

TEACHERS' PERSPECTIVES OF LEARNERS' INDISCIPLINE ON GRADE 12 ACADEMIC PERFORMANCE : A CASE OF THE LIBODE DISTRICT.

by

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ABSTRACT

Evidence of the effects of indiscipline on the academic performance of grade 12 learners has been mixed. This study examined how indiscipline in the forms of disruptive, aggressive behaviour, alcohol and drug abuse affected levels of academic performance in a case study of public Senior Secondary Schools of the Libode Education District, Eastern Cape Province in the Republic of South Africa. A total of 25 teachers from two selected schools in the Libode District (10 men and 15 women) were randomly assigned to participate in both the quantitative and qualitative interview surveys conducted by the researcher. The study relied substantially on teacher ratings. The data were collected using interviews which were synthesized, analysed, presented and discussed within a specified time frame. The results adequately reflected on the three research questions of the study which were: To what extent do learners' aggressive and violent behaviour impede academic performance? Does imbibing alcohol and drugs influence learners' academic performance? To what extent does learners' disruptive behaviour affect their academic performance? It has been clearly indicated that disruptive, aggressive behaviour and alcohol and drug abuse have a negative impact on academic performance. The factors (disruptive, aggressive behaviour, alcohol and drug abuse) used in the analysis were identified as the main challenges to the educational development and academic achievement among learners; they pose a serious threat and have negative effects on students, teachers, the school environment and society. They originate from the same sources, however; these are mainly family background, society, cultural values, beliefs, technology, peer pressure and classroom management strategies employed by educators. Findings were discussed in the context of the main and sub research questions and recommendations were made.

DECLARATION

I declare that THE EFFECTS OF INDISCIPLINE ON ACADEMIC PERFORMANCE OF GRADE 12 LEARNERS IN SECONDARY SCHOOLS IN THE LIBODE DISTRICT, EASTERN CAPE is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

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DEDICATION

This study is dedicated to my late father, as well as to my mother, who played a prominent role in my education from elementary stages until I became a teacher.

ACRONYNS AND ABBREVIATIONS

1. DOE = Department of Education
2. FET = Further Education and Training
3. GET = General Education and Training
4. SASA = South African Schools Act
5. SMT = School Management Team
6. TLO = Teacher Liaoning Officer
7. RSA = Republic of South Africa
8. NQF = National Qualification Framework
9. REQV = Relevant Education Qualification Value
10. IQ = Intelligent Quotient
11. STD = Senior Teachers Diploma

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CHAPTER 1

ORIENTATION AND BACKGROUND

1.1 INTRODUCTION

There has been a serious public outcry that learner discipline in most South African public senior secondary schools is at its lowest ebb. Concurring with the above statement, Nuku (2007:1) claims that the rapid changes that the South African society underwent adversely affected learner discipline in schools. Learners do as they please, with clear negative behavioural patterns observed such as disrespect, truancy, late coming and non-compliance with the homework policy. The situation is believed to be severe in the Eastern Cape. These results in continuous disruption of teaching and learning in classes as lawlessness prevails. Educators find it difficult to perform their duties effectively and efficiently and to enforce classroom rules and policies because learners come to school drunk, not to mention the high level of absenteeism which consequently results in poor academic performance.

Despite the commitment that the Department of Education has in providing programmes to improve learner discipline in schools, the situation is deteriorating and, subsequently, academic results are poor. Marais and Meier (2010:2) aver that *in response to the public outcry, the government launched a national project on discipline in South African Schools in 2000... In spite of this support, the following headlines still appear 'punishment guidelines not helping much with learner discipline', 'wonderful theories don't always work'. Academic performance or results continue to be poor.*

Suffice to state that the departmental attempts to instil discipline among learners in Public Secondary Schools are not successful and are failing to achieve the desired outcomes. The situation is disturbing as depicted above. It is of great concern to those who care about the long-term effects of such a scenario in South African society.

The need to promote high-quality education in the country and to achieve worthy academic results will be a dream deferred if the above situation continues to prevail in schools. The ineffectiveness of measures to instil discipline in schools by parties concerned clearly shows the solution needs the attention of all players and not only those in the education system alone.

1.2 BACKGROUND

The lack of discipline in public schools throughout the world has been a matter of great concern for school management and educators and, to a lesser extent, learners themselves, parents and the general public (Wayson & Pinnell, 1994:1534). According to Charles, (1996:3), numerous studies that were conducted by researchers in the United States of America in 1992 listed indiscipline as a major problem which educators were contending with and a significant factor in educators leaving the profession. Apparently, it is responsible for 40 percent or more of departures during educators' first three years. Adding to the problem is the fact that experienced educators try to get transfers away from schools that have high levels of misbehaviour, leaving such schools in the hands of educators not yet skilled in exerting or maintaining discipline (Charles, 1996:3).

According to Carney (2000:213), the involvement of youth in violent activities is prevalent in almost every American community. Violent crime among youth rises at an alarming rate with juvenile arrests for violent crime offences such as murder, forcible rape, robbery or aggravated assaults escalating to more than 150,000 in 1994. The Minister of Education and Science in Japan announced that the total number of violent cases in the vicinity of schools amounted to just more than 40,000 making a ten percent (10%) increase from the previous year (Sanger, 1993).

Discipline continues to be one of the major puzzling and frustrating problems confronting educators today. This assertion is confirmed by research that was commissioned for educator support in Scotland (Finlayson, 2002) which found that the

main cause of educator stress was learner misbehaviour. Some learners are not cooperative towards their educators and turn to violent and aggressive behaviour, smoke dagga, and carry dangerous weapons. The survey found that violence against teachers increased compared to violence against other students. Most cases consist of the violence among high school students who fought between rival, school-centred groups (Hisatomi, 1996).

This confirms what was expressed by Flannery (2005); he mentions that learners constantly disrespect, disrupt and demean. Learners verbally assault educators regularly. They steal, cheat, lie, and vandalize, use cell phones in the class and keep iPod earphones dangling from their ears (Flannery, 2005:22). Furthering his argument, he says that many learners come to school with little regard for rules in Scotland.

According to Motsega (2003), as cited by Patton (2002:14), violence and misbehaviour exist in Botswana schools. This lack of discipline, which interferes with the teaching and learning process manifests itself in various ways including bullying, vandalism, alcohol and substance abuse, truancy and inability or unwillingness to do homework, etc. (Motsega, 2003).

Vandalizing school property is rampant and this has influenced the government of Botswana to introduce school fees in order to mend that which was broken such as window panes, furniture and walls. Concomitant with the high rate of vandalism is the high rate of theft. For instance, in 2003, students in one of the Senior Secondary Schools broke into a biology lab to steal ethane. Some of these students lost their lives and others lost their sight (Banda, 2004).

According to Maleka (2003), as cited by Mancosa (2001:12), a 19 years old Senior Secondary School boy committed suicide after fighting with another student over a borrowed plate in Botswana. These heinous acts left the nation speechless and not knowing from where such behaviour originated. These incidents inspired the debate on the use of corporal punishment in schools; it was concluded by acknowledging that Botswana could not do away with it, but it had to be used guardedly (Maleka, 2003).

The common resulting spinoffs and effects of such misbehaviour is that experienced teachers get transfers while often parents withdraw their children from schools as a result of numerous cases of student misbehaviour such as the one mentioned above.

Swaziland is also experiencing a serious problem of indiscipline as revealed by Marais and Meier (2010:11); indiscipline in the form of strikes and demonstrations, which sometimes turn to violence and which leads to stone-throwing, damage to property and violent clashes. This is becoming the order of the day in Swaziland. They further point out that students, teachers and invigilators are manhandled and sometimes assaulted. There is a mass copying at the examination centres. Such disciplinary problems disrupt academic life and the atmosphere in "the temples of learning".

Charles in Tauber (1995:3) points out the harsh realities of today's classroom: discipline, class control, classroom management, or keeping order in the classroom is the educator's greatest concern suggesting standards have drastically declined in schools. This also confirms Bateman's report (Pretoria news, 28 May 2007) that learners carry knives and fire arms and verbally abuse and threaten their educators.

South Africa, like any other countries, is also faced with issues of indiscipline and is thereby greatly affected. In a study conducted in four schools in the Johannesburg area (Fineran et al 2001: 216), 36 percent of male learners reported that they had either killed, punched or beaten another learner in the previous year. Another study conducted in the KwaZulu Natal Midlands by Govendor and Killian (2001:8) reveal that 73 percent of learners had witnessed violence at school in the previous 12 months with 10 percent reporting they had been part of a group that had killed a person and four percent indicating that they had killed a person without being part of a group.

A similar study conducted by Collings and Magojo (2003:125) in Durban, Kwazulu-Natal, shows that 78,8 percent of high school males had a history of violent behaviour with 8,2 percent reporting that they had killed a person. This experience does not only affect learners but also education personnel, teachers, parents, school governing bodies, student representative councils and communities at large. This behaviour

frequently interrupts the smooth running of the school and leads to a school climate that is not conducive to learning and teaching. It places everybody's life at risk and make the culture of learning and teaching very difficult. Schools in South Africa are struggling to provide quality education and justice in schools which is required for the holistic and healthy development of youth. The Department of Education (RSA, 2002a:6) further states that many schools are unable to provide a nurturing environment to counteract or deal with violence within communities and families, consequently, discipline is crumbling and the relationship between learners and educators is deteriorating. Moreover, learners are losing the respect and trust of educators. Such misbehaviour causes school effectiveness to break down in many schools and the culture of learning and teaching to collapse.

Prinsloo and Mabeba (2000:34), as well as Van Wyk (2001:196), state that learner disciplinary problems in South Africa range from rejection of reasoning, late coming, truancy, neglecting to do homework, noisiness, physical violence, theft, threats, vandalism , verbal abuse , lack of concentration, criminality, gangsterism, rape, constant violation of the school's code of conduct and substance abuse around the school premises.

Gootman (2001: 5) concurs with Prinsloo and Mbeba (2000: 34) when he avers that discipline often poses a great challenge in today's schools because of the pressure society has imposed on individuals and families. The effects of drug abuse, spouse abuse, child abuse and neglect, community and media-generated violence, poverty and single parenting reverberate in schools. "Many children bring baggage of dysfunction straight into the classroom and unpack their pain masqueraded in the wraps of misbehaviour and under-achievement. They push educators to their limits and render discipline all consuming, overshadowing and threatening to academic learning" (Gootman, 2001:5).

According to Moles (1990:3), discipline problems may range from crime in the school committed by students such as robbery and drug dealing, to lack of respectful

behaviour towards educators and classmates. These problems affect the learning environment. Many educators believe that misbehaviour interferes with their teaching and with effective student learning. Perrott (2006:14) states that learner indiscipline is one of the major sources of stress for educators. Unsolicited rudeness, copying another learner's work, truancy, dodging periods and drug abuse are some of the common aspects of learner indiscipline that contribute to educators' stress as they feel helpless in providing solutions to the learners' problems and unable to carry out their work properly. Stress, which emanates from their frustrations, causes various cases of ill-health which prevent educators from attending school regularly, thus, discipline problems, experienced in schools universally, and discourage teachers (Moles, 1990: 5). According to Moles (1990: 5), a national study carried out with high school students indicates that misbehaviour predicts a drop in grades and achievement scores and low grades also lead to greater discipline problems. In essence, the majority of schools are a hive of negative activities and are vulnerable to vandalism. Such schools have become sites of a "moral panic and academic failure" (Kallaway, 2007: 8 as cited by Nuku, 2007). These problems make it difficult, and often impossible, for educators to manage their classes effectively. Ngcayi (1997: 17) avers that in South African schools many educators find it difficult to enforce discipline particularly after the abolition of corporal punishment (since discipline in South Africa is often equated with corporal punishment).

1.3 DEMARCATION OF THE RESEARCH AREA

The schools under study are in to Libode Mega Area which falls under the jurisdiction of the OR Tambo District Municipality. The Libode Mega District belongs to cluster A which comprises of seven districts, namely, Qumbu, Maputo, Mt Fletcher, Lusikisiki, Mt Frere, Mbizana and the Libode District. It is one of the most vast and deeply-rural-populated districts with the poorest of populations. The district consists of **424** schools; **22** of these schools are mud structures. More than **98 %** of the schools are not schools in the true sense of the word in that, they are just classrooms. This is simply because

there are no extra facilities as is the case in the former model C schools. There are no well-built and well-resourced libraries and laboratories. Those schools that happen to have libraries and laboratories do not make these facilities available for the benefit of the learners. These **424** schools include **42** senior secondary schools (including **1** Independent school), **242** junior secondary schools, **30** junior primary schools and **110** senior primary schools. The district also has **379** Grade R centres attached to schools and **2** stand-alone centres. There are **2** schools without Grade R and there are **14** ABET centres within the district; **270** schools are Section **21** and **150** are Section **20** schools. There are **262** schools in quintile **1**, **107** in quintile **2**, **49** in quintile **3** and **2** schools in quintile **4**. There are **418** no-fee schools and **2** schools which are still collecting school fees.

There are **181192** learners in the mainstream schooling and **5224** learners in the ABET centres. The fact that there are **369** schools at quintiles **1** and **2** shows that the district is extremely impoverished. The fact that there are **418** no-fee schools out **424** schools shows that the communities in the district are poverty stricken. The majority of these learners are from destitute families. Usually these are the families with no educational background, and this in itself hampers any contribution parents would be expected to make. Parents with no educational background are always hesitant to participate in any school-related aspects of the challenges facing their children. They tend to distance themselves from school. This poses a serious challenge to school managers as they struggle to convene parents' meetings and to involve parents in the education of their children.

In the mainstream schooling system there are **5520** educators; there are **397** practitioners for Grade R and there are **276** ABET teachers. In the mainstream schooling system there are **1032** vacancies. Included are **393** of these vacancies are in the FET band, with **285** Post Level **1** vacant posts, **72** HOD vacant posts, **30** Deputy Principal vacant posts and **6** Principal Posts. **639** vacancies are in the GET band. About **220** of the educators in the district are temporary educators. The existence of these temporary educators, especially those occupying permanent posts, causes labour

instability within the district as it has become normal practice for their services to be terminated at the end of every end o f the academic year. This results in sores of learners being deprived of their constitutional right to compulsory quality public education.

There is, in addition, a gross shortage of personnel within the district office with **59** vacancies (inclusive of administration and professional staff); **21** of the **59** vacancies are subject advisors' posts. **10** out of **21** are GET subject advisors and **11** are FET subject advisors. There are **194** filled posts in the district office.

Since 2008, when the National Curriculum Statement examinations programme started, The Libode District was performing above 50% in learner Grade 12 pass rate. There were intensive school visits by the district multi-disciplinary teams focusing on learner motivation and disciplinary issues. All of a sudden in 2010, Grade 12 results in this District dropped to 46.92. In fact out of a cluster of seven Districts, Libode was ranked last in the merit order of Grade 12 learner results, as shown below:

Cluster A districts performance of Grade 12 learners in 2011

District	Pass % in 2011
Qumbu	59.4
Maluti	71.8
Mt. Fletcher	68.5
Lusikisiki	58.4
Mt. Frere	47.2
Bizana	54.9
Libode	39.8

At the same time in 2011 there were numerous learner incidents including learner strikes, truancy, late coming, refusal to write trial exams and alleged fraud committed by some principals. Notably in the district there was a serious breakdown of discipline in Public Secondary Schools. In a violent demonstration that ensued some schools learners were protesting against the embezzlement of funds by their principals. In some schools there were reported cases where learners set principals' cars alight, smashed the school windows and vandalized computers and other necessary equipment.

1.4 STATEMENT OF PROBLEM

Since the banning of corporal punishment in schools under the South African schools Act (Republic of South Africa (RSA) 1996b:10), hereafter referred to as SASA, many educators claim that problem behaviour has increased in intensity and frequency in schools. The use of corporal punishment in the past was part of an authoritarian approach to managing the school environment; it was based on the view that children need to be controlled by adults. Likewise, many measures used to maintain discipline were reactive, punitive, humiliating and punishing rather than corrective and nurturing (Department of Education 2000:9).

The banning of corporal punishment in the whole of South Africa has had its own price to be paid, particularly in the Libode Mega where discipline in the schools has totally crumbled and the relationship between learners and educators is deteriorating by the day. Learners have lost their respect and trust for educators. Effectiveness has completely collapsed in many schools. Disruptions by ill-disciplined learners, such as late coming in the mornings and during the school day, refusal to attend certain lessons, failure to do homework, coming to school drunk, violence, vandalism, a high rate of absenteeism, drug trafficking are the order of the day that has characterized Libode schools. With the abolition of corporal punishment, educators find it difficult to enforce discipline in class under the circumstances since they equate discipline with corporal punishment. These behavioural patterns have impacted negatively on the culture of teaching and learning hence the decline in the matric results, to the extent of

being placed last in the whole of cluster A in 2010. It is in this regard that the aforementioned problem has prompted this research in the Libode District in particular.

1.5 MAIN RESEARCH QUESTION

What are the effects of indiscipline on the performance of grade 12 learners?

1.5.1 SUBSIDIARY RESEARCH QUESTIONS

In an attempt to gain more insight into the main research question, the researcher will further divide the main research question into the following sub-questions:

- ◆ To what extent learners' aggressive and violent behaviour impede academic performance?
- ◆ Do learners' imbibing alcohol and taking drugs influence their academic performance?
- ◆ To what extent do learners' disruptive behaviour affect academic performance?

1.6 AIMS AND OBJECTIVES OF THE RESEARCH STUDY

The primary aim of the research is to conduct a study on the effects of indiscipline on the learner performance of grade 12 class in Public Senior Secondary Schools of Libode Education District, Eastern Cape Province. In order to reach the stated aim, the objectives of this study are to:

- ◆ Examine the extent to which learners' aggressive and violent behaviour impedes academic performance.
- ◆ Determine if learners' imbibing alcohol and taking drugs has an impact on academic performance.
- ◆ Ascertain whether or not learners' disruptive behaviour affect academic performance.

