade 10, 11&12 only. For the past four years the percentage pass rate in all grades has been than less 50%. The school has no regular water supply. Most of the learners walk long distances to school, some as much as five kilometers. The majority of the learners have nothing to eat during break.

The ablution facilities are not working. The school is electrified and fenced. The school has a home economics center, an old laboratory and a library. The school has no computer facilities or fax machine. The school facilities are dilapidated. The school is characterized by lack of discipline by both learners and educators and poor educational management. The majority of educators does not reside in nearby villages but come from the nearest township.

The educator-learner relationship is not good in the school. The parent –learner's relationship is non-existent or very low. This is a result of the majority of parents being away. The parents work in mines and factories because there are few job opportunities at home.

The majority of the learners seem to be directionless and without purpose. The educators seem to lack the motivation and interest to teach effectively. Half of the staff is poorly qualified.

The family is an important component of the education of the child. Education does not begin at school but starts at home. The school just complements what the home does. The family of each learner is therefore a foundation around which school life resolves. The way in which children behave at school can be traced back to their homes, by looking at the way they had been brought up. [Malehase 1997:3]

1.8 Research framework

Chapter one: General orientation

Chapter two: A literature review

Chapter three: A focus on empirical investigations

Chapter four: Analysis, findings and conclusion

CHAPTER TWO: LITERATURE REVIEW

2. INTRODUCTION

2.1 Discipline Versus Corporal Punishment

2.1.1 The following main points are relevant

- ◆ Discipline is derived from “disco” which means to learn or instruct, “Discipline” means instruction, knowledge and learning which is communicated to the “discipulus” which means the disciples or learners [Gunter 1994: 145]
- ◆ Discipline by parents and educators can result in approving the actions of the learners by praising him/her or disapproval in a form of reprimand or expression of pleasure. The learners can also be ignored, by avoiding giving attention to them.
- ◆ Discipline in managing the school environment should be used proactively and constructively. In such a system learners experience an educative, corrective approach in which learners learn to exercise self-control, respect for others and the consequences of their actions.
- ◆ Discipline is positive corrective learning process, which underlines the values and attitudes of peace, tolerance, respect, delight and human rights [Practical guide for Educators 2001:9]

2.1.2 Important points here are the following;

- ◆ Corporal punishment is any deliberate act against a child that inflicts pain or physical discomfort to punish or contain the learner. This includes but is not limited to spanking, slapping, pinching, paddling or hitting a child with a hand or an object, denying or restricting a child’s use of the toilet, denying meals or drink, heat and shelter, pushing or pulling a child with force, forcing the child to do an exercise,[see [www.childadvocate.org .htm](http://www.childadvocate.org.htm)]
- ◆ Corporal punishment was part of a bigger picture of an authoritarian approach to managing the school environment which was based on the view that children need to be controlled by adults. Measures such as sarcasm, shouting and other abusive forms of behaviour were ways of teaching children a lesson or ensuring that they do not step out of line. Many of the measures used to maintain discipline were reactive, punitive, humiliating and punishing [Practical Guide for Educators 2001:09]
- ◆ Corporal punishment was an essential ingredient in the English Public School and other authoritarian systems. It led to brutalizing social treatment of the learners. The pervasiveness of violence in our society today is partly a consequence of this corporal punishment. Both fed off violence and reproduced it through the educational system. Socio-economic factors which give rise to poverty, unemployment, and conflict over resources, and alienation and particular notions of masculinity are causes of violence. [Practical Guide for Educators 2001:10]. It has also emerged that the English public school system used it for a long period with much success in their education system.

- ◆ The abolition of corporal punishment was one of the demands made by student organizations that emerged from 1976. In the 1980's this campaign grew as parents, educators and learners rallied for an end to the apartheid education system. There was a growing body of evidence to suggest that corporal punishment could be directly associated with apartheid. But, levels of interpersonal and community violence in society also contributed. Since 1994 there have been several legislative initiatives to eliminate corporal punishment from schools and public institutions. Then South African School Act of 1996 abolished corporal punishment in schools. Educators who use corporal punishment are liable for criminal prosecution [Porteus et al 2001:6]

2.2. Legislation and Policy

- ◆ Our country [RSA] is a signatory to the Convention of the Rights of the Child. The Convention pledges to take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical and mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse. It also affirms that school discipline should be administered in a manner consistent with the child's human dignity and in conformity with the spirit of the Convention [Articles 19 & 28 Sections 1 & 27]
- ◆ [Article 16] of the African Charter on the rights and welfare of the child states that "parties shall take legislative, administration, social and educational measures to protect them from all forms of torture, inhuman or degrading treatment and especially physical or mental injury or abuse, whilst in the care of parent, legal guardian or school authority or any person who has care of the child".
- ◆ [Article 11.5] of the Charter also address the subject. It states that "parties to the present charter shall take all appropriate measures to ensure that a child who is subjected to school or parental discipline shall be treated with humanity and with respect for the inherent dignity of the child and in conforming with the present charter"

In 1982 the United Nations amended its definition of 'torture' prohibited under various conventions by adding that the prohibition of 'torture' must extend to corporal punishment, including excessive chastisement as an educational or disciplinary measure.

The South African Constitution provides that "everyone has the right not to be treated or punished in a cruel / inhuman or degrading way" [Section 12]

- ◆ The National Educational Policy Act [1996] states that "No person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution" [Section 3(4) g & h]
- ◆ The South African School Act [1996] reads "no person may administer corporal punishment at a school to a learner. Any person who contravenes [sub-section 1] is guilty of an offence, and liable on conviction to a sentence, which could be imposed for assault".

2.3 Arguments Against Corporal Punishment

- ◆ Respect is natured when pupils appreciate that educators have skills and knowledge that they can learn from or have qualities they can admire or emulate. The ability to frighten or bully scarcely instils respect.
- ◆ There is a perception that psychological ill treatment in the form of humiliation, insults and intimidation is more harmful in the long run than a swift smack. Yet those who physically ill-treat learners are fairly predictable and also mistreat them psychologically. There is also no doubt that psychological abuse is highly undesirable
- ◆ Corporal punishment teaches that violence is an acceptable way to express dissatisfaction and a legitimate way of resolving tensions. A classroom with the least behavioral problems is run by educators who are committed to non-violent and child-centered approaches which are used in classroom discipline.
- ◆ Corporal punishment does not work as a deterrent, as most often the same learners are beaten for the same offence over again. Corporal punishment tends to develop aggressive hostility as opposed to self-discipline. It also works against the process of ethic development of humanistic value by fostering a preoccupation with self-interest.
- ◆ It does not deter bad behavior. Some learners brag about it as a result, encouraging others in their group to do the same. Learners focus on the beating, not the reason behind the beating. It also undermines a caring relationship between educators and learners. It also has negative effect for vulnerable children. There are some educators who disapprove of corporal punishment as a general approach to discipline but still insist that it has salutary effects as an extreme measure. The experience of my fellow educators in our school is that it is wrong to use corporal punishment in education. The educators further say given our fledging democracy and culture of human rights, it is sometimes necessary to use corporal punishment selectively in order to try and change the bad behaviour of some of learners. However, many educators are unsure how to control learners without using corporal punishment.

2.4. Reasons for Corporal Punishment

- ◆ It is quick and relatively easy. It requires more time, thought and skill to work with learners to solve a problem. It often works to achieve temporary compliance. The medium and long-term consequences of corporal punishment are more difficult to gauge and understand.
- ◆ The majority of educators in our country were raised in an environment where corporal punishment was used to discipline children. We do not see the harmful effects on ourselves, so we underestimate their effects on others and children. We also often uncritically followed the strategies and approaches of our leaders and elders. Educators, parents and learners usually expected corporal punishment. It makes parents and educators feel more powerful than children. The use of corporal punishment usually provides parents and educators with a sense of power.

- ◆ Corporal punishment satisfies a desire for a primitive justice, a rarely articulated but deep belief amongst many people that if you do something bad, you should be punished regardless of long term-effects. Some educators and parents feel that if learners are not punished with corporal punishment they get away with it, and will repeat the same behavior in the future.
- ◆ Some educators do not have a working and suitable approach of dealing with classroom discipline. The misuse of biblical teaching such as “Spare the rod and spoil the child” as well as those who believe in retributive deity, have contributed to the popularity of corporal punishment, and belief in the moral correctness of violence when used for social control. Other notions around culture and religion have been used to justify corporal punishment
[Porteus et al 2001:19]

2.5 Establishing discipline at school

2.5.1 Adopt A ‘Whole School’ Approach

Discipline is not only a classroom issue, but also a school issue. Classroom and school strategies should be congruent. A climate in which these issues are openly discussed and evaluated should be created. Cooperation and consistency among staff will strengthen whatever an individual educator tries to implement in class and will give learners a sense of security, as they will know what to expect as well what is expected of them. Efforts to transform discipline at school level must go hand with efforts to transform discipline at home [Valley 2001:82]. A classroom climate based on mutual respect within which learners feels safe and affirmed will decrease the need for disciplinary action and develop the learners ability to practice self-discipline.

It can be done by relatively simple things such as:

- ◆ Ensuring that teaching and learning happen consistently
- ◆ Preparing for lessons effectively
- ◆ Establishing class rules with learners
- ◆ Building positive relationships with learners
- ◆ Ensuring that learners are stimulated in class

2.5.2 Establish Ground Rules In Class

The educator should set class rules with the learners at the beginning of the year. The educator should evaluate the rules at the end of each term. All the learners should understand the rules. The educators should put the rules where they can be seen. Where possible, each learner should be given a copy of the rules. The learners should also be made to sign an agreement. The development of rules should be directly linked to maintaining high expectations for learners. Learners are more likely to strive to meet expectations and liable to rules when they sense that educators truly believe in their potential for excellence, and set rules that are consistent with this belief.

The educator should not make too many rules because they can become confusing and restrictive and learners can be unable to focus their attention on important rules. The educator should focus on core rules, which include safety, kindness and honesty [Porteus at al 2001:30] The educator should be fair and consistent about the implementation of the rules. The rules should apply equally to all the learners in class. All disciplinary actions should be carried out firmly but fairly.

2.5.3 Building Relationships

Educators should build a relationship of trust in which learners feel respected, understood and recognized. Educators should know the names of the learners, notice learners who seek attention and those who do not. The educator should be sincere to ask about their lives, talk to them, make time for them, and indicate that you care about them. Educators should reach out to everybody, send a message of inclusion and lay a foundation for open communication channels.

The learning process and the learning environment should be managed enthusiastically and professionally. The educators should be well prepared for the day. The educator should ensure that the work is relevant to the learners. They should create a learning environment, which is conducive to learning. The educators should also be self-critical [Guide for Educators' 2001: 12]. Through their relationship with learners, educators are in a good position of communicating essential knowledge, interest and attitudes, about various choices that are open for high school learners. Learners spend most of their time with the peer group. Hence, the group exercises greater influence on the learner's attitude, speech, interests, appearance, behavior and others. The peer group is a source of affection, sympathy, understanding, a place for experimentation, and a supportive setting for achieving independence from adults.

In the democratic South Africa of today, high school learners are conscientised to the democratic principles enshrined in the Constitution. This is clearly shown by the many demands they make with regards to school policy, decision-making, accountability and transparency in school financial transactions.

Educators and parents should be able to explain clearly why rules and regulations are necessary in a school situation. Education should involve learners in formulating some rules and regulations so that learners should have ownership and accountability when there is a deviation from such regulations. The apparent rebellion shown by high school learners is indicative of their newly acquired cognitive power which enable them to probe values and ideas [Mabeba 1996:42] Building a relationship with the learner is important because many of them come from broken homes. These learners do not get enough time and attention from their parents. In some homes there is a lot of violence. As a result some learners become withdrawn and others become aggressive. Educators should lead the learners by example and become role –models for learners.

2.5.4 Democratic strategies of discipline in class

The educators should include issues like conflict management, problem solving, tolerance, anti-racism and gender sensitivity in the learning materials. The methodology used by the educators should provide learners with an opportunity to practice their skills in these particular learning areas. Learners should understand the dynamics of working together in a cooperative and community-learning environment. The educator should use material, pictures, language, music, posters and magazines, which reflect the diversity of the class [Alternatives to Corporal punishment, 2001:12]

Democratic strategies of discipline are designed to teach; to encourage students to respond to group and moral reason to let learners know that they are cared for and that they must learn to care for others. Emphasis is given to sharing standards, customs, values and commitments. The emphasis is on educators and learners developing a social and moral constitution together, that spells out what is right and good for the community, what each member of the community can expect from others and what each member must give in return. As a school moves towards democratic approaches, do's and don'ts that manage behaviour are exchanged for rights and wrongs that each teaches about caring citizen and community [Sergiovanni 1994:125]

2.5.4.1 Some of the suggested steps;

Facilitate learner's reflection by encouraging them to begin to explore their own ideas about behaviour, values, social principles and rules.

- ◆ Draw a classroom code of conduct by requesting all learners to write down the principles or rules that they believe are important in the classroom. Use the classroom code of conduct to draw one for the school. Other community structures should be called in to allow parents to express their ideas for the code of conduct. Parents' meetings must be called to allow parents to take part. When the code of conduct is drawn, learners, educators and parents should be able to talk and read, object to it, and a comparison with other schools' code of conduct should be made. . Parents should also be able to sign it when it is completed.

2.5.4.2 Facilitating conflict resolution

The educators should establish clear procedures for the resolution of conflict in classroom and for conflict that cannot be resolved at classroom level. Conflict resolution should take place on an individual basis and in private .A safe place for learners should be created in order for them to explain how they perceived what happened and why. When a conflict can be resolved at classroom level, a trained resource person should be available. When such people are not available, a trusted educator and community member should be used.

In every school there are educators whom learners have come to trust over time. These educators are important resources for school peace and stability. In most communities there are people who are respected and trusted by learners and educators alike. These may be religious leaders, sports coaches, professional people, community leaders and organizers. In times of conflict they can be called on to help find solutions [Porteus, et al 2001:85]

One of the helpful tips for educators is that when a violent or conflict situation arises between learners, the educators should not try to sort out who is wrong. The educators should allow the situation to cool down, and then the two sides agree to meet in order to find a solution to their conflict. The following steps should be used in the problem solving process:

- ◆ Encourage both sides to take turns to express clearly their positions.
- ◆ Help the learners to focus on issues to be resolved rather than on each other and their angry feelings.
- ◆ Help the learners to generate options and possibilities that could be acceptable to both sides.
- ◆ Finally, facilitate an agreement on what option to choose, and how they will go about following through that option [Donald et al 1997:212]

Educators can teach conflict resolution best through real situations and when there is conflict between the educators and learners, through helping pupils work through interpersonal and group conflict at peer level. Conflict between groups, within groups and between learners in an organization like a school is inevitable and normal, but depends on how it is managed and resolved. It can be important and a healthy process in the growth of the organization as a whole, as well as in the development of people [Johnson and Johnson, 1982:42]

2.5.4.3 Allow learners to take responsibility

The educator should provide space for learners to be responsible whether in the way they conduct themselves in the classroom, running a school programme or in a community project. Being responsible for the day-to-day events that take place in class will develop their sense of self-worth as well as their ability to take responsibility for themselves and their communities. The educator should seek ways of engaging the learner in a positive way. This can be done by giving them a simple task or giving them responsibility that will make them be acknowledged at the end. Learners should be given the opportunity to succeed because it is said “success breeds more success”. Learners who feel positive about themselves and their ability to succeed will become better learners and good citizens [Porteus and Vally, 2001:131]. Educators should take steps to avoid favoritism and have ways of encouraging a broad range of learners’ achievements. Children who behave in a positive way should be positively reinforced and in this way a repeat of the positive behavior is encouraged and reinforced. Bad behavior should ideally be prevented before it happens. The educator should observe bad behavior and identify issues, which trigger this behavior in order to divert learners from that behavior.