1.7 RATIONALE OF THE STUDY

Lack of discipline among learners in public Senior Secondary Schools throughout the country has long been a matter of concern. Numerous attempts have been made to solve the problem and to re-establish the culture of effective learning and teaching in schools. Mabena and Prinsloo (2000:34-41) are of the opinion that *discipline in education is a complex phenomenon that may evade the accuracy of a single definition when perceived by the different participants in the educational process*. Research reveals that parents, educators and learners often have conflicting perceptions of the phenomenon of discipline. This fact is bound to engender problems in the home and school and to have a negative impact on the development and education of learners.

This is particularly so in a country like South Africa where for too long discipline both at home and school have always been synonymous with as inflicting punitive and coercive measures such as the use of corporal punishment. In a new democratic South Africa, where the focus is on human rights, transformation and free compulsory education, the perception held of discipline should undergo a significant change (Mabena & Prinsloo, 2000:34-41). In other words, discipline should acquire a new meaning which will culminate in both a good ethical code of conduct and academic performance. Research confirms that more educators leave teaching because of discipline problems than any other reasons (Nuku, 2007:10). Children are spoilt, ill-discipline and lack learner ethics. The reality is that South African public senior secondary schools are not safe places any more for both learners and educators; hence the introduction of safe programmes in schools and wellness programmes to deal with these emotionally and psychologically affected. The issue of learner discipline and learner academic results is crucial in the teaching and learning (didactic) situation, therefore, when education results are so poor in this district and learner ill-discipline so high, it is logical to want to investigate the relationship between the two, without simply making an assumption. It is against this backdrop that the researcher was prompted to embark on this study.

1.8 SIGNIFICANCE OF THE RESEARCH STUDY

From a reflective standpoint, it is worth noting that the researcher is currently serving as an Education Development Officer with eight years of service in the District of Libode in the Eastern Cape, therefore, it is with the benefit of this position that the researcher has been able to reflect on reports that have been submitted to him by schools where there were issues of ill-discipline and which were a matter of concern in these schools. This study attempts to throw some light on the extent to which ill-discipline has an effect on promoting good grade 12 results. It is considered important in that it provides a trigger for co-relational research between discipline and how it influences results of learners in the class of grade 12. This contribution also enriches the field of education management by providing information as on current trends in the management of discipline by principals and educators in schools. The study aims at encouraging principals, educators and learners to conduct themselves professionally in their daily operations so as to achieve their goals. The point that is being investigated here is the relationship between the effective execution of discipline and the promotion of a culture of learning to improve results of learners in the class of grade12

Through this study, educator awareness is likely to be raised regarding their professional commitment in instilling learner discipline in their schools. Educators, principals, and learners are likely to share among themselves information related to issues of discipline that create a conducive culture for good results in Grade 12 class.

This research study can also expose principals to awareness programmes that enhance learner discipline. Lastly, the focus is on recommendations towards striving for excellence in effective execution of discipline by both principals and educators, thus creating an environment conducive to good results in Grade 12 class.

1.8 THEORETICAL FRAMEWORK

Theories are constructed in order to explain, predict and master phenomenon such as relationships, events, behaviours and performances. A theory makes generalizations about observations and consists of integrated, coherent ideas and models. Generally, the theoretical framework of a study is a structure that can hold or support a theory that underpins the research work. It presents the theory which explains why the problem under investigation exists. In this study the theoretical framework is the social cognitive theory which provides a framework for understanding, predicting, and changing human behaviour.

The theory identifies human behaviour as an interaction of personal factors, behaviour and the environment (Bandura 1977; Bandura 1986). In this model, the interaction between the person and behaviour involves the influences of persons' thoughts and actions. The interaction between the person and the environment also involves the human beliefs and cognitive competences that are developed and modified by social influences and the structures within the environment. The third interaction (between the environment and behaviour) involves a person's behaviour determining the aspects of his/her environment and, in turn, the behaviour can be modified his/her environment.

According to Jones (1989), "the fact that behaviour varies from situation to situation may not necessarily mean that behaviour is controlled by situations but rather that the person is construing the situation differently and thus the same set of stimuli may provoke different responses from different people or from the same person at different times".

In conclusion, social cognitive theory is helpful for understanding and predicting both individual and group behaviour and identifying methods in which behaviour can be modified or changed.

This theory is relevant in this study because it is about learners' behaviour which is emulated through the influence of persons' thoughts and actions. Furthermore, it is the environment in which learners grow up that shape and determine their behaviour. In other words, you are what your environment is.

1.10 DELIMITATION OF THE STUDY

The study was conducted in public Senior Secondary Schools of the Libode Education District, Eastern Cape Province. Two senior secondary schools with glaringly poor performance were selected. Questionnaires as well as interviews focused on grade 12 educators of these two schools. The study focused on the effects of learner indiscipline on academic performance of grade 12 learners.

1.11 LIMITATIONS OF THE STUDY

Not all schools in the Libode District were subjected to this study but only the two selected ones. This means that the decision about the number of schools naturally limits the authenticity of this study. While it is quite possible for the perceptions of a small number of research subjects to be selected to be representatives of many of their colleagues' perceptions in their locality, the same cannot be said with any great confidence with regard to the perceptions of the rest of the research subjects generally in the whole district.

Ideally, the researcher wanted to cover all schools in the entire district, but this was constrained by time and money for the research. The vastness of the research area itself was also another constraint prohibiting the researcher from reaching all schools, as desired.

1.11.1. Steps to overcome limitations

The purpose of the study is not to generalize the findings but to get insight into, the effects of indiscipline on academic performance so as to present a yard-stick for further research and policy formulations. The researcher was however in a position to source

limited funds from the research department so as to enable him to conduct his research. Because of the vastness of the area, as mentioned, the researcher confined himself to two schools which were in proximity to each other.

1.12 EXPLANATION OF KEY CONCEPTS

For the purpose of this study, the underlined concepts are explained as they peg the boundaries of the research study and highlight the focus of the research. Not only are the underlined concepts explained, but also other key terms used in this study: The effects of discipline in learner performance of grade 12 classes in public senior secondary schools of the Libode Education District, Eastern Cape Province.

12.1 Discipline

Discipline refers to orderliness in class and good behavioural patterns among learners which promote the culture of teaching and learning at schools. It is an integral part of an effective educational endeavour in which parents and educators give assistance to a help-seeking child. The child is supported, guided towards a degree of confidence, (self-guidance) which is necessary for successful learning and in order to achieve adequate self-actualization culminating in a responsible and happy adulthood (Mabeba & Prinsloo, 2000:34-41). From various definitions of discipline that has been analysed in this study, the researcher has concluded that discipline in this study shall refer to: A system of rules, punishments and behavioural strategies appropriate to the regulation of children and the maintenance of order in schools. The aim of discipline at school is to create a safe and conducive learning environment in the classroom.

12.2 A principal

A principal is the head educator of a school. Nuku (2007:31) states *a principal is a professional educator, who at least meets the expected statutory professional requirements and competencies*: RSA (1996) in the South African Schools Act, No 84, (1), stipulates that a *principal is an educator appointed as head in an education centre such as a school, college, university and technikon*. He or she is the overall accounting

officer responsible for driving all activities planned for educators and thus equipping them to achieve the set objectives of a school/institution.

The school principal is responsible for the professional management of educators, learners and all activities related to teaching and learning (Beckmann, 2002:83) as cited by Nuku(2007:31). A principal is the most important factor in determining the fate, culture and discipline of a school.

1.12.3 Aggression

There exists no consensus on a single definition of the concept (Brown 1997:59; Ramirez & Richardson 2001:51). Breakwell (1997:59) believes that people commit aggression with ease, but find the term too complex to define for all fields of study. The difficulty of defining the concept is aptly described by Bandura in the Encyclopaedic Dictionary of Psychology (1992:23) as a semantic jungle.

A number of definitions are provided below:

Aggression refers to the use of power by one or more people intending to harm or adversely affect the rights of another or others (Brown 1997:31).

The dictionary of Empirical Education/Educational Psychology (1990:17) defines aggression as an emotion expressed in hostile, injurious or destructive behaviour directed towards another. Learners from pre-school to primary school through to adolescent years may resort to aggression to resolve conflict.

Aggression refers to 'a motivational state, personal characteristic, a response to frustration, an inherent drive or the fulfilling of socially learned role requirement' (Encyclopaedic Dictionary of Psychology 1992:23)

1.12.4 Disruptive behaviour

For Levin and Nolan (1996:23-24) disruptive behaviour implies learner behaviour that inhibits achievement of the teachers' purpose. Furthermore, they classify disruptive behaviour in four basic categories:

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

1.12.5 Educator

A person who provides professional educational services at any public school, be it in post level one, head of department, deputy principal and principal is accordingly called an educator. Furthermore, a professional educator belongs to a teaching profession, and has the necessary skills that make him or her competent for the job. As professionals, *educators regulate their own behaviour through an internalised code of conduct and always take decisions that are rational, responsible and based on teaching expertise and learner centeredness* (Theron, 2002:90).

Importantly, an educator has a certain level of competence, skill and ability to manage a class of learners. Currently an educator is expected to have a minimum relevant education qualification value of Grade 12 and three years of post-matric professional training-diploma certification (REQV 13). A professional undergoes a statutory pre-service training programme of three years and more as required by the current legislation. Throughout this piece of research work the term educator will interchangeably be used with teacher in the direct quotations where the author has used it as such.

1.12.6 Public Senior Secondary school

A public secondary school is where formal tuition takes place for learners from Grades 8–12 (Shaba, 1998:19). It falls into both General Education and Training (GET) and Further Education and Training (FET) bands.

Additionally, education and training refers to all learning and training programmes that lead to qualifications from levels 2 and 4 of the National Qualifications Framework (NQF). A secondary school is an institution of teaching and learning where a learner is admitted initially to Grade eight. A secondary school has certain values, norms and ethos related to effective teaching and learning. A formal secondary school has *clearly defined policies and common goals with suitable rules and regulations for carrying out teaching and learning activities. It has a hierarchical structure of authority and division of work for the relevant personnel* (Theron, 2002:86)

1.13 SUMMARY

In this chapter, the introduction, as well as background to the problem, was described, research questions formulated, the aim and objectives of the study were stated, the significance, as well as the theoretical framework was highlighted and delimitations and limitations of the study were stated as well. The next chapter will focus on the literature review which will be based on the following sub-headings:

Learners' aggressive and violent behaviour and the effects on academic performance;
Learners imbibing alcohol and taking drugs and the effects on academic performance;
Learners' disruptive behaviour on and the effects academic performance.

The following chapter will focus on the Literature review.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The present learning environment in South African Schools is characterized by aggressive, disruptive, violent behaviour, as well as alcohol and drug abuse. This illustrates that a lack of discipline and self-discipline among high school pupils has probably led to an ongoing lack of successful learning and teaching which has subsequently led to poor academic performance. It is against this backdrop that the review of related literature under the following sub-headings will be critical:

- The extent to which aggressive and violent behaviour impede learners' academic performance
- The effects of learners' imbibing alcohol and drugs on academic performance
- The effects of learners' disruptive behaviour on academic performance.

2.2 THE EXTENT TO WHICH AGGRESSIVE AND VIOLENT BEHAVIOUR IMPEDE LEARNERS' ACADEMIC PERFORMANCE

According to Bandura in the Encyclopaedic Dictionary of Psychology (1992:23), aggression is a semantic jungle that has caused much difficulty among scholars in defining the concept. The complexity of the definition of aggression lies in whether it should include moodiness, irritating behaviour and/or health risks like drug use; this has resulted in no consensus on a single definition of the concept, therefore from the dictionary's perspective, aggression refers to a motivational state, personal characteristic, a response to frustration, an inherent drive or the fulfilling of a socially-learned role requirement. Breakwell (1997:59) believes that people commit aggression with ease, but find the term too complex to define for all fields of study, however, in

the field educational management and psychology, the definitions below have been postulated and accepted:

The dictionary of Empirical Education/Educational Psychology (1990:17) defines aggression as an emotion expressed in hostile, injurious or destructive behaviour directed towards another. Learners from pre-school to primary school through to adolescent years may resort to aggression to resolve conflict. Brown (1997:31) says aggression refers to the use of power by one or more people intentional to harm or adversely affect the rights of another or others.

Aggression has been defined by Loeber & Hay, 1997: 373) as 'a category of behaviour that causes or threatens physical harm to others: The authors note that 'aggression', as generally used, is not a unitary term but encompasses a variety of behaviours, including verbal aggression, bullying, physical fighting, robbery, rape and homicide. Since research reports do not always make these distinctions clear, and different forms of aggression tend to be interrelated, thus this section takes an inclusive approach in its scrutiny of research results in relation to the academic performance of students.

2.2.1 The causes and development of aggressive and violent behaviour

A consistent finding, and one that may come as a surprise to many, is that aggressive behaviour begins early in life and, in most children, reaches a peak at about four years of age, declining after that. Campbell et al (2000: 467-488.) point out that it is often not until the school entry age that aggressive behaviour patterns become apparent. Until then the behaviour is explained away as being a function of such factors as age; for example, 'the terrible twos'; gender, 'boys will be boys' or the phase, for example, 'she'll grow out of it'. These reassurances are contradicted by the mounting evidence which suggests that a substantial proportion of aggressive, defiant, overactive toddlers and pre-scholars continue to have problems at school entry age. In this regard, Campbell et al (2000: 467-488.) warn that these problems will continue in one's life until adulthood and have the potential to total damage proper child development, especially in academic performance.

The results of a study conducted by Shaw et al. (2000: 397-411) indicate that about 67% of children who were rated within the clinical range of conduct disorder at two were still conduct disordered at five and six years old; and almost one third of aggressive five year olds were still aggressive at 14 years old. Similarly, Moffitt (1993: 674-701) showed that 86% of children who were conduct disordered at seven, were still exhibiting these behaviours at 15. Furthermore, Campbell (1995: 115-119) states that where the problem of aggressive behaviours are present in pre-school children, as many as 50% of these children maintain these behaviours into adolescence and a substantial number of these will engage in antisocial behaviour. The engagement in antisocial behaviour has detrimental effects on the learning part of the student. It is a well-known phenomenon case among scholars that anything that has a negative effect on the learning part of the student has a corresponding negative effect on his or her academic performance, as concluded by Moffitt (1993: 674-701) in his case study.

The controversial link between global self-esteem and externalizing problems such as aggression, antisocial behaviour, and delinquency has been explored in relation to academic performance of students by Baumeister, Campbell, Krueger, and Vohs, 2003; DuBois and Tevendale, 1999. They found a robust correlation between low self-esteem and externalizing problems. This correlation held for measures of self-esteem and externalizing problems based on self-report, teachers' ratings, and parents' ratings, and for participants from different nationalities (United States and New Zealand) and age groups (adolescents and college students). Moreover, this relation held both cross-sectionally and longitudinally even after controlling for potential, confounding variables such as supportive parenting, parent-child and peer relationships, achievement-test scores, socioeconomic status, and IQ as found by Bynner et al (1981: 407-441) and Jang and Thornberry (1998: 586-598). In addition, McCarthy and Hoge (1984: 396-410) ascertain that the effect of self-esteem on aggression was independent of narcissism, an important finding given recent claims that individuals, who are narcissistic, not low in self-esteem, are aggressive. Their discussion was focusing on clarifying the relations between self-esteem, narcissism, and externalizing problems.

The link between global self-esteem and aggression is currently being debated by researchers (Baumeister, Campbell, Krueger, Vohs, 2003; DuBois and Tevendale, 1999) and in the popular media by researches such as Slater (2002). Researchers on one side of the debate have argued that individuals with low self-esteem are prone to real-world externalizing of problems such as delinquency and antisocial behaviour (Fergusson and Horwood, 2002; Rosenberg, Schooler, & Schoenbach, 1989; Spratt & Doob, 2000). Others, however, have questioned this claim, noting that several studies have failed to find a relation between low self-esteem and externalizing problems (Bynner, O'Malley, & Bachman, 1981; Jang & Thornberry, 1998; McCarthy & Hoge, 1984) or between low global self-esteem and laboratory measures of aggression (Bushman & Baumeister, 1998; Kirkpatrick, Waugh, Valencia, & Webster, 2002; Twinge & Campbell, 2003). They further ascertain that once students are caught in the dilemma of self rejection and blame externalization among other issues, it is very difficult for them to make sound progress in academic achievement in their lives.

A Study by Baumeister et al (1996: 5–33) focused their critique on low-self-esteem and investigated the relation between self-reports and teacher ratings of self-esteem and self-reports of delinquency in a sample of 11- and 14-year-olds. They also controlled two theoretically-relevant variables supportive parenting and academic achievement that might account for the effects of self-esteem on delinquency. Academic achievement was measured by a composite of the Math and Reading percentile scores from the Stanford Achievement using the 10-item Rosenberg (1965) Self-Esteem Scale and the 6-item Global subscale of the Harter (1985) Self-Perception Profile for Children. Self-esteem was consistently negatively correlated with delinquency, regardless of whether self-esteem was assessed by the RSE, the self-report version of the SPPC, or the teacher version of the SPPC. To explore these effects further, they compared the self-esteem scores of individuals who reported at least one delinquent act (76% of the sample) and those who reported no delinquent acts. The delinquent group had lower self-esteem than the non-delinquent group on all three self-esteem measures, respectively; therefore according to Harter (1985), delinquency was closely linked to

poor academic performance as supported by other researchers. Conclusively, self-esteem acts, as a major motivator to learners leads to higher academic performance.