Position reinforcement can come in many forms, a simple smile, and a word of praise, public acknowledgement, or a social commendation. Positive reward systems are more effective when there are meaningful privileges available to those who behave well and taken away from learners who consistently misbehave. Educators can establish classroom awards. For example, a learner who behaves well can earn the privilege to eat lunch with the educator and share a good conversation with him/ her.

2.5.4.4 Involving Parents

The educators through the school governing body [SGB] and the school management team [SMT] should provide a forum in which parents are given new ideas and different ways of thinking about discipline in the home. At home, corporal punishment is very prevalent. There should be ongoing communication between educators and parents. Some of the ways are as follows:

2.5.4.5 Communication Books

In a school there can be a small notebook that is passed between the educators and parents each week through the learners. Educators can write notes to parents about homework, performance and problems. Parents respond with questions, concerns and responses.

2.5.4.6 Phone Calls

For educators and parents with access to cell phones, and home or work phone, the school, through the educator, can have a periodic phone talk with the parents. This will ensure that there is proper support from the parents.

2.5.4.7 Meetings

In areas where there are no phones, educators and the SGB can organize parent meetings. The SMT can discuss important matters with the SGB. The SGB would be expected to convene a large forum where they report to parents. The SGB can later report back on the responses of parents to the SMT. In this way school messages can be communicated to the community and parents' messages can be communicated back to the school. The involvement of parents is particularly important for learners who are experiencing problems at school. At times, the source of the problem is at home. Educators must use their own judgment as how to involve parents in a meaningful and helpful way. Communication with parents should not only focus on the child's problems. There should be a safe space for the parent to explain his or her understanding of the problem and to discuss any problems at home that may contribute. The discussion must also emphasize joint problem solving. A resolution is often most effective when it involves an agreement between a learner, educator and parent. [Porteus et al 2001: 89]

2.5.5 Some Causes of Disciplinary Problems at School

- ◆ Family conflict between parents, and between parents and other siblings
- ◆ Death of a parent or sibling
- ◆ Divorce and marital separation
- ◆ Single parents heading families
- ◆ Housing, poverty and unemployment
- ◆ Child abuse
- ◆ An alcoholic parent
- ◆ Inadequately prepared educators
- ◆ Under-resourced schools in dilapidated conditions
- ◆ Drug abuse at home or in the street [Mabeba, 1996 & Sonn, 1999]

2.5.6 Educators on counselling

Although educators are not trained as professional counselors, there will be situations where educators will be expected to deal at first hand with individual, social and interpersonal problems before help can be found. The following principles and communication skills are basic when applying the process of counselling:

- ◆ Since social interpersonal problems are sensitive issues, the educators should avoid confrontation in front of other learners. Confrontation can drive learners into further anger, defensiveness and resistance.
- ◆ Expressing how you feel, and why you are concerned about the learners' behaviour is appropriate.
The educator should express his/ her feeling on a one to one basis with the learners. The educator should do this with openness and a willingness to find a solution to the learner's problems. This can only happen when the learners co-operate with educators.
- ◆ The educator should try to listen and hear the learner's side of the problem. The educator should hear the learners out without interrupting, making judgement or putting words into the mouth of the learners. The educator should empathize with the learner. This will ensure that the learner comes out with his/ her real personal worries or concerns.
- ◆ The educators should use firm but respectful messages, rather than messages that tend to accuse or blame the learners in a general way. Blame mostly drive the learners into resentment and resistance.

The educators should also avoid giving advice quickly. The temptation to step in with advice is always strong, but the educator should rather try to help the learners clarify the problem and look for his /her own solution. [Porteus et al 2001: 89]

2.6 Learning Barriers Which May Cause Disciplinary Problems

2.6.1 Child-Abuse

The most important approach of educators to abused children is to recognize the problem and seek the right kind of help. The educators should talk to the learners in private, encourage the learners to tell about anything worrying him/ her at school or home. The educator should reassure the child that it is right to talk about personal experiences and that the learners will be helped. The educator should report the problem to the school manager who should in turn contact social workers and take the matter to the police.

2.6.2 Sexual Abuse

It is often difficult to identify such learners, because they hide external signs of humiliation and fear being associated with these experiences. Experience of sexual abuse will only emerge if there is a relationship of deep trust between the educator and learner. The educator should talk to the learner, provide support, encouragement and care. Encourage group and peer counseling.

2.6.3 Alcohol And Drug Abuse

Alcohol and drugs require early identification and intervention to avoid the vicious cycles associated with long-term abuse. The educator should talk to the learner privately. The learner should be given practical advice and be supported by educators, professional counselors and organizations that specialize with these problems. Where possible the learners should be referred to rehabilitation centers if these exists.

2.6.4 Learners' Sexuality

The learners in secondary schools are pre-occupied with their bodies. Their urgent need for sexuality dispel fears and anxieties about sex related issues. They are also given greater freedom of discussion and information about sex. High school pupils normally hanker after emancipation or autonomy from their parents. They want to go out into the world to discover and understand it all by themselves. [Mabeba 1996:48]. In the process learners experience conflict with others but also learn of the effects of being accepted.

2.6.5 Attention Deficit Disorder

Learning disorders can be hyperactivity, clumsiness, difficulties in reading, writing and others. Types of interventions that can be made are speech, language therapy, occupational and remedial therapy.

2.6.6 Dyslexia

When learners have this problem a parent should be contacted A full assessment of the child's problem must be made by an educational psychologist. Learners can have serious difficulties with written language, letters and numbers. Such learners need a lot of support from educators and parents.

2.6.7 Visual Disability

The educators should contact the parent to take the child for an eye test. The child should get spectacles. If the learner is not helped immediately, it will affect her / him adversely in the long term.

2.6.8 Hearing Disability

The learners' parent should be contacted to take the learner to a clinic. Because of frustration, the learner may become restless and disruptive and exhibit other social problems [Donald et al 1997:134]

2.6.9 Emotional Difficulties

These can cause learners to behave in unacceptable ways. Such learners also find it difficult to learn. Mostly learners who are unhappy and have emotional problems look calm and contented from the outside. They find it difficult to talk about their unhappiness and other negative feelings. Such learners often hope that their parents or educators will notice how they feel. Children need to feel safe and know that they are loved. When educators and parents ignore these basic needs, learners become unhappy. Emotional difficulties can cause children to behave in unacceptable ways. If an educator thinks a child is deeply unhappy, the learner must be observed and be given emotional need and support.

2.6.10 Class Size

In overcrowded classroom educators do not have sufficient time to give attention to individual learners. In big classes only the average learners benefit. Slow or gifted learners may become ill disciplined in class. Research also suggests that many unruly classrooms are caused simply because learners are bored [Porteus et al 2001:96]. An appropriate educator- learner ratio is needed to ensure that there is effective teaching and learning. But in practice most classrooms are overcrowded in rural areas.