The value of socio-economic factors (SEF) for predicting academic achievement seems to be supported by research. White (1986) and Morakinyo (2003) indicate the existence of a relationship between socio-economic status and academic achievement. Empirical evidence by White (1986) in a Meta analysis 620 correlation coefficient from 100 students indicates that a definite relationship exists between SEF and academic achievement. He noted that the frequency correlation obtained ranged from 0.10 to 0.70; that is a positive relationship, which means as one factor increases the other also increases. In a further analysis a link has been drawn between aggression and low socio-economic status, with a frequent interpretation of the findings that poverty lies at the root of violent behaviour that leads to poor academic performance. Tremblay (2001) argues, however, that "failure to teach children to regulate violent behaviours during the early year's leads to poverty much more clearly than poverty leads to violence." He did, however, agree that poverty leads to poor academic performance through other linkages as discussed earlier on such as self esteem.

Tracy and Walter (1998) corroborate this view about low socio-economic status when they submit that individuals at the lowest economic level are often the least well-served by the school system. They further state that many individuals who might have done this nation proud in different fields have been forced into uninspiring careers due to unavailability of financial resources. Such individuals are forced out of school and made to engage in hawking, selling packaged drinking water and the likes so as to save money for their school expenses. Tracy and Walter (1998) note that most of the time, the lowest-economic level students cannot afford instructional materials, fail to be at school all the time and are always at the mercy of teachers at school thus by virtue of their low socio-economic status they view the institutions as unfavourable for them and to be biased; as a result, they are aggressive and violent in behaviour. Tracy and Walter (1998) concluded therefore that persistence of this in the life of an individual student may spell doom for his or her academic success.

Research works have shown that the nature of parental discipline affects behaviour and academic output of children (Aremu, 2000). Parents in their bid to discipline their children have been found to be authoritative, democratic or permissive. Children whose parents are authoritative more often than not live in constant fear of such parents and are more likely to transfer such a fear to significant others in the school environment by being aggressive and violent. Such children have low self-worth, insecurity, and may find it difficult to consult with teachers; thus they get the least attention and their teacher-student benefit is very low. Oluwole and Oluwole (2000) found that the degree of discipline, self-efficacy and anxiety manifested by learners determines their academic performance. In a thorough deep analysis they also realized that, on the other hand, children from permissive homes can become too complacent, unmotivated, and lack the personal will to succeed; this can result in passive aggression and violent behaviour as they try to lead a school life in the way they live at home. Oluwole and Oluwole (2000) advocate the democratic style of parenting as they have found it to be very helpful in eliminating aggressive behaviour and fostering a positive teaching-learning situation. Here, children receive punishment that is commensurate with the offence committed. Such children are strong willed and ready for success. Aremu (2000) observes from a study that undergraduates (learners) that receive a democratic type of parenting perform better than their counterparts from autocratic homes.

Evidence of the effects of playing violent video games on subsequent aggression has been mixed, however, through various research projects conducted, empirical evidence has been provided which supports the view that violent video game affects levels of aggression and academic performance. Bartholow and Anderson (2001) examined the playing of a violent video game affected levels of aggression displayed in a laboratory. A total of 43 undergraduate students (22 men and 21 women) were randomly assigned to play either a violent (*Mortal Kombat*) or nonviolent (*PGA Tournament Golf*) video game for 10 min. They then competed with a considerate time reaction task that allowed for provocation and retaliation. Punishment levels set by participants for their opponents served as the measure of aggression. The results confirmed the hypothesis

that playing the violent game would result in more aggression than that displayed by those who played the non-violent game. It is from these study results that Bartholow and Anderson (2001) concluded that playing violent video games causes students to be violent and aggressive even towards their teachers thus resulting in poor academic performance.

Accordingly, theorists such as Farrington (1973), Gottfredson (1990) and Hirsch (1990) established that students/learners with problems of aggressiveness and violent behaviour tend to concentrate less on academic activities thereby greatly affecting their performance. It is both theoretically and practically true as stated by Loeber and Hay (1997: 374) that violence interrupts the normal functioning of the brain thereby affecting reasoning. De Wet (2003: 113) says most student who are well known in various school for issues related to aggressiveness and violent behaviour always fail to perform well in their senior certificate year (grade 12). It is within these findings and supporting theories that trajectories of aggressive, disruptive behaviour were identified to be major factors relating to poor academic performance, as supported by Aremu (2000).

2.3 LEARNERS' IMBIBING ALCOHOL AND DRUGS: INFLUENCE ON THEIR ACADEMIC PERFORMANCE

To quantify the aforesaid effects of drugs and alcohol use and abuse on learner's academic performance, a number of areas were looked at such as the definition of drugs and alcohol, various uses of drugs and the after, use effects in relation to academic performance.

According to the South Coast Recovery Centre (2010) drugs, and alcohol forms the broad base of substance abuse therefore they can simply be defined as any substance, harmful or not harmful, that has a mood-altering effect. It is well known that these substances are often abused and tend to be addictive thus causing long term effects when used for other than the sole original purpose. The South Coast Recovery Centre

(2010) further states that, theoretically, almost any substance can be abused; the line between use and abuse is not clear therefore substance abuse can simply be defined as a pattern of harmful use of any substance for mood-altering purposes. MedlinePlus Medical Encyclopaedia (1978) defines drug abuse as "the use of illicit drugs or the abuse of prescription or over-the-counter drugs for purposes other than those for which they are indicated or in a manner or in quantities other than directed." Illegal drugs are not the only substances that can be abused. Alcohol, prescription and over-the-counter medications, inhalants and solvents, and even coffee and cigarettes, can all be used to harmful excess.

The National Institute on Drug Abuse (2006) generalise substance abuse by referring to the use of illegal drugs. Their use is harmful, and the United State of America has placed legal prohibitions on their use in order to protect the individual and to protect society from the costs involved with healthcare resources, lost productivity, the spread of diseases, crime and homelessness. Most professionals in the field of drug abuse prevention such as Wood et al. (1997:122) argue that any use of illegal drugs is, by definition, abuse, and continues to say these drugs got to be illegal in the first place because they are potentially addictive or can cause severe negative health effects; therefore, any use of illegal substances is dangerous and abusive. Jacob and Krahn (1988) and King et al (1991) argue that casual, recreational use of some drugs is not harmful and is merely use, not abuse. This controversy does not exactly simplify the broad range of substance abuse in today's society. There are substances that can be abused for their mood-altering effects that are not drugs at all - inhalants and solvents - and there are other drugs that can be abused that in fact have no mood-altering or intoxication properties, such as anabolic steroids. The most vocal of the proponents of recreational drug use are those who smoke marijuana. They argue that marijuana is not addictive and has many beneficial qualities, unlike the "harder" drugs. But recent research by the National Institute on Drug Abuse (2006) has shown that even marijuana may have more harmful physical, mental, and psychomotor effects than first

believed; *marijuana* users can become psychologically dependent, and therefore addicted. It is commonly known as *dagga* in South Africa.

Presley et al. (1991-1993: Volume III) notes that male students perceive the problem as more serious than their female counterparts. Students perceive alcohol to be the most commonly-abused drug in the community, followed by amphetamines, heroin, cannabis and cocaine. They believe that influence of friends, life stressors, family, tobacco smoking and curiosity are the most important predisposing factors for abuse of alcohol and other substances. According to the students' perception, in the above study, the main beneficial effect of alcohol and substance abuse is stress alleviation. Presley et al. (1991-1993: Volume III) suggests that the perceived beneficial does more harm than good as poor academic performance surfaces as a consequence of alcohol consumption.

The South Coast Recovery Centre (2010) states that some students feel pressured to use drugs or alcohol at social gatherings either because everyone else seems to be doing so or because they believe it's the "cool" thing to do while other students believe that drug or alcohol abuse offers a way to escape from school or work-related stress, financial worries or relationship problems. Some feel that alcohol or drugs provide a way to compensate for feelings of shyness or low self-esteem. Lane (1993) points out that these drugs act as a substitute for satisfying relationships, educational accomplishments or self-fulfilment; however, college students often forget why they are at school and the purpose thereof. Furthermore, Lane (1993) notes that substance abuse can seriously affect academic performance and distorts the purpose, apart from long-term addiction (or possible emptying of one's bank account). It can cause grades to plummet. How? Lane (1993) says substance use affects one's entire body, including the brain, in a variety of ways such as judgment which is often the first attribute to be affected. The victim may find it difficult to make good decisions, to make them quickly or to be realistic when making them. Suddenly, it becomes much easier to wait until the last minute to cram for that exam or to "crank out" that paper. One may find also oneself having difficulty concentrating and paying attention, especially when in class or

trying to study. The American Medical Research Institute (1988) says nutritional deficits can result from extended or heavy substance use, and these deficiencies can affect one's attention, concentration and ability to get along with others, as well as lead to memory loss and difficulty in coping with everyday stressors.

Persistent substance abuse among youth is accompanied by an array of problems which include, inter-alia, academic difficulties, health-related consequences, poor peer relationships, mental health issues, and involvement with the juvenile justice system. The use of substance is by no means new to the people of South Africa (Mornjele, 1997:355). Munroe (2002:20) has this to say, "My heart begins to bleed when I encounter and observe the wasted, broken, disoriented lives of individuals who, years before, were academically talented, intelligent, aspiring and ambitious young people. During their youth they had dreams, desires, plans and aspirations. Today they are lost in a maze of substance abuse, alcoholism, purposelessness and poorly chosen friends. Their lives are aimless; their decisions are haphazard and aborted." According to Munroe, alcohol and drug abuse have far reaching implications as both contribute directly to a brain drain; the country is losing people with potential, which means that academic performance is inconceivable under the circumstances.

Presley et al. (1991-1993) show that legal drunkenness is determined by a certain level of alcohol present in the blood stream. It reduces attention and slows the reaction speed of the affected individual. As shown by their study (Presley et al: (1991-1993: Volume III) on correlation between achievement grades and alcohol consumption: A student with a B average consumes 1.1 more drinks per week than a student with an A, a student with a C average consumes 2.7 more drinks per week than a student with an A average and a student with a D and F average consumes 6.4 more drinks per week than the student with an A. Presley et al. (1991-1993: Volume III) presents these results to indicate that the number of drinks a student consumes is directly associated with students grades and this explains why most addicted student fail to achieve even minimum academic performance at school.

According to the National Institute on Alcohol Abuse and Alcoholism(2003), about a quarter of college students report experiencing difficulty with academics due to alcohol use, including earning low grades, doing poorly in tests, and papers, missing classes, and falling behind. The findings from the National Institute on Alcohol Abuse and Alcoholism (2003) revealed, that students who do not abuse alcohol may also suffer academically as a result of their peers' drinking which manifests itself in secondary effects of drinking; that includes taking care of drunken friends, being the victim of assault, and putting up with loud parties. All these inconveniences can affect school work of students who don't drink. Furthermore, the Institute found that the consequences can have dramatic end results; as reported by campus administrators, a significant number of students who drop out of schools do so because alcohol interfered with their academics. Gill (2002: 134) states that alcohol abuse undermines the academic mission of colleges and universities as heavy drinking and its ramifications can lead to a decline in the overall academic performance of an institution. Consequently, campuses may face declining retention rates, be forced to increase expenses due to vandalism and diminished reputation. Campuses with the reputation of "party schools" may attract students who engage in high-risk behaviours and may discourage prospective students who are looking for academically-rigorous institutions.

In the United States, major research studies (Wechsler et al., 1998, 2000, 2002) and national reports (National Centre on Addiction and Substance Abuse at Columbia, 1994, 2007) periodically note that alcohol abuse impedes undergraduate's academic achievement at the National colleges and universities. For instance, more than a decade ago, a study involving 664 first year American colleges and universities reported that an "A" student consumes an average of 3.2 drinks per week, which was less than that consumed by a "B" (4.6), or "C" (5.8), and "D/F" (8.4) students (Presley et al., 1996). The study also noted that these students would have started drug use and abuse at high school but due to strict high school rules, the use and abuse is minimised. Thus having a low effect in the short term but has serious effects as the child grows up.

In the Harvard College Alcohol Study of American undergraduate alcohol abuse, Wechsler et al. (2000) report that frequent heavy episodic drinkers are much more likely to miss class and get behind in schoolwork than occasional heavy episodic drinkers and non-heavy episodic drinkers. According to Wechsler (1995), alcohol and drugs affect many parts of the brain, but the most vulnerable cells are those associated with memory, co-ordination, and judgement. He established that whatever the stage in life, drug abuse has serious effects on performance of an individual; academically this encompasses students. Short-term effects lasting for 72 hours after heavy use. Alcohol has several physiological and psychological effects, which will inhibit their performance as students. Cognitive abilities are affected by even small amounts of alcohol and can persist for a substantial period of time after the acute effects of alcohol impairment disappear. Wechsler (1995) puts an example in his analysis that, alcohol impairs memory by inhibiting the transfer and consolidation of information in long-term memory loss. Alcohol reduces one's ability to remember information learned prior to going out for drinks. Perhaps, most importantly, one's attention span is shorter for periods up to forty-eight hours after drinking.

Kimberly (2009: 38-43) goes further to say, "Even small doses of alcohol inhibits sleep. When sleep is suppressed we may feel tired when we wake up. In addition to cognitive impairment, consumption of alcohol and the resulting recovery period, (i.e., hang over) wastes time that might be better spent studying or having fun." Kimberly (2009) also states that with long term use (one year of heavy use), alcohol can result in the adulteration and even death of brain cells, and those cells that support brain cells by providing energy and nutrients, therefore alcohol can cause damage to the connections between nerve cells and cause irreversible brain damage, including memory loss and personality changes (Kimberly 2009: 38-43).

Follow-up studies in the United States of America have found that adolescents' involvement in substance use begins with beer or wine drinking, followed by tobacco smoking or hard liquor and then use of marijuana and other illicit drugs; the use of such substances immediately change the academic focus of learners (Kou, Yang, Soong, and

Chen, 2002:27). Noble (2002) cites the use of drugs in schools as one habit that can easily be learnt at home and then brought into school. Studies have shown that children from families of lower socio-economic status are more prone to drugs and alcohol (Organization for Economic Co-operation and Development, 2005). If Noble (2002) sees the use of drugs and alcohol as cumulative it becomes clear that high academic performance will be a far-fetched for learners who come to school with these problems. Noble (2002) further notes that school-related problems associated with children from lower socio-economic families also include: school dropout, irregular school attendance, truancy, late coming, violence and early pregnancy. It is evidently true that all these problems have far-reaching implications on academic performance as effective tuition almost become non-existent under such circumstances.

There are also conflicts between and among learners themselves and these conflicts invariable compromise academic performance. Nearly all students in both developing and developed countries report some experience with alcohol before the completion of high school, with over a third reporting hazardous use at least once (Sells & Blum, 1996:27). Although many young people may drink less regularly than adults, they tend to engage in heavier drinking in a single session. Drinking to a point of intoxication is of concern because of the association between alcohol consumption and road accidents, suicides, homicides and violence and under such circumstances, academic performance almost becomes inconceivable (Hewitt, Elliot & Shanahan, 1995; King, Ghaziuddin, McGovern, Brandt, Hill & Naylor, 1996: 745).

The National Institute of Justice (1996), states that family members, the community, and society in general have also significant consequences of drug use by youth. In its Drug Use Forecasting programme it has found that male juveniles arrested for drug offences (e.g. sale or possession) had the highest dropout rate from school as well as the highest rate of positive drug tests when compared with youth arrested for other types of crime, however, a substantial rate of drug use was also found among youth who committed violent and other crimes since these youths spend most of their time in

jail, it is obvious that the purpose of schooling becomes defeated (National Institute of Justice, 1996).

According to Doyle (1986:530), educators are faced with the problems of drugs in school which makes it virtually impossible for them to teach and learners to learn and it goes without saying that academic performance will be inconceivable. Even if it is unlawfully to bring to school any form of intoxicant, learners still claim that they can do it, and they eventually do. He notes that some learners are by themselves, even at home and this allows/give them enough time to use drugs such as dagga, alcohol, glue sniffing; make many teenagers believe they are then acceptable to peers. Furthermore, such activities lead to learners' lack of discipline. Doyle (1986:530) adds that the child begins to disrespect his educators and it is clear that where there is no respect of teachers, there can be no learning hence poor academic performance is the order of the day.

Cigarette smoking represents a major cause of morbidity and premature mortality in developing and developed countries (Taylor, 1993: 358; Gold, Wang, Wypij, Speizer, Doyle, 1986:931). Over the past 30 years, public health initiatives have been successful in reducing adult smoking rates in developed countries, but the relatively high and recently- increasing smoking prevalence rates among young people remains a challenge, not only in terms of health but also academically (Gilpin, Lee & Pierce, 2001:535). Tobacco use is problematic as almost all users start in adolescence, with typical initial experimentation between 11 and 15 years age (Yu & Williford, 2002: 1313). This usually leads to regular use (and addiction) within 2-3 years while still at school and when learners are addicted they lose concentration on their work and subsequently fail to perform optimally (Best, Thomson, Santi, Smith & Brown, 1999:162). The level of consumption and duration in which young people continue as regular smokers depends on the period when smoking experimentation and uptake occur. Tobacco is of concern as it is thought that, along with alcohol abuse it leads to dropout problem as noted by Yu and Williford (2002: 1313).

Gill (2002:133) states that alcohol abuse is a pattern of drinking that can result in physical injury, ongoing alcohol-related relationship problems, the failure to attend to important responsibilities at school, work, or at home. He avers that one of the most common consequences of alcohol abuse by students is difficulty in keeping up with academic responsibilities.

The above analysis of the causes of drug and alcohol abuse lead to poor academic performance among college students associated with alcohol consumption. Various researches, such as that by the American Medical Research Institute (1988) proves that alcohol abuse contributes to students missing classes, failing tests, dropping out due to poor grades and generally compromising the academic mission of colleges and universities.