2.6.11 The Educator

Educators who are successful at engaging learners and making learning interesting have significantly fewer discipline problems than educators who are less dynamic as educators. Educators who are not confident with learning areas they teach also cause disciplinary problems. Many of the educators are teaching in areas where they had not received updated training. Sometimes educators may bring their personal problems to the class and they easily become frustrated with learners [Porteus et al 2001:95].

An effective educator should be able to do some of the following:

- ◆ Empower the learner and encourages participation
- ◆ Creates opportunities for learning and understands the connection between home and school.
- ◆ Welcome challenges and is source of encouragement
- ◆ Builds healthy relationship and is able to confront problems and resolve them effectively.
- ◆ Is a good listener and intervenes on behalf of the learners when necessary [Sonn 1999:19]

2.6.12 The Learners and Curriculum

A large number of disciplinary problems in class can be traced to problems with the curriculum and teaching methods by the teachers. A learner who has not mastered reading is faced with an impossible situation when the curriculum assumes basic literacy. When the curriculum is too difficult or too easy or boring like OBE or curriculum 2005, it often causes problems in class. It has an impact on individual learners, especially when schools do not have sufficient learning support material.

The absence of stationary and lack of textbooks and prescribed books have a negative impact on promoting effective learning and teaching [Sowetan 2002:6]

It is so because outcome based education is a politically induced programme. The present government has imposed it, and educators and trainers of the programme are not so clear about its learning objectives. Furthermore, educators and trainers of the programme have not been given adequate training. Our schools do not have adequate learning support material and training.

2.6.13 School Leadership

The SMT should be equipped with various styles of leadership because, the educator's leadership style is bound to influence discipline, teaching and learning at school. Furthermore, both leadership style and teaching influence learner accomplishment in the classroom [Bedwell, et at 1999:28]

The role that the school management team [SMT] should play is crucial and critical in terms of ensuring that there is discipline at school. The school manager should ensure that both educators and learners follow the code of conduct. In educational leadership, vision, mission, values, persistence, adaptability and cooperation are important components.

Leadership success depends on using the ideas and talents of the [SMT], in arriving at decisions and actions to which educators and learners feel committed and on ensuring that decisions are implemented. Effective and successful leaders use the democratic style of management, trends and theories. The school manager should also be creative, be a quick thinker in terms of new ideas and programs in order to resolve disciplinary problems properly. A democratic leader should be able to encourage both educators and learners to participate in an open robust engagement in terms of decision taking, and how such decisions are to be implemented or rejected in society [The Teacher, 2001:18]

Every educator is responsible for discipline at all times at school and school related activities. Educators have fully authority and responsibility to correct the behaviour of learners when such correction is necessary. Serious misconduct must be referred to the school manager. However, a mechanism must be created at school to handle disciplinary problems to reduce the load of the principal.

Suspension should only be considered after every effort has been done to correct the behaviour of the learner.

2.7 Components of Discipline

- ◆ Rules – there should be a clear understanding that they will be enforced consistently. Rules also provide a foundation for self - discipline and a safety and security feeling.
- ◆ Responsibility – without it, the learners lack the structure to develop values of hard work, perseverance and self – criticism
- ◆ Love – it emerges through a feeling of safety and security, which results from habit – setting and rules. It also comes from a relationship of trust and care.
- ◆ Manners – are instrumental in helping the learners develop a positive attitude for others, respect and punctuality.

- ◆ Modeling – educators should become models for the learners because learners are influenced mainly by what their educators do. So, educators should lead by example.

Teachers from different schools, primary and secondary, rich or poor, private and public feel that learners are becoming more unruly, and less respectful. Educators urge that the lack of discipline among learners makes it impossible to teach effectively.

The reality of the situation is that many educators face daily struggles in their school environment with issues of discipline. Many educators have found themselves in the position of not knowing what to do with the absence of corporal punishment. Even educators who are committed to change and democracy sometimes find themselves in a difficult situation.

2.7.1 Disciplinary Measures and Procedures

Disciplinary procedures to be followed by the school must be set out in the code of conduct drawn up by the school governing body or the guideline supplied by provincial department. The code of conduct is as much about the school's values, ethos and mission as it about rules and regulations [Guide for Educators 2001:20]

2.7.2 Levels Of Misconduct

Often we don't differentiate between the seriousness of the misconduct that we have to deal with in schools. In the past this meant that learners would receive corporal punishment for minor misbehaviour as well as for serious misconduct. Because we didn't have a variety of ways of dealing with misconduct, we are now completely at a loss because we can't use corporal punishment. So lets look at how we could grade misconduct from level one (minor) to level five (extremely serious). Then we can think of ways of how to deal with these type of misbehaviour.

	DESCRIPTION	EXAMPLE
Level one misconduct	Minor	<ul style="list-style-type: none"> ▪ Bunking class ▪ Not doing homework
Level two misconduct	More serious	<ul style="list-style-type: none"> ▪ Smoking ▪ Using abusive language
Level three misconduct	Serious	<ul style="list-style-type: none"> ▪ Theft of something small ▪ Being severely disruptive in the classroom
Level four misconduct	Very serious	<ul style="list-style-type: none"> ▪ Threatening another person with a dangerous weapon ▪ Selling drugs

Level five misconduct	Extremely serious	<ul style="list-style-type: none"> ▪ Sexual abuse and rape ▪ Breaking and entering locked premises.
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2.7.3 Levels Of Punishment

Remember that the option is to prevent misbehaviour from happening. It is suggested that an educator could try to do this by:

- ◆ Developing a school code of conduct;
- ◆ Developing a class code of conduct;
- ◆ Ensuring that all stakeholders are aware of these codes;
- ◆ Praising good behaviour in public places
- ◆ Being a good role model yourself;
- ◆ Having well planned lessons,
- ◆ Being aware of what is going on in your class room and school; and
- ◆ Teaching learners to think about the effect their action will have on others, and the consequences of their action.

An educator could also take learners aside and talk to them as soon as he /she sees that they are starting to misbehave. During these talks, the educator should advice and counsel the learners. And the school could introduce a system of peer mediation where a group of learners is trained to identify and resolve disputes before they get out of hand. This could stop much misconduct before it really starts. However, sometimes educators will not be able to prevent bad behaviour, and will have to punish learners. Here is a list of punishments that teachers could use for level one to level three misconducts:

- ◆ Give learners a verbal warning.
- ◆ Give learners a written warning.
- ◆ Use a system of merits and demerits: Each time a learner misbehaves, he or she gets a demerit. And each time he/she fulfils a set of responsibilities, s/he gets a merit. Each merit cancels out a demerit. If learners accumulate a certain number of demerits within a particular period, for example, a month or a term, s/he is given one of the following punishments.
- ◆ Detention. This must be supervised and the work that learners do during detention should contribute to their progress at school. Detention can be held during breaks or after school. If it is held after school, make sure that parents know about it well before the time and that the learners are safe at school and on the way home after the detention.
- ◆ Get learners to improve the school environment, for example, by picking up litter or working in school garden. Again, this can be done during break or after school, provided parents are informed and the children are safe at school and on the way home.
- ◆ Get learners to perform tasks that would help the offended person. For example, the learner could be told to help a teacher whom he insulted to tidy her classroom. Or a learner could be told to help another learner whom she called a horrible name with her homework.