2.4 THE EFFECTS OF LEARNERS' DISRUPTIVE BEHAVIOUR TOWARDS ACADEMIC PERFORMANCE

As noted in 1.12.4, for Levin and Nolan (1996:23-24), disruptive behaviour implies learner behaviour that inhibits achievement of the teachers' purpose. Furthermore, they classify disruptive behaviour into four basic categories:

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

Levin and Nolan (1996:23-24) state it is important to differentiate between disruptive classroom behaviour (that which directly Interferes with the ability of the instructor to teach or the ability of other students to benefit from the classroom experience) from behaviour that is merely rude or uncivil. While the latter may become disruptive when it is repetitive or persistent, it is usually best addressed by example and influence. De Wet, (2003:164) views disruptive student behaviour as detrimental to the academic community because it interferes with the learning process for other students, inhibits the ability of instructors to teach most effectively, diverts learning institutions' energy and resources away from their educational mission, and may indicate a significant level of personal problems or distress on the part of the disrupter. It is according to these scholars' views that all forms of disruptive behaviour lead to poor academic performance of those learners involved.

2.4.1 General causes of disruptive behaviour

The literature presents an array of factors that may cause or be conducive to disruptive behaviour (Steward, 2004:317-335; Oosthuizen & Van Staden, 2007:236; Naong, 2007:283-300; De Wet, 2003:164; Wolhuter & Steyn, 2003: 521-538). These scholars tend to focus on identification of risk factors that could be conducive to disruptive behaviour. These factors or variables can be inherent in the individual (internal system), but also in the broader social context or external systems in which the individual operates. The presence of such factors is associated with disruptive behaviour, thus the presence of the factor is associated with an increased risk of antisocial behaviour. Shaw and Tshiwula (in Meree, 2003: 52) refer to youths at risk as children whose circumstances, lifestyle, and/or behaviour put them at risk of offending in future. The more risk factors present in the different system contexts, the greater the chances of disruptive behaviour.

2.4.2 Developmental stage of the Foundation Phase learner

Miller (1996:49) suggest that when examining learners' motives with a view to responding appropriately to their untoward behaviour, it can be helpful to look at some developmental issues that play a role in this regard. He state that, according to

Erickson's stage theory, the Foundation Phase learner is typically in the fourth stage of development, for which the defining characteristic is stated as industry versus inferiority (6-12 years). The major theme for development in this stage is attaining the mastery of life, primarily by conforming to the laws imposed by society. (Laws, rules, relationships) and the physical characteristics of the world in which they have to live. Problems arise if the child feels inadequate and inferior to this adaptive task. Gordon et al., (2004:134-137) state that if learners have to struggle inwardly with a sense of guilt and feelings of unworthiness, inadequacy and inferiority, it is most likely that their behaviour will not conform to what is expected by society, and consequently their behaviour will end to be maladaptive. Furthermore, Foundation Phase learners are still learning about their world by touching and doing. This explains why it is so difficult for them to sit still; this regarded as a tendency to misbehave. This misbehaviour manifests itself as a way to counter attack the environment which is regarded as hostility to their physiology; as a result these learners fail to be attentive in class and therefore their retention is low and they fail to achieve anything academically.

2.4.3 Inexperience or ignorance

Some learners make mistakes and misbehave simple because they do not understand the "rules" of the classroom or even the dominant culture in the school (Goodman, 1997:107-108). It cannot be expected that young learners who come from divergent circumstances will automatically know and understand what Payne (in Tilestone, 2004:55) calls the "hidden rules" of the classroom. Payne (in Tilestone, 2004:55) states these hidden rules are mostly based on middle class ideals and values, and when learners come from disadvantaged environments, such as squatter camps, on the streets or in abusive family scenarios where language is coarse and loud, and where stealing is a way of surviving, they need to be taught what is expected of them in the classroom. Goodman, (1997:107-108) found that the process of learning new classroom rules can be boring, disturbing and tiresome for some students and as a result they tend to eliminate some rules from the total package presented to them. Though emanating from ignorance, this behaviour poses a strain in the relationship between

them and their educators and consequently their higher academic performance goal is compromised.

2.4.4 Curiosity

Normal curiosity may lead to misbehaviour. For example, a young learner who is asked to open a book at a certain page may be tempted to first flip through the book before doing so. This may happen more if the learner comes from a poor socio-economic background where books are not freely available, as indicated by Rayment (2006:24). He further adds that experimentation out of curiosity is not only a natural part of growing up and of development, but is a powerful educative medium, which can lead to disruptive behaviour and this can destroy learners' proper educational development, thus, according to him, curiosity can be a potential treat to students' obedience and performance.

2.4.5 Need for belonging

Ladson-Billings (1994:20-21) contends that learners are not treated equally since white teachers are prejudiced against their learners as a result of stereotyped perceptions that they have internalized. He insists that these perceptions are derived from mainstream society's invalidation of African culture. The challenge to the South African teacher is therefore to become knowledgeable about and sensitive to the needs of learners from a variety of cultures, races and family structures, and to accept all learners equally. Overlooking such issues in educational institutions or in classrooms can potentially cause unnecessary disruptive behaviour that affects the students' motivation and zeal towards school work thereby causing them to fail to deliver expected results.

2.4.6 Need for recognition

Kounin (1970: 23-31) identifies teacher characteristics and behaviour as a determinant to disruptive behaviour. The manner in which he or she gives recognition and understanding for each student as an individual with a unique set of characteristics and needs reduces misbehaviour.

Kounin (1970:23-31) suggest that teachers should regularly assess the learning environment for conditions or procedures that perpetuate or encourage misbehaviour. Because inappropriate behavioural manifestations of students can also stem from certain types of teaching behaviour, teachers need to become more cognizant of the kinds of behaviour they emit and the relationship between their teaching behaviour and the resultant behaviour of students. According to Kounin (1970:23-31), many learners misbehave because they are starved for attention. Ignoring such learners will not help; rather they should develop relevant, interesting, and appropriate curriculums that involve all students' participation. Kounin (1970) further maintains that, "If a learner does not find a way of success in his school activities, he probably tends to seek success recognition in misbehaviour; as long as it is going to attract attention of others, no matter how unacceptable it is, he/she seeks that attention that makes him a winner."

Booyen et al (2003:35) aver that the serious disruptive behaviour that negatively affects both the emotional and physical experience of learners in the school and which subsequently retards academic performance of learners is bullying. Booyen et al (2003:35) define it in a South African context as intentional hurting words or acts or other behaviour repeatedly visited upon a child or children by another child or other children. According to these authors, bullying exists in the classrooms and on playgrounds of all schools around the world. As a teacher, Bott (2004) testifies that several learners reported that they were frequently called names such as stupid, dumb, skinny, fat or retarded by other learners in the classrooms and on the playgrounds, and that they felt ashamed or humiliated by the experience of being called those names. Smitt (2003:30) reported that in her study most of bullying took the form of general name-calling or the use of derogatory labels referring to colour or race. Inferring from the intensity of bullying in schools, it becomes evident that this will have far-reaching implications on the academic performance of learners.

A huge problem in desegregated schools is the disparity between the English proficiency of black learners and the proficiency required of them in order to master all the learning areas through the medium of English.

2.4.7 Need for power, control and anger release

According to Goodman (1997: 111), some learners misbehave as a means of issuing a deliberate challenge to the teachers' authority. Ironically, these are often children who either come from families where the children are powerless or from families where children are in control. Rayment (2006: 18) says watching television, as well as playing computer and videogames, influences young people to be heroes and stresses the need for power, control and aggressive behaviour. The media therefore inspires the learners to emulate what they see. These needs are often conveyed in disruptive behaviour in class; the fact that they are done at the wrong place and time means what was supposed to be done is not done and as a result learners fail to benefit from learning and consequently fail examinations due to inadequate preparedness.

There are also external factors that lead to disruptive behaviour which can be categorized as factors related to family, school and society:

2.4.8 Factors related to family

The family is the most immediate and perhaps the most influential system affecting the individual. Walsh & Williams, (1997: xi) state that the lack of parental guidance and dysfunctional families are continually emphasized as risk factors. Rayment (2006: 31-32), found that certain parents displayed violent and aggressive behaviour towards school staff and their children also showed signs of violent, aggressive and antisocial behaviour. It stands to reason that if children are exposed to aggressive displays between the adult partners, who are their role models at home, they will carry these experiences with them into the school. Wolhuter and Oosthuizen (2003:454) mention that from a learner's perspective, lack of parental involvement is the biggest cause of disciplinary problems. Many researches further claim that poor parental discipline and

lack of parental warmth, sensitivity and attention, due to factors such as divorce or job commitments, have been responsible for the occurrence of persistent misbehaviour during middle childhood and adolescence. Pienaar (2003:6), says that because of these factors surrounding learners, many students have no motivation to achieve higher academic performance due to lack of role models, or parental appraisals regarding their achievements; in some cases some have already disregarded the opportunities of good proper lifestyles (their hope in life is long lost) so learning cease to be a priority in their lives. It is very hard for them to produce sound academic performance; rather they tend to display disruptive behaviour tendencies.

2.4.9 School-related factors

Oosthuizen and Van Staden (2007:362), as well as De Wet (2003: 92), list numerous school-related factors which may heighten learners' propensity to engage in disruptive behaviour such as: negative school climate, inadequacy of teachers as role models; teachers' professional incompetence (lack of educational/didactic expertise), overcrowded schools; deficient organizational structure of the school, and rundown, ill-kept physical appearance of the school. They say these factor demoralise most learners and discourage a culture of mood of learning. Students' efforts to achieve higher academic performance is guided by the ceiling of the state of the school in such a way that they feel they are climbing a mountain which they cannot climb-doing the impossible and as a result they regard themselves as failures even before they fail; they are reluctant to attempt to aim high, resulting in disruptive behaviour.

2.4.10 Factors emanating from society

De Wet (2003:93) postulates that society forms a greater part in a child's social-construction behaviour; it is therefore obvious that the behaviour of students in most cases demonstrates the state of society. Moral degeneration of communities, racial conflicts, poor housing and medical services, the availability and poor control of firearms, poor law enforcement and unemployment (De Wet, 2003:93) are some of the community-based risk factors that could heighten the possibility of learners' engaging in disruptive behaviours thus leading to underperformance. He also realises that learners

are caught in between these social deviances and thereby development as well as academic performance is compromised. Furthermore, McHenry (in Oosthuizen Van Staden, 2007:363) takes the view that prevalent examples of violence propagated in the media and witnessed or experienced as victims in society have a predisposing influence that could heighten learners' propensity to engage in disruptive behaviour. Many children bring baggage of dysfunction representative of their society straight into the classroom and unpack their pain which is masqueraded in the wraps of misbehaviour and underachievement. They push educators to their limits and render discipline all consuming, overshadowing and threatening to academic learning (Goodman, 2001:5). According to Moles (1990:5), recent national studies carried out with high school students indicates that misbehaviour predicts a drop in grades and achievement test scores, and the low grades also lead to discipline problems. According to the Department of Education (2000:12), a classroom climate based on mutual respect where learners feel safe and affirmed will decrease the need for disciplinary action and develop learners' ability to practice self-discipline.

2.4.11 Characteristics of disruptive behaviour in youth

Levin and Nolan (1996: 161) note that common, day-to-day disruptive behaviours that pose a challenge to teachers are verbal interruptions (e.g. verbal aggression, teasing, punching, neglecting academic work, refusing to follow directions, assault, talking out of turn, name calling, humming, calling out), off-task behaviours (e.g. daydreaming, fidgeting, doodling, tardiness, inattention), physical movement that, whether intended or not, is bound to disrupt (e.g. wandering about, visiting other learners, giving uncalled-for explanations, sitting on the desk, throwing objects around the classroom).

These common forms of disruptive behaviour exist, to some extent, in all classrooms. They are called surface behaviours because they are usually not the result of deep-seated personal problems, but normal developmental behaviour of children.

Levin and Nolan (1996) classify Common Types of disruptive behaviour in various categories:

Disputing the Instructor's Authority or Expertise: Students may be disappointed or frustrated over a grade and may debunk or devalue the instructor's judgment, authority, and expertise, thereby displaying disruptive behaviour that interferes with the rights of other learners to learn. (For example, this may take the form of continually making comments in class while the teacher is explaining content.)

Verbal or Physical Threats to Students: Some verbal threats are veiled while others are more explicit. A threatening student may approach the instructor or fellow students menacingly or actually shove the individual, or worse, physically assault and harass other classmates. (For example, leaning on the back legs of a chair or unsafe use of tools or laboratory equipment that causes the destruction/vandalism of property).

Grandstanding: Using the classroom for themselves by portraying a behaviour that interferes with the teaching and learning act. (For example, a learner who distracts other learners during lesson presentation, by monopolizing class discussion, speaking protractedly and bombastically on favourite subjects with no regard to relevancy to the discussion and refusing to follow directions, or he/she displays aggressive behaviour);

Sleeping in Class: While passively disruptive, it sends a message to the other students about the quality of the class or teaching. It is disrespectful to the instructor and the other students.

Prolonged Chattering: Small cliques of 2-3 students who engage in private conversations or pass notes to each other are disruptive.

Excessive Lateness: Students who not only come in late, but make an entrance speaking to friends, walking in front of the educators, arranging their belongings, are disrespectful.

Noisy Electric Devices: Beepers and pagers going off in class or students talking on the telephone during the class, create interruptions.

The South African Department of Education (2000) states that common forms of disruptive behaviour exist to some extent in all classrooms. They are called surface behaviours because they are usually not the result of deep-seated personal problems,

but normal developmental behaviour of children. Smith (1993), however, argues that disruptive youths tend to be having trouble academically and they are frequently trouble makers in their communities. They are usually physically aggressive (sometimes violent, often over ages for grades done, they display a negative attitude towards school-frequently absent, truant and too lazy to do school work).

Glaser (1978:21) found that students with discipline problems such as disruptive behaviour tend to be very lazy to do school work, frequently absent themselves and play truant. As a result, they perform poorly academically as well as in extra-curricular activities, such as athletics, soccer, music etc. Such students have no positive deliberations either about themselves or people around them. That being the case, it means rules of the school mean nothing to them. Students of that ilk behave as if they have two options, drop-out or come to school and cause trouble. Accordingly, it is almost impossible for them to achieve any positive results in their lives.

Duke (1978:64) reaffirms that students classified as chronic discipline problems typically were poor students in academic subjects. "Delinquent behaviour is an ego defence, in the psycho-analytic meaning of that term, against external realities which threaten a young person's self esteem. (Gold 1978:25) says incompetence and failure in school hurts self-esteem and of course, if self-esteem is not enhanced in other ways, as in athletic achievement or any polarity, he or she will have to cope in some way with a lowered self-image, and that could probably be delinquent behaviour.

In some instances the above students are these mentioned by Levin and Nolan (1996:23-24) their disruptive behaviour inhibits achievement of the teachers' purpose. Some learners distract other learners because they have failed and they want everyone to fail. In a worse case, a learner who does not find a way of success in his school activity, may tend to seek success recognition in misbehaviour for as long as it is going to attract the attention of others, no matter how unacceptable it is. He or she seeks that which makes him a winner.

Many learners display a lack of discipline regarding their work as well being punctual for school. According to Smith (1993:37), a new generation of students is influenced by peers and the emergence of students' rights; these are also central to disciplinary problems. Smith (1993) deepens the analysis and says learners never uphold the question of discipline and obedience as primary needs for them to perform well in school, rather learners are becoming more and more outspoken with the majority of them being more concerned about their rights than what they have come to school for, thus, in a nut shell, learners can easily challenge an educator's decisions that will often have a negative effect on their academic performance.

Disruptive behaviour continues to be the most consistently-discussed problem in South African Schools. Misbehaving learners and disciplinary problems are a disproportionate and intractable part of every teacher's experience of teaching. Teachers in South Africa are becoming increasingly distressed about disciplinary problems in schools, as corporal punishment has been outlawed by legislation, such as the Constitution of the Republic of South Africa (Republic of South Africa, 1996a).

In the light of the above, a project was undertaken to achieve a threefold aim: firstly to identify the various types of disruptive behaviour that occur most often among the Foundation Phase learners; secondly, to find out from teachers what the causes are of disruptive behaviour amongst the Foundation Phase learners; and thirdly, strategies that foundation Phase teachers can direct towards managing disruptive behaviour.

The project focused on Foundation Phase learners. Firstly, because learners in the Foundation Phase are in the developmental stage, where they need to seriously master the laws of society and learn to abide by rules and behave in appropriate ways. Secondly, this developmental stage coincides with the beginning of formal schooling where the learning environment is structured according to the rules applicable to formal schooling. Thirdly, this stage is also the appropriate time to focus on managing disruptive behaviour, such as a means of assisting learners to cultivate a self-disciplined lifestyle.

On the other hand, according to Rayment (2006:99) and De Wet (2003:89), more serious disruptive behaviour, as conflict degenerating into a physical violence, is by far the most challenging misbehaviour to deal with. It is often a subset of revenge seeking and one in five boys will resort to violent physical conflict. Fighting is reputed among learners to be the best way of resolving their conflict situations. According to Rayment (2006:19), male learners regard peers who do not fight as weaklings.

2.4.12 Empirical evidence on the effects of disruptive behaviour on academic performance

There are several empirical studies which support the notion that addressing disruptive behaviour produces significant positive outcomes among learners. Among other scholars are Frick et al, (1991: 289-294); Hall et al, (1968: 1-12); Colvin et al, (1993: 361-381); Espin et al, (1994:154-169); Sutherland et al, (2000: 2-8); Sugai, et al, (2002: 315-350); Reinke et al, (2007: 247-263). They postulate that various classroom management strategies have been linked to positive student outcomes, including increased student academic engagement and decreased disruptive behaviour.