- ◆ If a learner has been involved in minor vandalism, like painting graffiti on a wall or breaking a window, get him or her to repair the damage or to replace the item. Remember to consider whether a learner and his or her parents can afford the cost of this. If they can't, the school could, for example, supply the paint and learner could paint over the graffiti.
- ◆ Suspend learners from taking part in school activities like sports, a field trip, cultural activities etc. Educators can also ask a senior person like a head of department to discipline their learners. The senior person could use any of the above disciplinary methods, or one of the following:
 - ◆ Talk with the learner's parent or guardian.
 - ◆ Sign a contract with a learner who agrees to improve. Get the learner to carry a daily report which must be signed by the teacher in each of his/her lessons. The learner must take this report to the HOD at the end of the school day.
 - ◆ In the case of serious or extremely serious misconduct, the principal could use one of the following disciplinary procedure;
 - ◆ Any of the actions listed above.
 - ◆ Send a written warning, stating that the learner is in danger of being suspended to the learner's parents or guardian.
 - ◆ Refer the child to a social worker or a counselor.
 - ◆ Give the child community service, once the Department of Education has given permission for this to take place. [Manual 6 and 10 Effective Education KZN]

2.8 Dealing with an emergency situations

Misconduct can sometimes lead to an emergency situation that may have to be handled immediately. Here are some guidelines:

2.8.1. Assault

That is, an attack on a person.

Every situation will although be different, the educator should do the following as quickly as possible;

- ◆ Make sure that the learners who are involved, as well as those in the immediate area, are safe.
- ◆ Separate the learners involved so that they can't see each other.
- ◆ Calm them down and provide medical assistance if necessary.
- ◆ Call in outside help, like the police if needed.
- ◆ Once things have calmed down, try to find out what caused the assault.

2.8.2. Bullying

That is, the physical or mental abuse of one individual by someone else ;

- ◆ Don't draw attention to the bullying. This would embarrass the victim more and the bully would like the publicity.
- ◆ Rather take note of the bullying and later, as soon as it is reasonably possible, deal with the situation.
- ◆ Both the bully and the victim should receive counseling.

2.8.3. Gangs

- ◆ Gangs are groups of people who act or go about together often engaging in activities that are socially unacceptable and illegal.
- ◆ The educator should make sure that the victims or potential victims are safe.
- ◆ If possible to make property safe without endangering people do so.
- ◆ Call for help from an appropriate authority. This may include the police.

2.8.4. Sexual assault

This is intentionally forced undesired sexual contact.

- ◆ Make sure that the victim gets emotional and medical support.
- ◆ Contact the victim's parents immediately .If the perpetrator is known, contact his parents too.
- ◆ Provide counseling for all those involved. Get assistance from organizations that work in the local area.
- ◆ Sexual assault is a crime so the police must be informed.

2.8.5. Theft

- ◆ Theft is defined as the removal without permission of goods that belong to someone else. It can be relatively minor, such as the removal of a pencil, or major, such as stealing a school computer.
- ◆ If the item that was stolen was state property, the theft must be reported to the police and a case number must be obtained. The theft must also be reported to the Department of Education.
- ◆ If the item that was stolen belongs to the school, the school and the SGB should decide what to do. In most cases, the same action as above should be taken.
- ◆ If someone is suspected of theft and the school considers doing a search, they must remember that people have constitutional rights to dignity and privacy. Only the police, the principal or his/her delegate may conduct a search. Educators must also remember the following;
- ◆ Only a person of the same sex as the learner may conduct a personal search.
- ◆ A second adult person of the learner's choice should be present to support him or her.
- ◆ A witness of the same sex as the learner should also be present.
- ◆ No minor (person below the age of 18) should be asked to conduct a personal search of another person.
- ◆ The owner must be present when his/her personal belongings are being searched.

2.8.6. Weapons or dangerous objects

- ◆ If there is a reasonable possibility that someone may be carrying a dangerous object at school, the learner may be searched by a policeman, the principal or his/her delegate. But remember the rules above.
- ◆ If there is any risk involved in searching a learner, call the police.

- ◆ The safety of everyone is important. If necessary consider clearing all staff and learners out of school.

2.8.7 Offences that may lead to Suspension

- ◆ Conduct that endanger the safety of others
- ◆ Possession, threat or use of a dangerous weapon
- ◆ Possession, used transmission or visible evidence of narcotic or unauthorized drugs
- ◆ Fighting, assault or battering
- ◆ Harmful graffiti, hate speech, sexism and racism
- ◆ Theft or possession of stolen property
- ◆ Vandalism or destroying or defacing school property
- ◆ Disrespect, objectionable behavior and verbal abuse directed at educator or other school employees.
- ◆ Repeated violation of school rules
- ◆ Criminal and oppressive behaviour such as rape and sexual harassment
- ◆ Infringement of examination rules

A learner can be suspended for a period of one week or for a reasonable period not exceeding a week. A learner may be expelled from a public school only by the head of the department and only if found guilty of serious misconduct after a fair hearing. The learner or parent may appeal against expulsion to the provincial MEC. [Porteus et al 2000;101]

CHAPTER 3: EMPIRICAL INVESTIGATIONS

3.1 INTRODUCTION

The researcher is studying Phangasasa Senior Secondary School in order to promote it towards becoming a model of improving other schools. The researcher will use personal experience, life stories, interviews, observations and questionnaires to get the information required.

The researcher will ensure that data is collected from all stakeholders namely the learners' representative council (LRC), the school management team (SMT), the school governing body (SGB) and community based organizations (CBO's)

The school has a problem of less than fifty percent passes in the past four years. It did not have a permanent school manager for those years. It is also characterized by a lack of discipline by both the learners and educators and there has been poor educational management by the school management team. The educator-learner relationship is not good at school. The parents seem to be spectators in terms of making a positive contribution to the education of their children. The educators lack the motivation to teach the learners effectively and efficiently. The majority of the parents are away working as migrant workers in mines and factories. At home most of the learners are staying with their grannies or siblings. The school has no regular water supply.

The role that the school management team (SMT) can play is crucial and critical for the improvement of discipline, improving the results and ensuring that the school is managed effectively in order to improve the future of learners in the community. In interviews with various stakeholders the researcher asked the following questions.

- ◆ What can be done to improve the results?
- ◆ How can the educator be motivated?
- ◆ What can the learners do to improve discipline?
- ◆ How can the department assist?
- ◆ What are major causes of the poor results and discipline?

3.2. INTERVIEWS

The researcher contends that the interview is generally the most appropriate procedure for collecting data, even though it introduces various sources of error and bias. The objective of an interview is to obtain the desired data with optional efficiency and minimal bias. The questions for the interview should be carefully planned and accurately worded. The researcher has to consider three interacting variables, namely; respondents, interviewer and interview schedule.

An interview requires skillful communication and interpersonal relations, and it gives an opportunity to people who cannot read and write but can still answer the questions. The researcher in this case will interview parents, educators and learners. All of them are asked similar questions.

3.2.1. Biographical data of educators

Each educator was asked the following questions;

Where they live, age, gender, marital status, qualifications.

The inclusion of biographical data is important because the data may influence the perceptions of discipline and educational leadership.

3.2.2. Biographical data of learners

The learners were also asked the following:

- ◆ Where they live, their age, gender, home language, number of children at home, whether their parents were alive, where their parents worked, education of their parent, and relationships with parents.
- ◆ Their answers to the questions are important to their perceptions of discipline and leadership.

3.2.3. Biographical data of parents

They were asked where they lived, age, sex, occupation, marital status, annual, income and qualifications.

- ◆ This factor may also influence the perceptions of discipline and educational leadership at school.

3.2.4. Sampling

The purpose of using samples is that the collection of all relevant information is not always possible. The researcher will draw results obtained from such a sample then generalize it to the entire population. Therefore the sample must be representative of the target population. The sample of parents consisted of 6 literate parents 3 women and 3 men , 6 illiterate parents 3 men and 3 women

- ◆ Sample of pupils: The researcher randomly selected 12 learners, 4 from grade 10, 4 from grade 11, 4 from grade 12.
- ◆ Sample of educators: The researcher randomly selected 6 teachers, 3 males, 3 females, 2 from grade 10, 2 from grade 11, and two from grade 12.
- ◆ All the parents, educators and learners who participated in the interviews were given assurance that their answers would be treated as confidential and their names won't be divulged to anyone. Due to the nature of the topic, and because some questions appeared to be too sensitive to learners, the presence of any of their educators was not allowed.
- ◆ From the results all the teachers came from the township were of ages between 22 – 40. 2 had degrees, 4 had diplomas.
- ◆ The parents were between the ages of 40 – 65 years old. All of them were not working, two were pensioners and they did not have professional qualifications.
- ◆ All the learners lived in a rural village, all their parents were not.