Frick et al (1991: 289-294) state that academic underachievement and the disruptive behaviour disorders were found to be positively correlated in American Students. Academic underachievement (AU) was studied among 177 clinic-referred boys (aged 7-12 yrs) reliably diagnosed as having attention-deficit hyperactivity disorder (ADHD) or conduct disorder (CD). The study assessed AU using a formula that determined the discrepancy between a child's predicted level of achievement and actual level of achievement while controlling the regression and age effects. AU was associated with both ADHD and CD when the disorders were examined individually, however, when examined in multivariate legit model analyses, the apparent relation between CD and AU was found to be due to its co-morbidity with ADHD. When boys with ADHD were divided into those with attention deficits only and those with co-occurring hyperactivity, findings did not support the hypothesis that the association with AU was stronger for attention deficits without co-occurring hyperactivity.

Markus et al. (1992: 429-435) found in a 2-year prospective follow-up study of 100% (N = 29) of a sample of children and adolescents with disruptive behaviour disorders, the baseline lumbar cerebrospinal fluid, monoamine metabolite, concentration and autonomic nervous system activity predicted some subsequent outcomes. The results suggest that further investigation of relationships between biological factors and poor academic performance outcomes of children with disruptive behaviour disorders is warranted. This was proved to be true since their concentration would have been compromised by biological factors which constitutes disruptive behaviour

According to Georgia State University (1999), behaviour modification procedures have typically been used to eliminate discipline problems in the classroom through reinforcement of no disruptive behaviour. The report demonstrated an alternative approach whereby discipline problems were eliminated by reinforcing relevant academic skills. Five fifth-grade boys, identified by their teacher as discipline problems, were observed. The teacher conducted 15-min performance sessions in her reading class during which written academic performance and disruptive behaviour was recorded. These measures indicated that the boys' average level of disruption was 34%, while their reading performance was below 50%. The Georgia State University (1999) study notes that when systematic token reinforcement was applied to reading performance only, the rate of disruption fell drastically and reading performance increased and when the reinforcement procedure was withdrawn, disruption rose again and reading performance declined. Therefore the reinstatement of positive reinforcement doubled reading performance and eliminated disruption.

The University of Chicago Press (Duke, 1979) conducted a study to investigate the relation between teachers' ratings of the classroom behaviour of 1,013 fourth graders and student achievement. Students were identified whose behaviour was decreasing as frequently inattentive and withdrawn, and others were identified as being disruptive. Norm-referenced and criterion-referenced achievement tests indicated that inattentive-withdrawn behaviour was associated with depressed academic performance, at least to

the extent that disruptive behaviour was. These results have strong implications for research and practice. Disruptive students tend to draw far more attention from teachers, whereas teachers may overlook inattentive students in spite of the potentially-profound effects of non-participation in class. As a result, both student performance achievements are compromised as disruptive students were no better than the non-attentive as the attention they got from the teacher was negative. This has serious implications.

Rosenstein (2006) assessed disruptive behaviour from the medical perspective and its implication on child development, which also includes academic performance among other issues involved. Disruptive behaviours were a common occurrence in the preoperative setting. Disruptive behaviours increased levels of stress and frustration, which impaired concentration, impeded communication flow, and adversely affected staff (teachers) relationships and team collaboration (students). According to Rosenstein (2006), these events were perceived to increase the likelihood of poor deliverance, as well as motivation, by teachers to students and adversely affect students' academic performance. They also pointed out that disruptive behaviour is a medical problem that needs to be addressed urgently as it causes serious long-term effects on children because of its spill-over effects on their day-to-day lives.

Research was conducted at the University of Missouri-Columbia by Reinke (2008) using A Class Wide Teacher Consultation Model for Increasing Praise and Decreasing Disruptive Behaviour. The Classroom Check-up (CCU) was developed as a class-wide consultation model to address the need for classroom level support while minimizing treatment integrity problems common to school-based consultation. The purpose of the study was to evaluate the effects of the CCU and Visual Performance Feedback on teacher and student behaviour. Results indicated that implementation of the CCU plus Visual Performance Feedback increased teacher implementation of classroom management strategies, including increased use of praise, use of behaviour such as specific praise, and decreased use of reprimands. Furthermore, these changes in

teacher behaviour contributed to decreases in classroom disruptive behaviour. The results are encouraging because they suggest that consultation at the classroom level can create good meaningful teacher and student behaviour which is a prerequisite ingredient to achieve the goal of learning there-by leading to higher academic performance.

Conclusively, disruptive behaviour impact strongly on the quality of education offered and received. It also affects the ability of educators to maintain consistently-high standards and thus, academic performance is compromised at schools.

2.5 CONCLUSION

In summary, a host of literature documented by research organisations, psychologists, prominent researchers, among other educationalist scholars, has clearly and with evidence, indicated that disruptive, aggressive behaviour, alcohol and drug abuse all have a negative impact on academic performance. From the above literature review analysis these factors are a challenge to education development and goal achievement; they pose serious negative effects for students, teachers, the school environment and society, however their origin has been established as being, mostly family background, society, cultural values, beliefs, technology, peer pressure and classroom management strategies employed by educators. The following chapter will focus on the methods and procedures to be used in the study; two selected schools in the Libode District were used to investigate the effects of indiscipline on academic performance of Grade 12 learners. The following chapter will focus on the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3. 1 INTRODUCTION

This chapter focuses on the methods and procedures used in the study; a detailed explanation of the research design chosen, instrumentation applied, target population for the study, sampling procedure, pilot testing of the study and ethical considerations are discussed. Two selected schools in the Libode District were sites used to investigate the effects of indiscipline on academic performance of Grade 12 learners.

Leeds and Ormrod (2005:12) maintain that research methodology is a general approach that dictates the particular tools the researcher selects in carrying out the research project. To put it simply, methodology is merely the body of a particular method or methods used for testing desired end-results. Cohen and Manion (1994:41) aver that method refers to the range of approaches used to gather relevant data to be used as a basis for inference and interpretation, for explanation and prediction or to determine procedures and get the work done as specified. Plato (1990) describes a good appropriate research methodology as one that fulfils these qualities:

- ◆ Research methods and techniques are task specific and are defined by the research goals.
- ◆ The techniques and methods must be appropriate for the task at hand.
- ◆ The techniques and methods should apply to data collection and data analysis techniques, sampling and to questionnaire design.

The above observation implies that the use of methods and techniques in a study hinges on the nature of the study; therefore studies use different methods and techniques since they have different objectives.

3.2 RESEARCH DESIGN

Schumacher and McMillan (2001: 121) define research design as a plan for the selection of subjects, research sites, and data collection procedures in order for the researcher to answer the research questions. The design shows which individuals will be studied and when, where and under which circumstances they will be studied. Flick et al (2004:146) further stipulate that a research design is a plan for collecting and analyzing evidence that will make it possible for the investigator to answer the questions he or she has posed.

The study used both quantitative and qualitative approaches, focusing on two selected underperforming schools in Libode District. Creswell (2007) defines mixed-method research as a procedure for collecting, analyzing and mixing both qualitative and quantitative data at some stage of the research process within a single study so as to understand a research problem more clearly. In this approach, the researcher collected both numerical information (e.g. scores on the survey instrument or ratings) and text information (e.g. open-ended interviews or observation) to answer the study research questions.

Creswell (2007) further suggests that the term "mixing" implies that the data or findings are integrated or connected at one or several points within the study. Research instruments used to collect data fall into any of these two methods. These methods rely on a theoretical framework of the stated research problem. There is no reason why these two methods cannot be used in the same research study. Neuman (1994:317) posits that, of course, researchers often combine elements from qualitative and quantitative methods in specific research projects. In using both methods, the researcher deemed it useful to have interplay of competing data to bring greater credibility to the study. The combination of these two methods is called the triangulation method which was used to process, analyze and interpret the collected data from questionnaires and interviews. According to Hitchcock and Hughes (1995), McMillan and Schumacher (2006), triangulation is one of the best ways of enhancing

validity and reliability in qualitative research. Triangulation, as suggested by Keeves (1990), is the use of multiple methods in the study of the same phenomenon when comparing multiple perceptions. The use of these methods is also dictated by the nature of the problem.

Justifying the claim of triangulation, Leeds (1993:142) contends that qualitative and quantitative methods may compatibly live in the same home and the objective of the researcher is to attempt to solve the basic research problem. The researcher's opinion is that this study required the use of both methods. It was appropriate to use these two methods because they complemented each other in getting relevant and adequate data towards addressing the problem stated in this research study.

The instruments to be used in the study were questionnaires and interviews which were to be answered by randomly selected teachers from the two initially selected schools. Analysis of data collected through questionnaires is easily done as well as interpretation and conclusions. Interviews were used to collect data because the researcher was aiming at gaining additional information from the informants that was relevant to the study.

3.3. QUALITATIVE RESEARCH APPROACH

Qualitative research is an inquiry in which researchers collect data in a face-to-face situation by interacting with selected persons in their settings (for example in field research). Qualitative research describes and analyzes peoples and collects information on social actions, beliefs, thoughts and perceptions. The researcher interprets phenomena in terms of the meanings that people assign to them. Qualitative studies are important for theory generation, policy development of educational practice, illumination of social issues and action stimulus (McMillan & Schumacher, 2006).

Straus and Corbin (1990:17) define qualitative research as any kind of research that produces findings not arrived at by means of statistical procedures. Qualitative research provides verbal descriptions to portray the richness and complexity of events that occur

in natural settings from the participant's perspectives (Mammen & Molepo, 2007:46). Hitchcock and Hughes (1995) argue that qualitative researchers emphasize the importance of discovering meanings and interpretations of events and actions. They recognize that what goes on in schools is made up of complex layers of meanings, interpretations, values and attitudes which necessitate description of actions, ideas, values and meanings through the eyes of participants.

According to Parker (1990), qualitative researchers focus on natural settings hence it (qualitative research) is sometimes called 'naturalistic inquiry', in that nothing is predefined or taken for granted. They further argue that qualitative research implies a direct concern with experience as it is "lived" or "felt" or "undergone". Schumacher and McMillan (2001: 37) point out that qualitative design typically investigates behaviour as it occurs naturally in non-contrived situations, and there is no manipulation of conditions or experience. In this sense qualitative designs are non-experimental. They further state that data consists of words in the form of rich verbal descriptions, rather than numbers. Maluleka (2008:46) says that qualitative research always involves some kind of direct encounter with "the world", whether it takes the form of ongoing daily life or interaction with a select group. This explains the choice of a qualitative approach for this study as the researcher conducted interviews with selected persons within their natural settings (their schools). The use of a qualitative research method, in particular, was considered relevant because the study was concerned with human beings, personal values, thoughts and feelings. The researcher attempted to attain rich, real, deep and valid data from a rational standpoint; the approach is inductive (Leedy, 1993:142).

The researcher's choice of the qualitative method was based on the opinions of Hitchcock and Hughes (1995:12), who maintain that it is pertinent to observe the behaviour of research respondents in natural settings in terms of what ordinarily and routinely happens in schools and classrooms.

3.4 QUANTITATIVE RESEARCH

Quantitative research is research in which numbers and figures are used to quantify or collect and analyze available data (Wiersma, 1995). According to McMillan and Schumacher (2001), designing quantitative research involves choosing subjects, data collection techniques (such as questionnaires, observations, or interviews), and procedures for gathering the data and implementing treatments. McMillan and Schumacher (2001) assert that one analyzes data statistically so that one may infer to areas that warrant further investigation. As a quantitative design helps to infer meaning that lies hidden within data, the choice of this design was very appropriate for this research. McMillan and Schumacher (2001:41) state that quantitative approaches are used with “experimental, descriptive and co-relational designs as a way to summarize a large number of observations.”

Mancosa (2001:53) states that quantitative research involves the use of numerical measurement and statistical analysis of measurement to examine social phenomena. It rests on the assumption that reality consists of phenomena that can be observed and measured. This type of research has the advantages of high objectivity, reliability and replication of the study by other researchers. Its disadvantage in social science and business management research is that not all social phenomena can be accurately and reliably measured.

As the term suggests, quantitative research relies primarily on the collection and analysis of numerical information. The primary aim of quantitative research is to collect, count, measure and assess the meaning behind specific variables – ultimately, to devise statistical explanations for what researchers have learnt (Seale 2003). The quantitative approach was considered suitable for this study that sought to assess the impact of indiscipline among Grade 12 learners on their academic performance, as indicated in the research questions of the study. The quantitative approach was considered suitable

because the researcher required quantifiable data that could be analyzed statistically as well then a comparison of the results obtained through the qualitative approach that seeks to understand the phenomenon from the subjective view of the participants.

According to Masson and Bramble (1997), quantitative research uses measurements and statistical principles and models familiar to many natural and physical scientists and involves qualification of the phenomena under study. The quantitative tradition emerges from the positivist view that order exists. Gray (2007) believes that the best way of measuring the properties of phenomena is through quantitative measurement; that is, assigning numbers to the perceived quality of things. The nature of control is either through experimental control or through statistical controls. A quantitative research approach is a deductive approach; it thus employs a deductive approach to data analysis, hence the choice of a quantitative approach for this study.

Nuku (2007:159) argues that quantitative research is strongly associated with social survey techniques such as structured interviewing and self-administered questionnaires experiments content analysis; and the analysis of official statistics as quantitative researchers also gather information from a larger number of representative individuals with the aim of generalizing findings to a larger population (Cohen, Manion & Morrison 2007). The same applies to the sample for the study of the Libode District; hence findings could easily be generalized to the whole Libode district or even the Eastern Cape Province.

Quantitative researchers also, typically, begin with more clarity behind the questions they want asked, and want answers to. Their approach is based on numbers and relies heavily on a scientific method rather than intuition, personal observation or subjective judgment (Cohen, Manion & Morrison, 2007). Performed properly, quantitative research yields results that are objective and statistically valid. This study was guided by very clear and explicit research and the data collected through questionnaires was precise and linked to the research questions, hence ensuring the statistic validity of the findings.

3.5. POPULATION AND SAMPLE

3.5.1. Population

According to McMillan and Schumacher (2006), population is a group of elements or cases where individuals, objects, or events conform to specific criteria and to which we intend to generalize the results of the research. This group is also referred to as a target population or universe.

According to Powers (1985:235), population is a set of entities for which all the measurements of interest to the researcher are presented. The entities may be people, such as all clients comprising a particular workers' caseload, or aspects such as all the research books housed in a specific library. According to Kumar (2005:165), population, or the study population, is the class or electorates from which you select a few people to question in order to find answers to your research questions.

For this study, the target group was a group of teachers in the Libode District that was selected and interviewed. Teachers are of different categories, in the sense that some are educated at different levels of education so they differ in their socio-economic status. Population for this research was the teachers of the two selected schools located in the rural areas of the Libode District. For the purpose of anonymity, these schools were categorized as school A and school B. School A had twenty-one teachers, nine hundred and forty learners and seventeen classrooms. School B had eighteen teachers, eight hundred learners and twelve classrooms. The common problem with these two schools was the shortage of classrooms, furniture and teachers which results in overcrowding. The aforementioned problem has far-reaching implications and discipline which disrupts smooth teaching and learning activities.

3.5 CASE STUDY

According to McMillan and Schumacher (1993:37), traditional qualitative research is also distinguished by using a case study design, in which a single "case" is studied in depth. As pointed out by Leedy and Armrod (2001:149), in a case study, the researcher

collects extensive data on the individual (s), event(s) on which the investigation is focused. These data often include observations, interviews, documents, past records and audiovisual materials. In many instances, the researcher may spend an extended period on site and interact with the people who are being studied. This is because the researcher believes that a case study represents the result of the entire area under investigation, therefore it is worthwhile in order to save time and resources. It should therefore, be noted that the research was done as a case study of the Libode District.

3.5.2. Sampling

The research interviewed two members of the School Management Team (SMT) from each school, one Teacher Liaison Officer (TLO) from each school and ten educators from each of the two selected schools.

Sampling is a process of selecting a number of individuals for a study in such a way that the individuals represent the large group from which they were selected. A sample is any subset of the elements of the population that is obtained for the purpose of being studied (Gay 1978). The term sample is employed to refer to the subgroup (Vockell: 1983). A sample can be viewed as a subset of measurements drawn from a population in which researchers are interested.

Maree (2008) argues that sampling refers to the process used to select a portion of the population for study. Moreover, qualitative research is generally based on non-probability and purposive sampling rather than probability or random sampling approaches. Vockell (1983:103) points out that the term sampling refers to strategies which enable one to pick up a subgroup from a larger group so as to use this subgroup as a basis for making judgments about the larger group.

McMillan and Schumacher (2006:119); Maree (2007:172); Cohen, Manion and Morrison (2007:110) state that sampling strategies in qualitative research have two major classes which are probability methods and non-probability methods. Probability methods are based on the principles of randomness and probability theory, while non-probability methods are not. It is also stated that probability samples satisfy the requirements for

the use of probability theory to accurately generalize to the population, while this is not the case with non-probability samples. Probability methods have different sampling strategies like simple random sampling, systematic random sampling, stratified random sampling, cluster sampling, stage sampling and multi-phase sampling. Non-probability methods also have different sampling strategies such as convenience sampling, quota sampling, purposive sampling, dimensional sampling, volunteer sampling and theoretical sampling.

Researchers study the sample in an effort to understand the population from which it was drawn and as a means of helping a researcher to explain some facet of the population (Powers, 1985:236). Patton (2002) has identified 16 sampling strategies. The three most commonly used by beginner researchers are purposeful sampling, snowball sampling and criterion sampling. Cohen et al. (1994:89) assert that in purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgment of their typicality. In this way, they build up a sample that is satisfactory to their specific needs. The sample chosen for this study were the educators of two Senior Secondary Schools in the Libode District.

3.5.3. Purposive Sampling

The researcher used non-probability sampling, based on the purposive method, and convenience sampling. According to McMillan and Schumacher (2006), in convenience sampling a group of subjects is selected on the basis of being accessible. It was convenient for the researcher to use educators of these two schools where underperformance was glaring hence non-probability sampling was used. The researcher used purposive sampling which is a type of non-probability sampling based on the method of convenience. Non-probability sampling made it easier to conduct the research, but there was no way of generalizing from any type of population. This did not mean that the findings were not useful; it simple means that one should be cautious in generalizing the findings.

According to Turkman (1994), purposive sampling is based on judgment of a researcher regarding the fact that information-rich key informants, group places or events to study informants, will respond. McMillan and Schumacher (2006) state that in purposive sampling the researcher selects the particular elements from the population that will be informative about the topic of interest. These samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating. In this study the researcher used teachers with the hope that they would provide relevant information.

Purposive sampling, in contrast to probability sampling, is selecting information-rich cases for in-depth study (Patton, 2002). McMillan and Schumacher (2006:319) argue that in purposive sampling the researcher searches for information-rich key informants, group places or events to study. These samples are chosen because they are likely to be knowledgeable and informative about the phenomena the researcher is investigating. For example in this study the researcher will use teachers. White (2005:120) describes purposive sampling as sampling based on the judgment of the researcher, in that a sample is composed of elements that contain the most characteristic, representative or typical attributes of the population.

In this study the researcher used purposive sampling which is a type of non-probability sampling based on the method of convenience. In such sampling, particular elements are selected by the researcher from and within the population representing the topic of interest (Mammen & Molepo, 2007: 9). On the basis of the researcher's knowledge of the population, a judgment was made about which subjects should be selected to provide the best information in order to address the purpose of the research (Mammen & Molepo 2007:188). For example, two Senior Secondary Schools were used in this study wherein educators were used as respondents.

3.6. INSTRUMENTS

3.6.1 Questionnaires

A questionnaire is a research tool through which respondents are asked to respond to similar questions in a predetermined order (Gray 2004:187). McMillan and Schumacher (2006:194) state that the questionnaire is the most widely-used technique for obtaining information from subjects. Questionnaires can use statements or questions - but in all cases the respondent responds to something written for a specific purpose. Cohen et al. (2007:317) also state that the questionnaire is a widely-used and useful instrument for collecting survey information and in so doing providing structured, often numerical data which can be administered without the presence of the researcher.

The researcher designed the instruments in a way that facilitates the ability of the respondents to provide the desired information. In this study, closed-ended questions were used. The respondents were offered a set of answers and asked to choose the one that most closely represented their views. The closed-ended items in a questionnaire also included statements, ranking alternatives, and numerical scales of the Likert-type. It is actually called an equal-appearing interval scale used to register the extent of agreement or disagreement with a particular statement about an attitude, belief or judgment (Tuckman, 1994:197).

Open-ended questions were also used in the interview schedule. They required the respondents to elaborate, without limitation, on certain issues in the questions. In open-ended questions, the respondents were free to give any answer they wished to give to the question asked. O'Leary (2004:159) contends that open-ended questions ask respondents to construct answers using their own words; therefore the use of open-ended questions was influenced by this idea. The responses to questionnaires were determined by the nature of the questions and the respondent's reactions. In constructing questionnaires, the researcher took into cognizance these steps:

Firstly, every questionnaire contained a very clear instructions and introductory comments to guide the respondents as to what exactly was required of them. This

conforms with the view of Leeds and Ormrod (2005:190) who remark that questions in questionnaires must be written to communicate exactly what the researcher wants to know.

Secondly, the questionnaire looked tidy, was well structured, concise and thought provoking. Best (1977:158) drives home the fact, by claiming that when properly constructed and administered, the questionnaire serves as a most appropriate and useful data-gathering device in a research project.

In this study the researcher designed instruments i.e. questionnaires and interview questions. Questionnaires consisted of three sections. Section one was based on personal particulars of the respondents and included age, gender, rank or position held, teaching experience and qualifications. The respondents were expected to supply information by filling in the blank spaces provided for each item on the questionnaires. Section two consisted of ranking keys such as 1= not applicable, 2= poorly applied, 3= not sure, 4= average applied, 5= excellent applied.

Section three consisted of items aimed at finding out about problems experienced by teachers concerning ill-discipline of learners. The respondents were asked to draw a circle around the letters indicating whether he or she agreed or disagreed with each statement, as for example:

1 = Strongly Disagree

2 = Disagree

3 = Uncertain

4 = Agree

5 = Strongly Agree

3.6.1.1 Pilot testing

The researcher conducted pilot testing of questionnaires. These questioners were self constructed by the researcher who located subjects from a nearby school to test

whether the questions were too long to complete, whether directions and items were clearly stated and so on (Schumacher and McMillan 2006:202).

Opie (2004) cited in Sapsford and Jupp, (1996) asserts that for the pilot study to work effectively, the pilot sample must be representative of variety of the individuals which the main study intends to cover. The pilot study was conducted for a week before the main research was conducted. The researcher piloted six questions to the educators in order to eliminate any ambiguous, confusing or insensitive questions and the length of time that the respondents would take to fill out the questionnaires.

3.6.2. Interviews

Janesick (as cited by Maluleka, 2008:53) defines the interview as a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic. Cohen et al. (1994: 272) point out that as a distinctive research technique, the interview may serve three purposes. Firstly, it may be used as the principal means of gathering information that has a direct bearing on the research objectives. As Tuckman (1994) describes it, "by providing access to what is inside a person's head it makes it possible to measure what a person knows (knowledge or information), what a person likes or dislikes (values and preferences) and what a person thinks (attitudes and beliefs)". Secondly it may be used to test hypotheses or to suggest new ones; or as an explanatory device to help identify variables and relationships. Thirdly, the interview may be used in conjunction with other methods in a research understanding.

This study used interviews because interviews involve the gathering of data through direct verbal interaction between individuals. Cohen et al (1994:271) define interviews as a two-way conversation initiated by the interviewer for the specific purpose of obtaining research information. For the purpose of the study, the researcher used a phenomenological interview which is a specific type of in-depth interview used to study the meanings or essence of a lived experience among selected participants.

The educators were interviewed using the language preferred by the interviewees. If they did not prefer English, the researcher would translate each and every response into isiXhosa. The number of questions for the interview was minimal and not too long. The researcher practiced the interview with a friend or colleague before gathering the data. The researcher used probing strategies in order to get more clarity.

3.6.2.1 Advantages of interviews

Interviewing is a relevant tool when one requires information about perceptions of people about particular situations. McMillan and Schumacher (2006:209) have noted the following advantages:

- ◆ Eliciting information directly from the people.
- ◆ Allowing opportunity for probing and finding out why people feel or respond the way they do.
- ◆ Allowing both the interviewer and the interviewee to clarify and explain complex information.

3.6.2.2 Disadvantages of interviews

Bailey (1982) stipulates that interviews can be extremely costly because of the time needed for each interview. It can provide less opportunity for gathering enough information compared to other methods because some people may withdraw during the process or choose not to participate at a certain time. Information can be deceptive since people can lie, omit important information or just use selective recall to impress the interviewer (Anderson 1990).

3.7. PROCEDURE FOR THE ADMINISTRATION OF DATA COLLECTION TOOLS

The researcher distributed questionnaires to the respondents over a period of one week. When the researcher arrived at the school on the first day he asked the principle to call the respondents and addressed them in a form of meeting explaining the purpose of the research. The researcher administered the questionnaires with covering letters attached to the questionnaires explaining the nature of the study, as well as

assuring respondents of the confidentiality of the information that would be provided by them. Respondents were provided with detailed instructions about completion of the questionnaires. Two sets of questionnaires were distributed to the respondents, thus: In the first set of questionnaires the respondents were required to respond by using ranking keys and in the second set of questionnaires the respondents were expected to respond by indicating the extent of agreement or disagreement with a particular statement.

3.7.1 Participant verbatim language

Tape-recorded verbatim accounts of conversations with interviewees, direct quotes from documents, for example, teachers were used (McMillan & Schumacher (2001).

3.7.2 Participant review

McMillan and Schumacher (2001) assert that the researcher may interview each person in depth or conduct a series of interviews with the same person and ask the person to review a synthesis of the data obtained from him/her. The participant is asked to modify any misrepresentation of meanings derived from the interview data. In this study participant review was done to ensure validity and reliability.

3.7.3 Mechanically-recorded data

The researcher used a tape recorder to enhance both validity and reliability during the interviews. The participants who refused to be taped were, however, not forced.

Ogden and Biklen (1992:150) contend that the most practical way of achieving greater validity is to minimize the amount of bias as much as possible. The sources of bias are the characteristics of the interviewer, the characteristics of the respondent, and the substantive content of the questions which include:

- ◆ The attitudes, opinions and expectations of the interviewer.
- ◆ A tendency for the interviewer to see the respondent in his/her own image.
- ◆ A tendency for the interviewer to seek answers that support preconceived notions.
- ◆ Misunderstandings on the part of the respondent of what is being asked.

Cohen et al. (2007) assert that the attempt to build up validity is essential if the researcher has confidence in the elements of the research plan, data processing analysis, interpretation and its ensuing judgment. At the design stage, threats to validity can be minimized by:

- ◆ Ensuring that there are adequate resources for required research to be undertaken.
- ◆ Selecting an appropriate methodology for answering the research questions.
- ◆ Ensuring standardized procedures for gathering data.

Cohen et al. (2006) defined consent as the procedures in which individuals choose whether to participate or not in the investigation after being informed of facts that would be likely to influence their decision. According to Cohen et al. (2006), Frankfort-Nachimis (1992) suggest that informed consent is particularly important if participants are going to be exposed to any stress, pain, invasion of privacy, or if they are going to lose control over what happens. The covering letter (Appendix C) explains what is contained in the questionnaire, the purpose of research; the respondents decide whether they want to participate in the research and sign the consent forms if they agree to participate.

3.8. VALIDITY AND RELIABILITY

Validity refers to the degree to which a study accurately reflects or assesses the specific concepts that the researcher is attempting to measure. Validity is concerned with the study's success at measuring what the study is set out to measure. McMillan and Schumacher (2006:315) assert that validity refers to the degree of congruence between the explanations of the phenomena and realities of the world. They further argue that qualitative researchers use a combination of any 10 possible strategies to enhance validity: prolonged field work, multi-method strategies, participant verbatim language, low-inference description, multiple researchers, mechanically-recorded data, participant researcher, member checking, participant review and negative data, these were all used

in this study, as indicated in data collection. In this research work the instruments used to collect data were validated to ensure valid results of the highest possible level.

Reliability is the measure of consistency over time and over similar samples. It will be difficult to understand reliability in a qualitative approach since the researcher was dealing with human beings. Questionnaires were piloted to check reliability of the questions, however, the researcher checked the degree of variation in repeated trials and with similar interviews. Reliable research will yield similar results from the same respondents over time (Nuku: 2007). To test the consistency of results, the researcher used test-retest reliability. That is, he re-administered the same questions to the same subjects after an interval of fourteen days.

3.9. ETHICAL CONSIDERATIONS

3.9.1 Request for permission to carry out research

The researcher asked for permission from the District Director (See letter attached as Appendix A.) to conduct research in his district. (The researcher also asked permission from the principals of the two selected schools). (See letter attached as Appendix B). A consent letter for respondents (see appendix C.) to participate in the research was given to the principals of selected schools. The letter outlined the purpose of research, ethical considerations of confidentiality and anonymity of participants. Respondents had to read and sign consent forms before participating in the research study.

3.9.2 Researcher's competency

Strydom (1998:31) maintains that researchers are ethically obliged to ensure that they are competent and sufficiently skilled to undertake the study they have proposed. The researcher has completed a BA Degree and BEd (honours), and Senior Teachers Diploma (STD). The researcher has been teaching for the past 18 years and is now the Deputy Chief Education Specialist in the Department of Education in the Libode Mega District. The study is currently supervised by a respected university expert experienced in both quantitative and qualitative research.

3.9.3 Relationships with the participants

Throughout the study, the researcher ensured that a healthy relationship with the participants was maintained. The researcher informed all the participants about the purpose of the study so as to allow them an opportunity to participate or not. The potential risks if any were also explained.

3.9.4 Anonymity and confidentiality

According to Wallen and Fraenkel (1991:40), the anonymity of the participants must be maintained and all the participants must be given the assurance that the data collected from them was treated as confidential. Indeed the anonymity of the school as well as the participants was maintained at all costs by giving the school pseudonym. Research records that may indicate the participants' identities were removed as way of ensuring confidentiality.

3.9.5 Informed consent

Informed consent indicates that sufficient information on the goals of the research, as well as procedures that were followed on the study, was provided to the participants (Strydom 1998:374).

McBurney (1994:374) maintains that researchers should use a language that is best understood by the participants so as to obtain their relevant and informed consent. Throughout the use of such language, the participants were informed of the nature of the research, the freedom they had to participate and the freedom they had to withdraw from the research (Strydom, 1998:25, McBurney 1994:374).

The researcher adhered strictly to the above-mentioned requirements. The researcher also used intelligible language to the sampled participants so as to explain the purpose, advantages and disadvantages as well as to obtain their informed consent. The researcher explained to the participants that their participation was voluntary and that they were free to withdraw from participating. The respondents were also informed that they were selected because they met the criteria set for the research study.

3.9.6 Privacy

Strydom (1998:27) maintains that privacy is that which is not intended for others to observe or analyze. The researcher took the necessary precautionary measures by giving all participants the right to decide for themselves the extent their attitudes, beliefs and behaviour would be exposed (Strydom, 1998:28).

3.10.7 Deception of the participants

Strydom (1998:27) views deception as either withholding information or giving information which is incorrect so that the participants are lured into participation. The researcher clarified and rectified the misconceptions that were likely to arise in the participants' mind (Strydom, 1998:34, McBurney, 1994:379) the participants were also informed of the purpose of the study and results that would be obtained from the study. In this study the participants were not deceived as they were informed about the methods that would be used such as focus group interviews, individual interviews and observation.

3.10 CONCLUSION

This chapter dealt with the research methodology of the study. It also described the research design used, the various instruments used in collecting data, sampling and selecting procedure. Piloting and ethical consideration were also discussed. The researcher chose both qualitative and quantitative research methods. The following chapter on data presentation and interpretation of the results will be presented and analysed.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

In this chapter the findings from the questionnaires and interviews are presented. The data analysis and interpretations of quantitative as well as qualitative research are discussed. It is a considerable challenge to combine the two different paradigms, they being qualitative and quantitative results and given that they yield two different results. Quantitative methods provide statistical generalisable patterns that only tap the surface of the meaning of the phenomenon in question, whereas qualitative data adds depth, detail and meaning at a very personal level of experience. This means, hypothetically, the results of the quantitative research concerning indiscipline in secondary schools are analysed and interpreted while at the same time deeper understanding of indiscipline is revealed through qualitative research (Monadjem 2003:232).

Structured interviews were conducted with educators (SMT, TLO). This chapter covers all practical results obtained and various issues concerned with indiscipline of learners and their academic performance, that is, the behavioural problems at school and their effects on the results. The information from the educators was presented and analysed using the approach provided by White (2005:187); using computers, files, notes and tape recording to organise the information and interpreting important themes from the descriptions of the raw data from interviews.

4.2 BIOGRAPHICAL DATA OF THE RESPONDENTS

The data was collected using the methodology discussed in Chapter three. The raw data was computerised and analysed by an expert using the simple quantitative data

analysis system. Descriptive statistics (focusing on questions 1.1-1.4) yielded the following data for the sample.

Table 4.1: Percentage distribution of participants by school and gender

SCHOOL	GENDER	NUMBER	PERCENTAGE
	MALE	4	16%
SCHOOL A	FEMALE	8	32%
	MALE	6	24%
SCHOOL B	FEMALE	7	28%
	TOTAL	25	100

From the data presented in table 4.1, the researcher deduced that from both schools female teachers were keener to participate in the research than their male counterparts, totalling 60% of respondents while male respondents followed with a 40%. This can be attributed to the traditional theory of woman's roles in society. This states that women play a pivotal role in the behaviour of youths, be it at home or at school. Their keenness to participate showed they did understand the problem of indiscipline in schools and were interested in finding the causes and solution to the problem in question.

4.2.1 Biographical data of the respondents

Table 4.2 Biographical data of the respondents

	FACTOR	FREQUENCY	PERCENTAGE %
Age	30 Years and Less	-	-
	31 to 40 Years	7	28
	41 to 50 Years	13	52
	51 to 60 Years	5	20
	61Years and above	-	-
Gender	Male	10	40
	Female	15	60
Academic qualifications/ Professional qualifications	P.T.C	1	0.04
	STD	4	0.16
	SSTD	1	0.04
	B. Ed	11	0.44
	HONS	4	0.16
	Med	-	-

	Others	4	0.16
Experience in years	5 Years and Less	-	-
	6 to 10 Years	2	0.08
	11 to 15 Years	4	0.16
	16 to 20 Years	10	0.40
	21 to 25 Years	7	0.28
	26 - 30 Years	1	0.04
	31 - 35 Years	1	0.04
	36 - 40 Years	-	-
	40 Years and Above	-	-

Generally, the age group of participants of this research was between 31 to 60 years; 52% were between 41 and 50 years, followed by those between 31 to 40 years at 28% and, lastly, 51 to 60 years at 20%. From the above figure relating to age groups, it was clear that these were people who were active in society and who understood what was happening. The age group consisted of developmental practitioners; people who were mature and advocated the best for society. This was the age group that included parents who were involved in the advancement of their children some of whom were senior learners. There were no 30 year old or young educators who participated in this research and neither were there 60 year and above.