- ◆ Historically, education in South Africa formed an important part of the governments' plan to develop a racially segregated society. Education in South Africa was an integral part of the plan to build and maintain the apartheid system.
- ◆ In the interviews and questions the researcher gathered the following data:
The majority of parents, learners and educators indicated that the main cause of the problem is that the school does not have a permanently appointed school manager. The present head is the acting school manager; hence he is not firm and decisive when it comes to crucial and critical decisions within the school. The other educators and learners, when realizing that the head of the institution was not firm and does not have the full authority because he is not permanent, exploit the situation to suit their own personal agendas and objectives.
- ◆ The majority of the learners and educators also expressed the view that the causes of late coming and leaving the school before knock-off time, is that the school does not have physical facilities such as fencing and the controlling of entrance and exit at the school gate. They indicated that it would be proper and ideal if the school could be fenced and security guards hired to control the movement of learners, teachers and parents in and out the school.
- ◆ The majority of learners, educators and parents felt that the most important thing in order to motivate educators is through the introduction of a system of staff evaluation and supervision by the school management team, the school governing body and other interest community structures.

This would imply that all the educators should be evaluated and then get financial incentives for making an extra effort in their work. This will ensure that there is growth and development in their profession. Those who work very hard should be rewarded. This process will encourage all educators to work hard. The area manager and circuit managers should evaluate the school manager in terms of management, performance and in terms of producing good results. This can be done by ensuring that schools that perform well win prizes in the form of technological resources such as computers and science equipment. Schools that are excellent should get trophies and certificates in order to ensure that there is consistency and continuity, which will lead to inculcating a culture of excellence. District should also evaluate school managers in terms of management, leadership, discipline and performance.

- ◆ Staff evaluation and supervision should be viewed as a process designed to determine the worth of teaching performance and of the educator. Evaluation and assessment should be primarily interested in increasing understanding and stimulating thought of the educator. Also extending the experience by the educator in the teaching profession.

3.3. FURTHER SUGGESTIONS FOR IMPROVEMENT

It should be a process where an expert or, a senior educator gives guidance to a junior with the purpose of giving the knowledge and skills that are needed in the teaching profession. It should not become a fault- finding mission. The main purpose should be professional improvement, increasing understanding of teaching, enhancing practice and ensuring that educators meet acceptable performance levels. The process should be formal and documented in order to avoid misunderstandings and resistance.

Teachers' representatives in the form of unions should also agree upon the process in the bargaining chamber. The criteria to be used should be clear, standard and uniform to all educators. The emphasis should be on meeting minimum requirements of acceptability, self- evaluation, and collegial evaluation by administrators. It should be able to guarantee quality teaching for learners and ensure that community structures protect learners from incompetent teaching and below par performance.

Supervision and evaluation should ensure that educators' supervision relationship is based on mutual trust and support. It should further ensure that the educator has intensive planning of lesson units and the educator should check the learning outcomes and problems. The process should also make sure that there is planning in the classroom, observation by both the educator and supervisor, and at the end feedback should be given. There must be careful analysis of the teaching and learning process in order to ensure that there is a discussion where information is exchanged.

Educators at Phangasasa Senior Secondary need this programme of supervision and assessment to update skills and knowledge in their subject learning areas in order to improve learning outcomes. Technological development and globalisation have led to a knowledge explosion, which has created the need to reinterpret, and restructure old knowledge, and past learning. Educators who qualified in the seventies and eighties need to upgrade their skills and teaching methodologies because some teaching methods are no longer effective and useful today.

Our society is continually changing and educators must keep abreast of social demands. The educator has been presented with a need to understand and interpret the new demands that technology and globalisation are placing on our institutions. Educators need to become acquainted with research on the instructional process on new methods of teaching.

Educators' need to be evaluated (appraised) since it fosters self- development for each individual educator. Evaluation also helps to identify a variety of tasks and objectives each educator should be able to perform. It helps to identify staff development needs in school. It helps to improve performance of individual educators and the school as a whole. Today it also helps to determine whether an educator should be retrained or redeployed. It can also determine the placement, transfer or promotion of an educator.

3.4. ACTIVITIES IN CLASS

The way an educator plans, organizes and conducts lessons (instructions) should contribute to classroom management by conserving time, increasing learner's participation and success by reducing boredom, frustration and failure. Good classroom management enhances learning by helping to create a good environment for learning

3.4.1. CHECKING TASKS

The educator should control and check class work, homework and assignments and projects done by learners. Controlling provides quick feedback to learners about their work and allows the teacher to identify and discuss common errors and tasks given.

When control is properly utilized the educator should collect and examine the learners' work. These methods of control in class enables the teacher to keep abreast of learners' progress and problems in the classroom.

3.4.2 CLASS DISCUSSION

The purpose of discussion is to encourage democratic learner participation, to evaluate events, topics and results to clarify the basis for their judgment. In most schools, discussions are lead by educators and learners should also learn to lead discussions and educators should give the learners guidance and direction. The educator should give the learners the rules of discussion; the learners should respect each learner's right to express themselves. At the beginning the discussion can be short, and when the learners master the art, it should become longer.

3.4.3. THE SCHOOL AND THE FAMILY

In their interviews and questionnaires the learners and educators mentioned that the parents should play an important role towards the discipline of the learners and educators. Otherwise the school would not be in a position to engender a culture of effective learning and teaching. The family should complement the school in terms of the character and discipline of learners. The school should pursue the same objectives as the family in providing quality public education and turning schools into excellent disciplined institutions. It was agreed by the stake- holders that the learning issues should not clash with family values. The role of the parents should be to ensure that learners attend school regularly, and the educators, in turn, provide guidance and support to the learners.

At home, the learners should get care in the form of security, safety and happiness. The home should supplement the work of the School Governing Body. The parents, in turn, expect the school to fulfil the career needs of the learners, unfolding and discovering the potential of the learners through different abilities and aptitudes. From the information gathered it is clear that the family forms the foundation of learners' discipline and parents should be involved in formal education in a sympathetic, participative and cooperative way.

But, the researcher realizes that in a rural school like Phangasasa Sen. Secondary where almost all members of the parent component are illiterate, a very difficult situation prevails. Yet, the community through the school governing body should be in a position to influence decisions in terms of discipline through the school policy.

The parents should be involved in the education of their children by teaching the learners discipline at home. The parents should also check the work of the learners at home.

Parents should also interact will educators in order to check the progress or problems learners encounter at school. Parents who are literate should compose the SGB. The members of the SGB should be retired professionals who can educate other illiterate parents and interpret the present legislations in school governance.

3.5. TIME MANAGEMENT

Through interviews with the majority of parents the researcher realized that late coming and absenteeism by both educators and learners were a major factor in influencing poor discipline. Educators and learners should respect and manage time effectively in order for the school as a whole to have discipline in terms of time.

Establishing priorities should be followed and parents, educators and learners should meet deadlines. There is no doubt that effective time management can eradicate late coming and absenteeism by both learners and educators if it is properly handled and implemented.