The majority of interviewees who participated in this research had Bachelor's degree in education with 44% indicating that their responses were given and based on an

educationalist's point of view, therefore the validity and credibility was high. Other educators with different qualifications (STD=16%, HONS=16% and other qualifications= 16%) were included in the research to broaden the scope and the results of the research. Also interviewed where PTC=0.04% and SSTC=0.04% and there were no Masters degree holders interviewed.

The experience of participants reflected that most of them had, had ten years and more experience in the field of teaching. There were no teachers with less than 5 years or above 36 years' experience who participated in the research. If one were to construct a curve to depict this it would follow a normal distribution curve, which is essential in valid data analysis.

4.2.2 Frequencies and percentages of various factors

Research Question 1

What are the frequencies and percentages of the various issues of indiscipline (disruptive behaviour, aggressive and violent behaviour, alcohol and drug abuse) pertaining to academic performance in Senior Secondary Schools?

Table 4.3 Frequencies and percentages Indiscipline among learners.

Items	% EA	% A	% NA	% AA	% NS
1.1. Educators are no longer central in learner discipline in Public Senior Secondary Schools.	0.04	0.40	0.32	0.12	0.12
1.2. Learners are well disciplined in Public Senior Secondary Schools.	0.04	0.12	0.52	0.16	0.16
1.3. Poor learner discipline in schools has a negative effect on Grade 12 results.	0.20	0.48	0.08	0.12	0.12
1.4. Principals are no longer central in learner	-	0.20	0.40	0.16	0.24

discipline in Public Senior Secondary Schools.					
1.5. School Governing Bodies are no longer central in learner discipline in Public Senior Secondary Schools.	-	0.28	0.44	0.16	0.12

Ranking Key: EA= Excellently Applicable; A= Applicable; NA= Not Applicable; AA=Average Applicable; NS= Not sure

On the centrality, which means the importance of educators in learner discipline, a larger percentage (about 40%) of respondents regarded it as applicable to the matter of discipline in Public Secondary schools, while 32% were not sure about this statement and 12% of respondents regarded it as of average applicability and not applicable. The overall result was 52% applicability on the centrality of educators, thus, the statement was valid and true, according to the results of this research.

The results of the research depicted that learners were not well disciplined in public secondary schools with 52% of educators choosing "not applicable" to the statement were another 16% choosing "strongly not applicable". Suffice to say, learners were not being disciplined in senior Public Secondary Schools since there is enough supporting evidence from this and other research done in South Africa.

On the question of poor discipline having a negative effect on grade twelve results, a total of 80% of educators agreed that it was applicable, 20% chose "strongly applicable", 12% chose "applicable on average", and respectively which matches the research statement, that is, and that poor discipline has a negative effect on Grade 12 results. Educators did not agree with the statement that said principals and SGB members were no longer central in learner discipline, rather they felt they, were still central and effective, but their efforts lacked support from other concerned parties such as parents and learners themselves.

4.2.3 Frequencies and percentages of various factors

Research Question 2

There is a significant relationship between various factors of indiscipline (disruptive behaviour, aggressive and violent behaviour, and alcohol and drug abuse) and academic performance in Senior Secondary Schools. If there is a relationship, what type of relationship is it?

Research Question 3

To what extent do these factors of indiscipline (learners' aggressive and violent behaviour, imbibing alcohol and drugs, disruptive behaviour) affect overall academic performance of senior certificate student results?

Table 4.4 Frequencies and percentages of various factors of indiscipline

Items	% SA	% A	% NS	% D	% SD
2.1. The culture of teaching and learning has collapsed in public senior secondary schools due to learners' bad behaviour.	0.36	0.48	-	0.08	0.08
2.2. Learners' lack of discipline results in poor academic performance.	0.36	0.52	0.04	-	0.08
2.3. Generally, educators have a negative attitude towards learners.	0.12	0.08	0.08	0.52	0.20
2.4. Learners are involved in anti-social behaviours such as aggressive and violent behaviour, drugs and alcohol abuse and disruptive behaviour.	0.40	0.56	0.04	-	-
2.5. Learners no longer care about academic performance anymore.	0.20	0.60	0.12	0.08	0.08

2.6. The majority of parents do not want their children to be subjected to any form of discipline.	0.12	0.36	0.16	0.36	-
2.7. Parents are always biased towards their children in matters of disciplinary cases at school.	0.08	0.52	0.24	0.20	-
2.8. Grade 12 results are not related to the level of learner discipline.	0.30	0.36	0.22	-	0.12
2.9. Educators in public secondary schools carry out their teaching duties as expected, but the problem lies with learners.	0.16	0.44	0.12	0.20	0.08
2.10. Principals in public secondary schools do their management tasks as expected, but the problem lies with the learners.	0.12	0.44	0.16	0.20	0.08
2.11 Learners in public secondary schools do their best as expected on them, but the problem lies with educators.	0.08	0.08	0.16	0.52	0.16
2.12. The SGBs in public secondary schools do their work as expected, but the problem lies with learners.	0.04	0.28	0.32	0.24	0.08
2.13. Discipline plays a role in learner-performance.	0.48	0.44	0.04	0.04	-
2.14. A school cannot operate successfully without discipline.	0.58	0.32	0.04	-	0.04

2.15. Poor behaviour by learners impacts negatively on their performance	0.44	0.48	0.04	0.04	
2.16 Drugs and alcohol abuse have a negative impact on academic performance.	0.56	0.32	-	0.04	0.08

Key: Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), Strongly Disagree (SD).

For statement 2.1, the interviewees were very sure regarding the collapse of the culture of teaching in public secondary schools due to learners' bad behaviour. The percentage of those not sure was zero and only 16% did not agree, sharing equally with respondents disagreeing and strongly disagreeing. The larger percentage of 84% agreed that the culture of teaching has collapsed due to learners' bad behaviour, 36% strongly agreed and 48% agreed. If educators did agree that the culture of teaching had collapsed then there was no possibility that ways learners could achieve higher academic results. Clearly, educators linked bad behaviour with poor academic performance. The same results were obtained regarding learner discipline resulting in poor academic performance (Statement 2.2).

Generally, educators had a negative attitude towards learners was statement 2.3. Most respondents did not agree (62%) with this statement; 52% did not agree, 20% strongly as agreed, 8% were not sure and only 12% strongly agreed, with another 8% agreeing. Thus far, it appeared that educators saw a lack of discipline as emanating from learners.

The issue of learner's involvement in anti-social behaviours, such as aggressive and violent behaviour, drugs and alcohol abuse and disruptive behaviour was not a new issue amongst educator as 96% of the respondents agreed with the statement; 40% strongly agreed. The above 96% of educators who agreed that discipline played a role in learner performance suggested that the majority of educators felt strongly that learners must be disciplined in order to perform well at school. Furthermore, it is

imperative to understand that discipline influences any activity in which one is engaged, thus it is significant for discipline to prevail in a school situation in order for learners to perform well in all their school activities. Very small percentages (4%) were those who were not sure about this.

The views of teachers important in this regard since they are the ones who deal with learners on a daily basis, furthermore, educators went on to reveal that learners did not care about academic performance hence being involved in anti-social behaviours as indicated by a staggering 80% agreement with the statement (2.5).

The issue of parents' views and perception of their children's indiscipline and misbehaviour for statement 2.6 resulted in 52% agreeing that parents were not playing their roles in learner discipline while 48% did not agree and said parents were playing their roles well; the analysis therefore leaves room for further research.

Educators agreed unanimously with the statements that grade 12 results correlated with poor discipline; 66% agreed and 22% were unsure of this and 12% disagreed with (2.8).

Principals and educators were deemed to be playing their part very well in carrying out their duties and tasks and the problem lay with the learners. Over 60% said these staff performed their tasks well. This might be true or not true; the validity is not supported by other research. The fact that teachers were answering for themselves meant these could be biased to some extent as regards statement 2.9 subjectively may have crept in.

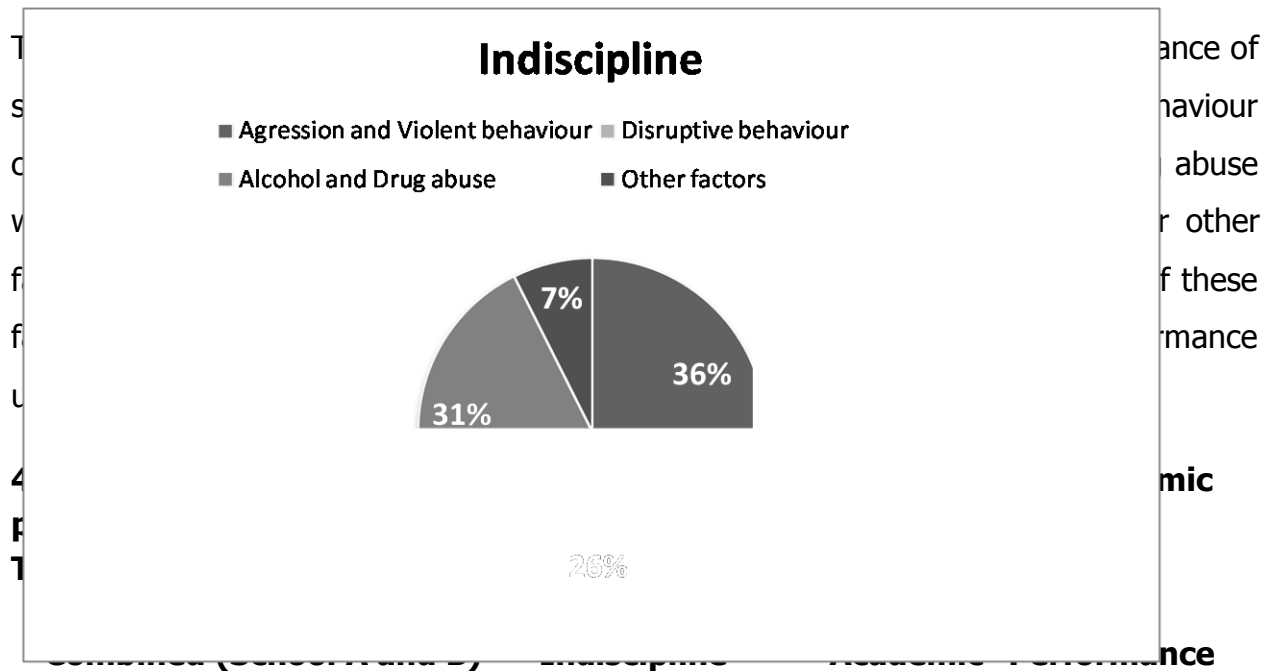
The SGB's and learners were not doing their best in schools as indicated by the research results from educators' responses. Almost all educators disagreed with the statement that learners and SGB's played their part but the problem was with the educators. Those who agreed were 16% in favour of learners as well as 28% in favour of SGB's while the rest disagreed with the statement in (2.12).

Conclusively the data presented in table 4.4 has proved indiscipline is a major determinant of academic performance. Issues regarding positive discipline among

learners being positively related to academic performance have been strongly supported by various reasons postulated according to respondents' views.

4.2.4 Percentages variations on the major factors (causes) of indiscipline in school

Chart 4.1 Factors relating to Indiscipline

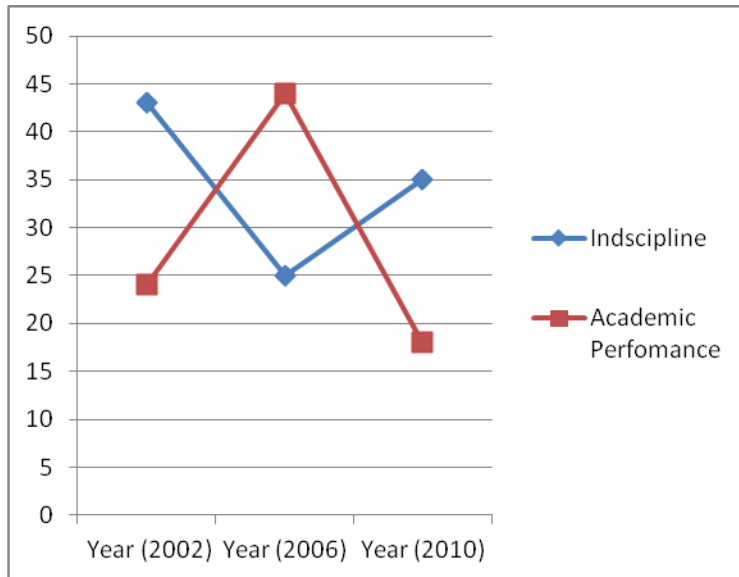


	Cases %	Pass %
2002	43	24
2006	25	44
2010	35	18

The data was collected from the two school information libraries and deduced by the researcher in a table. The researcher bears responsibility for miscalculations that might arise from the statistics.

4.2.6 The relationship between indiscipline and academic performance: Graphical presentation of the results

Graph 4.1



The above illustration shows that in 2002 indiscipline was at 43% and academic performance was down at 24%. In 2006 when indiscipline was relatively low at 25%, academic performance was significantly higher at 44% among grade 12 learners. Again in 2010 when indiscipline went up to 35%, academic performance went down to 18%. The trend follows an inverse relationship between the two and the researcher concluded that, indeed, indiscipline negatively affected academic performance.

4.3 RESULTS OF QUALITATIVE INTERVIEWS

The results of the qualitative interviews with a small number of educators from both school A and B, who took part in this research are presented in this section. Themes that arose from the literature and the analysis of the teachers' comments are presented. The original unedited words of the informants are used in all quotes although occasionally a word or phrase was added, or changed for purposes of clarity. Such words or phrases are presented in indented, italics font. The qualitative results are discussed in terms of literature and quantitative findings of this study.

4.3.1 Disciplinary problems experienced at school

Question: *How often do you experience disciplinary problems in your school?*

Most educators interviewed described disciplinary problems in school as a common phenomenon, something that happened very often, regularly on a daily basis and generally the answer was “yes” by most educators. Nevertheless, a few of the respondents mentioned lack of discipline did not prevail often.

One teacher put it as follows, *“ Every time, from starting lessons, school time, study, sports time it is really a point of concern in carrying out our duties, frequently as most learners decide to sneak home during lessons or having party functions at school during school hours. They do what they want because they know teachers would not do anything to them since corporal punishment has been forbidden.”*

The frequency of disciplinary problems at schools, as reflected by the results from the research, clearly shows that indiscipline is a point of concern in academic institutions which further adds validity to this research.

4.3.2 Dealing with poor discipline in school

Question: *How is poor discipline handled in your school?*

Support from parents, SGB members, the disciplinary committee and staff members was mentioned as the most often used strategies in these schools most of the time. Teachers said they tried to talk sense to learners using the code of conduct drawn-up by the school, involving parents and their consent, as well as following departmental procedures using other methods to avoid corporal punishment. Such measures include discussing misbehaviour and consequences in advance. A number of educators said there was no procedure written down so they implemented whatever they thought was appropriate. One respondent said:

“We punish them by cleaning the grounds, garden, suspend then depending on the level of misconduct, this is done by a committee set to deal/handle with this

at the school. Most of them turn over a new leaf and change after discipline.....”

The researcher also noted that those teachers who said they encountered disciplinary problems were often the ones using harsh actions to quell indiscipline or still used corporal punishment in their class, although it had been banned some years ago. These schools were in the remote rural areas where corporal punishment was still in use in some parts.

4.3.3 Causes of ill-discipline among learners

Question: *What do you think are the causes of ill-discipline among learners?*

Several factors were mentioned in relation to the causes of ill-discipline among learners; frequently mentioned were the lack of parental guidance and care from home, family backgrounds, use and addiction to alcohol and drugs, peer pressure influence and negligence, age group of some learners—some too old for the classes—psychological factors such as teenage problems, teachers’ attitude towards learners, teachers dating students, poor teacher student relations, poor school management which allowed learners to misbehave, lack of support from other stakeholders in dealing with disciplinary issues, government policies and regulations such as banning of corporal punishment and misunderstanding and interpretation of constitutional rights and laws of children. One educator stated that *“rights paralyse teachers/toothless allowing – unwillingness on the part of learners to accept that academic work is not only about what is being taught but also the need for discipline to achieve good results and parents’ involvement”*

It is in this regard that the researcher realised that introducing discipline programmes is a major national task that needs multi-dimensional approach strategies to achieve socially-acceptable behaviour among the youth in order to achieve higher academic performance and development.

4.3.4 Learner involvement in discipline

Question: *What is the policy of your school regards learner involvement in discipline?*

Educators indicated that the school policies on learner's involvement in discipline followed the principles, rules and guidelines of the South African Schools Act (SASA) in their code of ethics. The learners were part of the disciplinary committee to ensure fair trials of their fellow learners partners in cases of misconduct, thus, senior students, prefects and class representatives were engaged in the drawing up of the code of conduct. There was no response that stated non-involvement of learners in disciplinary matters.

4.3.5 Tasks of representative council

Question: *What are the tasks of the representative council of learners in discipline?*

The tasks of a representative council by teachers were to make sure that learners were responsible, had to abide by rules, policies, and procedures of the Department of Education as far as discipline was concerned. Some teachers checked uniforms, weapons, drugs, bullying and violent behaviours among other learners as well as helping teachers maintaining peace and order at school. Most educators recognised these council members as being of paramount importance in the implementation of disciplinary measures.