Members of the SGB should monitor how the school functions in terms of time-management. SGB members could get to school before the school starts to check whether educators respect time. The SGB and the SMT should ensure that educators are the first people to respect time. Checking how educators respond to the bell during period and after breaks. Educators should also sign a time register daily. In class learners should have a period register for the educators to sign. Educators as leaders should lead by example and the learners will follow.

3.6. GROUP WORK.

The learners should also be involved in groups. The educator must be alert by promoting activities to engage the attention of the whole class while individual learners are busy. The learners should know that the educator must evaluate their performance. The educator should be able to move around to check the progress of learners. Learners should display high participation levels in exercises. Learners should be expected to write answers, solve problems, read and manipulate material or perform tasks during instructions.

The educators play an important role. They should be clear in communicating lesson objectives at the beginning of the lesson in the classroom. Educators should be able to point out important information during the presentation and information should be presented systematically. The educators should provide practice and feedback because that is vital. Learners' progress should be checked regularly.

3.7. MONITORING LEARNERS' DISCIPLINE

The behaviour of learners should be monitored in order to maintain and improve a high standard of discipline. In the interviews and questions that the researcher conducted with the learners, educators and parents, the following suggestions were made: The learners indicated that there should be learners' involvement during lesson presentations, discussion and assessments. It was indicated by all stakeholders that the educators should be visible throughout their activities. The educator should be in a position where he can see the faces of the learners and further, the educator should from time to time be moving around the classroom in order to obtain the focus of learners. When learners are working on individual tasks, moving around checking periodically is essential in order to monitor and provide individual feedback. The educator should collect the working books and control them regularly.

3.8. MAINTAINING GOOD DISCIPLINE

Throughout the discussions, interviews and questions the majority of stakeholders said in order to sustain pupil behaviour throughout, the educator needs to be actively involved in maintaining learners' cooperation and compliance with necessary classroom procedures and rules. The educator should always remember that good classroom discipline depends on good planning, organization and strategies. Sometimes, learners become ill disciplined due to the fact that they are overcrowded.

Note passing, talking and noise making will increase if the teacher is not actively checking learners' progress consistently and timeously. Ignoring inappropriate behaviour will cause problems. So the educator should deal with inappropriate behaviour promptly and accordingly.

Ways of managing ill discipline suggested by stakeholders when a learner is off line, is that the educator should redirect the learners' attention to the task given. The educator should always maintain contact with learners by moving around and be close to the relevant learners. The educator's role should be to remind the learners of the procedures. The educator and learners should be in consistent dialogue in the classroom situation. Therefore, the educator should immediately tell the learner to stop inappropriate behaviour. The teacher should improve the learner's moral conscience and improve responsibility and accountability within the classroom.

In maintaining discipline at school level, a number of committees should be established. At Phangasasa it is necessary to establish a disciplinary committee comprising of learners, educators and parents the committee should be under the leadership of the SGB and SMT. The committee should also agree to the level of sanction on both learners and educators. Each transgressor whether educator or learners should be given a verbal warning and if the transgression continues a written warning should follow. Each time a learner misbehaves, he or she should be given a demerit, if the learner accumulates a number of demerits, the parents should be called. The learner can also be given extra work to do after school. Learners can also be suspended from taking part in extramural activities or suspended from learning for a short period.

CHAPTER 4: ANALYSIS OF THE SCHOOL

4.1. INTRODUCTION

In this chapter the researcher will try to make an analysis of the good and the weak points that Phangasasa Senior Secondary School has, in terms of the information gathered:

4.1.1. Brief summary

The researcher, having studied leadership issues for good discipline at Phangasasa Senior Secondary School, would like to use his findings and recommendations as a resource for the district and other schools which have similar problems of discipline. The researcher also would like to investigate and help the level of participation by parents, educators and learners in improving discipline at schools. In order to increase capacity building in school governance, educational leadership should play an important role in bringing good discipline at schools. The leadership of learners need training programmes and workshops, while school governing bodies in rural areas are in need of resources and training. Women should be given capacity building roles because of their availability in rural areas. The government should be able to get into partnerships with the private sector in providing resources and training to educational institutions. It is recommended that a supportive system of monitoring the educators and learners be implemented.

Historically, education in South Africa formed an important part of the governments' plan to develop a racially segregated society. Education in South Africa was an integral part of the plan to build and maintain the apartheid system.

Presently, the democratic government has brought the issue of democracy and human right into the curriculum. The new curriculum is trying to be in line with the constitution of the republic. The new curriculum statement (NCS) is trying to undo what Bantu education did to millions of black people. It further tries to address the skill shortage that is hindering the growth of our economy. At Phangasasa, the school management team (SMT) is in need of training in various workshops in terms of styles of management skills and approaches. The findings include that the department should appoint a school manager as a matter of urgency, given that the school does not have such a permanent manager (Principal). The school management team should also be empowered to take decisive steps to improve discipline in the school.

The researcher also found that an unfavourable environment due to late coming and absenteeism by both educators and learners contributes substantially to the disruption of the learners' culture of learning and discipline. It was also realized that poverty, unemployment, immorality, permissiveness and other social evils hinder the constructive influence of the home discipline and school discipline. This further prevents the efficiency and effectiveness of education. The SGB and SMT should deal with late coming and absence decisively. Establishing communal gardens, building and construction project in rural areas could address the issue of poverty and unemployment.

Black empowerment companies should be established in order to employ rural residents who are not working. Women should mainly lead these companies. Sport facilities should be built so that the learners can take part in these activities.

It has been also realized that the role of the learner's representative council (LRC) is very important to address discipline at school. Therefore the leadership of the LRC should attend workshops organized by educators and office-based educational officials. The purpose of leadership training programmes should be to emphasize the role the LRC plays at schools in terms of discipline and order. Further the leadership of the LRC does not clearly understand their role properly. This further prevents the efficiency and effectiveness of education. Instead of the school management team (SMT) and the learners representative council working together, more often than not they oppose each other and this results in poor discipline by the majority of learners. The LRC should be clearly helped in terms of how the LRC operates. It should be explained to them that the LRC is not a parallel structure competing with the SMT but a structure under the SMT, which helps with the smooth running of the school. The SGB should also clearly explain to the educators and their unions that opposition and sabotaging of the work of the SMT won't be tolerated. The SGB should say that what they expect out of all the educators is teamwork and unity, not division; educators should be reminded that if they violate the code of conduct stern action would be taken against them.

The researcher further gathered information that members of the school management team (SMT) oppose each other in order to gain the influence of some educators and learners. So the (SMT) is divided and is not working together for the good of the learners and the (SGB) needs to play an important role to ensure that there is unity within the school management team (SMT). Absenteeism by both educators and learners is very high. This is as a result of a lack of proper mechanisms and procedures to address the problem. The sooner the mechanisms and procedures are implemented the better. The school is governed by departmental rules and regulations but, what is lacking is the will and authority to implement them. There is no proper staff evaluation and supervision by the school management team (SMT). The educators need to prepare themselves effectively and adequately in order to have authority and a high standard of evaluation in the classroom. In- service training for educators should be conducted in order to improve the skills of educators in management. Educators need to be consistent where it comes to class discipline. The community needs to be told that they can be involved in education through the SGB not through political organizations. In the long term, parents of the learners should get employment near their homes, so that they can participate in the education of their children and to give their learners proper care and support at home

The mechanisms that can be implemented in order to ensure that absenteeism by educators is curbed are as follows; If an educator is absent at school, when that educator reports for duty, s/he should complete leave forms and furnish supporting documents that is evidence for having been absent. All educators should be reminded that they are entitled to take leave but, educators should make arrangements that learners are given learning tasks to perform during their absence. If educators have exhausted their leave days, they should be informed that subsequent leaves are going to be disapproved. The school management team (SMT) should have a book for recording all leaves in the office. The other important fact is that educators who have high absenteeism at school, will be reported to the school governing body (SGB) and they will also be given letters of warning.

Since there is no proper classroom management, educators need to change that in order to instil confidence and discipline within the learners. Educators need to supervise activities in time. Due to overcrowding, it is difficult for educators to pay attention to individual learners with learning problems. It was also found that most learners get to school without purpose. Some learners imagine that a school is a place for whiling away time. There is also a lack of proper monitoring learner behaviour by educators, the school management team and the school governing body.

Educators are inconsistent when it comes to learners' discipline at school. Methods and procedures of discipline are not properly followed. However, there are few educators who are really doing their best to improve the situation and they need support and motivation. Community structures are not clear as to when to get involved in school matters. Illiterate people, who can neither read nor interpret the complicated educational rules, regulations and policies of the department, mainly compose the community structures. However, despite these impediments some parents are committed to the betterment of the education of their children. The other major problem is that most of the biological parents are away from home for long periods as a result of being migrant workers. As a result at home there is no parental supervision most of the time.

When parents loose control over their children, the educators will also fail to bring discipline to the learners. Some learners do not receive proper care and support in their families. The school has got various interest groups, which have different aims and objectives and instead of working together they often work against each other. The district should have a team of monitoring and supporting schools which have disciplinary problems. The team should be able to assist the SMT with ideas and strategies at school level.

Female educators need more support from the SMT in dealing with disciplinary problems than male educators. Learners should be helped to develop into disciplined and responsible adults. Both parents and educators should note that learners at high school level are in a period of transition physically, sexually and mentally. The learners need more guidance and patience from both parents and educators. Educators should communicate more with parents. When parents become increasingly involved in the day-to-day education of their children, educators feel greatly motivated and the learners benefits tremendously.

The SMT should help educators monitor disorderly classes and the educators feel more motivated and enthusiastic to get to class. Educators will teach effectively and efficiently if there is support from the SMT and the SGB. The SGB and the SMT should try and get private partners in education. They should establish relationships with local companies in order to try and get donations and sponsorship for the local school. The ideas of partnership with the private sector could alleviate lack of resources by getting scarce learning supports material, proving equipments and building new classrooms. The educators at school should serve as the models for the learners. They should keep a professional distance from the learners, show commitment, courage, dedication and discipline in their professional work. Parents should also be able to discipline their children at home in order for the learners to accept and understand discipline at school.

4.2. CONCLUSION AND RECOMMENDATIONS

Realizing that schools constitute a bridge between the present situation of the child and his/her future and that education is a weapon of liberation, an instrument of empowerment, upliftment, development and growth, a key to the future. The researcher concludes by making the following recommendations:

- ◆ In order to increase capacity building in school governance, area managers, school managers and educators should play a crucial role in developing school and community support for change, by ensuring that school management team courses and workshops for the governing bodies are provided in rural areas, where a lack of resources and illiterate members often prevails.. This can be done by government agencies and non-governmental organizations with good track records.

The area and the circuit manager should mostly pay unannounced visits where possible to schools, in order to check on the problems and suggest practical solutions. This can be done by attending to particular schools for some weeks until problems are solved. Guidance can be given if circuit managers devote much attention to problematic schools.

- ◆ The government and other non-government organizations should improve the conditions of the poor unfavourable environment by providing poverty relief programmes and projects which can help to eradicate unemployment, immorality, permissiveness and a culture of irresponsibility and unaccountability by both learners and educators at school level.

The government should implement school feeding schemes mostly to poor rural schools, at the same time schools with water resources should be encourage to have school vegetable gardening where learners can actively participate, get cash crops and fresh vegetables for the school feeding scheme.

- ◆ The leadership of learners (LRC) should be given serious training programmes and workshops in order to equip them as future leaders. Teachers' unions and student representative councils (SRC) at a tertiary level should play an important role in this regard. Learners in leadership should be encouraged to participate in school issues. They should attend meetings with the school governing body. They should also be given a role in school committees such as, sports committee and the disciplinary committee. Learners can also be taken to a local tertiary institution to get practical guides in leadership.
- ◆ School governing bodies (SGB) in rural areas are in need of much more training in terms of workshops in governance matters than SGBs in urban and metropolitan areas because of a high level of illiteracy and lack of resources in rural schools.

Capacity building programmes are needed in rural areas because of illiteracy and lack of exposure to democratic culture. It is so because of the tribal tradition.

Woman should be given an important role to play because they are mostly available than men. Gender equality should be emphasized.

- ◆ Furthermore the government should provide more resources in order to ensure that the governance programmes are successfully implemented, where possible retired educators and other public servants should be allowed to assist with remuneration, in order to give these structures new light and direction.

The government in partnership with the private sector should build computer schools. Laboratories and science centers in rural areas. This will ensure that learners are computer literate and the community also gets training. This can improve science and technology in rural areas. The teacher should get practical training before the learners get into those programmes. The department with the assistance of non-governmental organizations should develop and evaluate educators.

- ◆ A supportive system of monitoring both educators and learners should be implemented provincially with the assistance of the South African Council of Educators (SACE). At present the government has a system, which is called integrated quality management system (IQMS). This system aims to evaluate teachers. Educators who do well in the system will get extra incentives, those who do not do well will get further training and those who totally fail will be taken out of the system. At the moment the system is not working because of lack of funds and human resources.
- ◆ A proper selection method of prospective teacher trainees should be implemented in order to find the best- committed educators. At the present time there is a lot of 'deadwood' in the teaching profession who are mere "cheque collectors".

The department should get bright and brilliant learners who are encouraged to train as teachers. The department should also pay qualified teachers better pay in order to make teaching attractive and poorly qualified teachers should be encouraged or forced to improve their qualifications. At present the education department is implementing outcome- based education [OBE] in our schools.

- ◆ A whole school evaluation and staff appraisal system is immediately implemented in order to motivate and retain excellent educating staff. However, educators were not given sufficient training in implementing the system. When a new system is introduced adequate research and consultation is needed before the system is implemented. All stakeholders in education should be taken on board.

- ◆ Educators are in need of continues in-service training in order to keep them abreast of changes in curricula and syllabi due to technological advancements and global changes. Each educator should become a global educator and citizen.
- ◆ A programme of controlling educators and learners be immediately strengthened and implemented.
This can be done, by communicating with the learners early that the educator is dissatisfied with their bad behaviour. The educator may discuss the problematic behaviour with the learner once the class has finished, the educator can also choose the private place to discuss the learners' behaviour with him.
- ◆ Motivational talks by important personalities are arranged at school with the purpose of motivating and encouraging learners to be committed, dedicated and successful.
- ◆ Educators need to be consistent in terms of tackling inappropriate behaviour by learners in order to engender a culture of responsibility and self-discipline.
- ◆ The department of education in partnership with the private business sector and non-governmental organizations should help meet the needs of key group of learners such as the gifted and handicapped, by providing resources and bursaries in order for the learners to develop to their optimum level.
This can be done by establishing special schools for the handicapped, where they can be given individual and special attention by educators. Gifted learners should get specialists educators who can maximize their potential at school.
- ◆ The government in partnership with the private sector should try and improve the socio-economic condition of the previously disadvantaged and the poorest of the poor.
- ◆ The government and business sector in partnership should immediately address the issue of lack of resources namely classrooms, libraries, computer centers and audiovisual centers as matter of urgency.
- ◆ Both educators and learners should be given training courses in terms of planning, organizing, control, leading and time-management.
- ◆ Teachers, parents and learners should be called upon to dedicate, commit and bring about a culture of learning, responsibility and discipline at schools.
- ◆ The government should provide financial, material and human resources because quality and excellent costs, but in the long term, poor, mediocre education costs even more.

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