One teacher respondent said learners should "*participate in safety workshops and drug abuse seminars done by the department or other sister departments such as the police, introduce laws to the entire school-peer education/ report all problems to the representative authorities, ensure all stakeholders, involvement in school development, mediate between learners and teachers by conveying the messages from either party.*"

4.3.6 Code of conduct

Question: *Are you involved in drawing up the code of conduct? If yes, to what extent?*

The majority of interviewees answered "yes" to this question with the answers ranging from "totally involved", to more often and "always" and "most", since some were

members of the SMT and SGB. Of course some answered “no” to this question, especially as junior educators with less experience in the teaching professional. To what extent they were included, one senior educator has this to say, *“Yes, we are involved because it is in line with the department’s constitution”*

4.3.7 Relationship between indiscipline and academic performance

Question: *In your opinion, is there any relationship between indiscipline and academic performance?*

The question was well answered with various opinions. The majority responded with a “yes”, confirming that there was a relationship between indiscipline and academic performance. They forwarded different reasons and views as outlined below:

“Yes, future lies in discipline/undisciplined learners perform badly in class, that’s why indiscipline is not tolerated” uttered one teacher.

Another educator supported the view by saying, *“In order to perform better academically learners should be highly disciplined. Learners who are not disciplined usually perform badly”*

“Yes, because nothing can be achieved with indiscipline in this world” protested one educator.

“Indiscipline is directly proportional to poor academic performance since poor discipline (late coming, absenteeism) reduces knowledge acquired and results in poor academic performance” replied one teacher who is studying further.

“No disciplined learners do not co-operate, for example they do not do homework. Yes a school with discipline have good results”, replied a female teacher, with great concern.

“Most undisciplined learners fail examinations and often forms of assessment, but disciplined ones do better, comparatively” said another respondent.

"Yes there is, discipline is a wide concept it starts from home, learners ought to respect other people regardless of their age she/he must respect himself first. She/he needs to have goals to reach these goals. She must take responsibilities, work hard, focused. All this requires a disciplined learner, so as for academic performance" explained one educator trying to find the root cause and a solution to the problem of indiscipline.

4.3.8 Impact of ill-discipline on learners' performance

Question: *From your point of view, in what ways can lack of discipline impact on learner-performance?*

Overall, the responses to this question suggested that ill-discipline negatively impacted on learners' academic performance since it affected the vision and focus of learners. Lack of discipline was also associated with lack of respect. Students ended up having no time for school work, there was a high rate of absenteeism, homework not done, late coming and bunking of classes. Lack of discipline led to poor learner performance, affected all learners, even disciplined ones, as the culprits failed to show self-discipline and thereby disrupted the lives of others.

"Educators are unable to perform/teach in a manner they are supposed to do if there is no discipline and that affects academic performance" sympathised one teacher, narrating their daily ordeals.

"Lack of discipline derails the focus thus lead to bad performance academically" added one teacher.

"Truancy, drug addiction, sneaking, aggressiveness, not taking assessment seriously, poor performance etc", was the angry, emotional retort of one educator.

One disgruntled teacher had this to say to the question, [*"The government says we must not do homework, assignment etc", then learners do not co-operate; as a result our work records contain lots of zeros*]

Another teacher agreed that lack of space and indiscipline led to poor academic performance:

"Indiscipline learners result in lack of motivation on the point of educators, learners lack time management among other issues, such as not paying attention in class, distorting smooth teaching and learning which leads to poor understanding and academic performance."

It has been noted from these results that lack of discipline impacts negatively on learner performance as postulated by other researchers. From the reasons provided above there is validity in this and, clearly indiscipline is a major source of poor academic performance in schools of the Libode District.

4.3.9 Maintaining school discipline

Question: *In your viewpoint, what must educators do in order to maintain school discipline?*

This question was one of the few questions that brought mixed feelings and reactions from respondents, however, the common thread noted by the researcher was that learners lacked role models in their lives as some came from broken families; drunkenness, addictions and loose morals appeared to be the norm for many. Educators should be role models, behave with decision by respecting authorities and not be unduly influenced by unionism; that is, they should be responsible for actions taken by not manipulating opportunities; rather they should be disciplined themselves, motivate others positively and aim to make learners understand the importance of education.

One teacher explained in this way, *"Educators must always be part of each proposition made. Must be disciplined themselves before disciplining learners; by so doing learners will never be afraid of one person and ignore others"*

Educators should have a positive attitude, dedicated to their work, build trust and good relations with learners, advise them, guide them and play the parental roles, by ensuring schools are safe places, free of drugs, alcohol and weapons. They also should

be omitted, participate in disciplinary issues, organise workshops, invite councillors to schools, help draw up, school policies and stick to them.

Another educator advised that, *"They must act as role models, making guidance and counselling an integral part of school curriculum. Teachers reporting for duty on time give prizes to more or highly-disciplined learners at school"*

The other of respondents had different views and opinions by saying that the government and the department should revise their policies on discipline as the current policies disabled educators and made it very difficult to ensure discipline so as to achieve the academic goals. One such policy was the banning of corporal punishment. Thus should be lifted. More powers should be given to educators to discipline learners strictly without fear of the parents or other organisations.

One teacher had this to say, *"We need government to make new rules that every stakeholder should adopt and practise because there is a crisis in schools. Learners confront us and we are not allowed to do anything to them"*.

The respondents suggested that the problem of indiscipline in schools was the lack of appropriate policies; co-operation among stakeholders was greatly needed as well as the proper implementation of such policies. The researcher will therefore provide valid policy and programme recommendations in chapter 5.

4.3.10 Introducing discipline programmes in schools

Question: *If discipline programmes are introduced in your school, who do you think must participate in the programme?*

This question was unanimously agreed upon without any or conflicting views on who should be involved and participate in disciplinary programmes. All respondents highlighted this problem and firmly believed in a democratic discipline model as stipulated by SASA. All stakeholders (parents, teachers, learners, school governing bodies, communities, government) should be involved. In fact, everyone interested in children's education, development and upbringing should participate.

"The principals, teachers or teachers being given the responsibility for disciplinary actions, parents and governing and learners' body", responded one teacher.

4.4 OBSERVATIONS

According to Mounton (2001: 110), fieldwork refers to that part of the research process in which the researcher has to leave his or her study or computer and enter the real world in order to collect, select and analyse data. The term "field" may refer to the laboratory, the focus group observation room, the archives, the natural setting for ordinary actors or any site of data collection.

It is at this stage of the research that the researcher observed some common problems, at these two schools and these included, among other aspects the shortage of classrooms and furniture and a shortage of teachers which resulted in overcrowding. The infrastructure was in a dilapidated state in that walls were cracked, the floors had holes in them and classrooms were dirty. Learners' were roaming around the school freely without being monitored and only a few were in uniforms. Some educators were trying hard to control the situation while some were de-motivated and felt helpless; there was no co-ordination among teachers as some mentioned that it was because their efforts were in vain as parents did not support them in instilling discipline in their children. The aforementioned problem had far-reaching implications for discipline which disrupted smooth teaching and learning activities.

4.5 CONCLUSION

In this chapter the quantitative results were presented in tables and charts. The qualitative data were also discussed and compared. The results of this study, both quantitative and qualitative, have indicated that indiscipline among learners takes the forms of aggression and violent behaviour, disruptive behaviour and alcohol and drug abuse which cause very poor academic performance among learners.

In the next chapter the researcher will draw conclusions relating to the whole study and recommendations will be presented.

CHAPTER 5

DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The study focused on various factors of indiscipline in public Senior Secondary Schools in South Africa (Libode District) in relation to the level of academic performance. The previous chapter presented and analysed the findings of the empirical study. The aim of this chapter is to present a summary of the study; conclusions will also be drawn based on the findings in the literature study and those in this research. Based on these findings, a discussion was done and recommendations were made to improve discipline among learners and academic performance in schools.

5.2 DISCUSSION OF RESULTS

5.2.1 RESULTS PERTAINING TO THE DEFINITION OF DISCIPLINE

On the definition of discipline, most teachers' views were closely linked to the traditional definitions cited by numerous researchers; for example, Mabeba & Prinsloo (2000:34-41) refer to discipline as "orderliness in class or school" and "good behavioural patterns among learners which promotes the culture of teaching and learning, which is necessary for successful learning and the achievement of higher academic performance." In summary, teachers at these two schools defined school discipline as a system of rules, punishments and behavioural strategies appropriate to the regulation of learners and the maintenance of order in schools. The aim of discipline at school is to create a safe and conducive learning environment for learners while in the school.

Some teachers added that any kind of behaviour that distorts or disrupts the culture of teaching and learning in schools mentioned above is tantamount to indiscipline. This is in line with the definition of indiscipline which refers to a set of anti-social behaviours that renders it very difficult, or impossible, for teachers to discharge their duties

effectively, as postulated by Moffitt (1993: 674-701). The present literature states that the engagement in anti-social behaviour has detrimental effects on the learning life of the student as was reflected in the findings of this study; this makes the findings more relevant and appropriate in the area of indiscipline.

5.2.2 PREVAILENCE OF DISCIPLINARY PROBLEMS IN SCHOOLS

Most educators interviewed described disciplinary problems in school as a common phenomenon, something that happened very often, regularly and on a daily basis. The results were similar to the findings of Prinsloo and Mabeba (2000:34) as well as Van Wyk (2001:196) who stated that learners' disciplinary problems in South Africa range from rejection of reasoning, late coming, truancy, neglecting to do homework, noisiness, physical violence, theft, threats, vandalism, verbal abuse, lack of concentration, criminality, gangsterism, rape, constant violation of the school's code of conduct and substance abuse—even around the school premises and frequently. Thus, the findings of this particular research can only add more value to the field of educational management in South Africa.

According to the Georgia State University (1999: 47), study behaviour modification procedures through classroom management systems have typically eliminated indiscipline problems in the classroom through reinforcement of classroom management strategies on all forms of misbehaviour and indiscipline, however, the use of such strategies were hardly used in this sample study area as most teachers said that they relied mostly on parents and SGB members in dealing with disciplinary measures.

5.2.3 FINDINGS ON THE CAUSES OF INDISCIPLINE

On issues of the causes of indiscipline amongst learners, educators aired their sentiments by mentioning several factors, which included, inter-alia, the lack of parental guidance and care at home, family backgrounds, use and addiction to alcohol and drugs, peer pressure influence, age of some learners who were too old for the classes, psychological factors such as typical teenage problems, teachers' attitude towards

learners, teachers dating students, poor teacher-student relations, poor school management which allows learners to misbehave, lack of support from other stakeholders in dealing with disciplinary issues, government policies and regulations such as banning of corporal punishment and the misunderstanding and interpretation of constitutional rights and laws pertaining children. These were the same factors mentioned by Gootman (2001: 5) who concurs with Prinsloo and Mabeba (2000: 34), when he avers that discipline often poses a great challenge in today's schools because of the pressure society has imposed on individuals and families. The effects of drug abuse, spouse abuse, child abuse and neglect, community and media-generated violence, poverty and single parenting reverberate in schools. Many children "bring baggage of dysfunction straight into the classroom and unpack their pain masqueraded in the wraps of misbehaviour and under-achievement. They push educators to their limits and render discipline all consuming, overshadowing and threatening to academic learning"(Gootman, 2001:5). Therefore, the researcher noted that there were no new causes of indiscipline in schools but rather the same causes, mentioned by various scholars, and which are tantamount to a type of terrorism destroying the education systems of many countries. These also affected the Libode District.

5.2.4 LEARNERS' INVOLVEMENT IN DISCIPLINARY ACTIONS

From the vast literature available in the field of educational management there was little information and evidence mentioned about the involvement of learners in disciplinary measures, however, was the researcher was interested in exploring the area in his research so as to come up with valid, feasible recommendations. Upon investigating the matter most educators indicated that the school policies on learners' involvement in discipline followed the principles, rules and guidelines of the South African Schools Act (SASA) in its code of ethics. The learners were part of the disciplinary committee formed to ensure the fair trial of fellow learners in cases of misconduct, thus, senior students, prefects and class representatives were engaged in the drawing up of the code of conduct. Though it was laid down according to SASA guidelines, the researcher noted that reality reduced the effectiveness of disciplinary

measures in some way as learners always wanted solutions which were lenient and in favour of their fellow learners.

5.2.5 THE RELATIONSHIP BETWEEN INDISCIPLINE AND ACADEMIC PERFORMANCE

The question about the relationship between indiscipline and academic performance was answered very adequately in this research with various opinions being outlined by educators. All educators interviewed agreed that a relationship between the two existed. These findings were more relevant as it was one of the main reasons for this research was to investigate the relationship between indiscipline and academic performance. According to Charles (1996:3), numerous studies that were conducted by researchers in the United States of America in 1992 have listed discipline as a major problem which educators are contending with and a significant factor in educators leaving the profession. Aremu (2000) also supported these findings and theories in those trajectories of aggressive, disruptive behaviour were identified to be major factors in poor academic performance. Like many other results from various scholars, Harter (1985) concluded that delinquency was closely linked to poor academic performance. In essence the truth is that indiscipline and academic performance are closely related.

After the researcher had established a relationship between indiscipline and academic performance, he had to ascertain the type of relationship and the degree of determination in the direction of the relationship. Overall, the findings from the results suggested that indiscipline and academic performance have an inverse relationship that is a negative relationship. Ill-discipline negatively impacted on learners' academic performance since it affected the vision and focus of learners. Lack of discipline was also associated with lack of respect. Students ended up having no time for school work, there was a high rate of absenteeism, and homework was often not done. In addition there were complains about late coming and bunking of classes. Lack of discipline led to poor learner performance, affected all learners, even disciplined ones, as the undisciplined learners failed to manage themselves well and were consequently,

disruptive. It is a well known among scholars that anything that has a negative effect on the learning part of students has a corresponding negative effect on their academic results as concluded by Moffitt (1993: 674-701) from his study.

It has been noted from these results that lack of discipline impacts negatively on learner performance as mentioned in the findings of Tracy and Walter (1998), Farrington (1973), Gottfredson (1990) and Hirsch (1990), De Wet (2003: 113), The National Institute of Drug Abuse (2006), Wechsler (1995), Frick et al, (1991: 289-294) just to mention a few. From the results and discussions provided above there is validity in the notion that indiscipline is a major source of poor academic performance in schools in the Libode District.

5.3 AN OVERVIEW OF THE STUDY/CONCLUSIONS

5.3.1 Chapter one: The following aspects were explained in the problem statement, the main research question, the subsidiary research questions, the aim and objectives of the research, the rationale of the study, significance of the research study, research designs and the research methods and theoretical framework. A demarcation of the research area, delimitations and limitations of the study, the key concepts to be used in the study, the structure of the study were also presented.

5.3.2 Chapter two: The literature findings were presented regarding both theoretical and empirical literature. The literature covered the rest of the world but with a special focus on South Africa. It indicated that South African schools were experiencing a serious dilemma in the education system where indiscipline among learners had escalated bringing with it serious negative implications for the education system and society as a whole. The most common implications noted were disruptive behaviour, aggressive and violent behaviour, and the abuse of drugs and alcohol by learners, seemingly destroying the education system, and distorting the culture of teaching and learning in schools. Academic performance was being scarified on the altar of delinquency.

5.3.3 Chapter three: The research designs and research methods were discussed, and the rationale for selecting both the quantitative and qualitative research methods was decided upon and finally used. The methods employed to collect data were described, they being that is the questionnaires and interviews as well as other data capturing tools. The manner in which the data were to be analyzed was also discussed. This was done successfully and the methodology was finalised.

5.3.4 Chapter four: The data presentation, analysis and interpretations were covered in this chapter. The research was done empirically by means of questionnaires and interviews. The literature review of chapters two to four were used as a basis for analyzing the data from the empirical research. The findings from the empirical research, which were presented according to themes that emerged, were compared to the findings from the previous literature in order to ascertain the differences and similarities. For the empirical research it was important that the findings from both the questionnaires and interviews be indicated, as these were proved to be more similar to those observed in previous findings.

5.3.5 Chapter five: In this chapter the discussion of results, conclusions drawn from the research project, and recommendations were made to the responsible authorities.

5.4 RECOMMENDATIONS

The study focused on various factors of indiscipline in public Seniors Secondary Schools of South Africa (the Libode District) in relation to the level of learners' academic performance. It has been established in this research that indiscipline among learners has numerous socio-educational implications, amongst others, drug and alcohol abuse, disruptive behaviour, aggression and violent behaviour, and the lack of a culture of teaching and learning in schools.

The most important factor noted is poor academic performance which results as a spill-over effect bringing more untold suffering to society by being flooded with unskilled, untrained and desperate youths. These youths, of low socio-economic status, are often ripe for engaging in serious social evils, making for an as unstable, unsafe, lawless and unhealthy society, constantly reported on the media. Solutions, therefore needs to be found to improve academic performance as a way of adding value to school leavers so as to increase a social benefit to society at large. It is the results of such research as this one that provides valid recommendations that can bring the much-awaited positive changes in South African society.

The issue of “installing” and maintaining the culture of discipline in a school is of paramount importance to the whole nation, therefore it requires the engagement of all stakeholders (school management teams, educators, learners, parents, civil society, government through the Department of Education and other arms) to achieve the desired results at present the government of the day has thrust education into the realm of societal issues generally.

The first and foremost prerequisite to achieve any goal is a clear vision guided with by sound, constant policies and principles to support the philosophical goal. The schools should have laid down straight-forward procedures that must be followed to measure excellence, efficiency and effectiveness and the impact of discipline on learner performance in schools. Strategies to achieve this should now be devised.

Schools should partner with the department of social development, non-governmental organisations and civil society leaders to devise programmes which provide counselling to students with behavioural challenges. Disadvantaged schools, which cannot refer learners to outside counsellors due to financial constraints, should use school-based professionals (educators).

The government through, the department of education, should launch a task-force committee that will spearhead the formation of a Behavioural Research Institute to provide more empirical results in this area throughout the country. This strategy has worked very well in other countries like the United States.

The fight over economic freedom for all societies should be considered paramount in changing the attitudes of people to education. In this regard, support groups for parents should be initiated, especially in poor communities. Poverty limits the resources available and as a result, parents prioritise other necessities leaving at the expense of children's education, thus support groups should help parents to understand the importance of their involvement in the education of their children.

The curriculum for pre-service training of teachers should include more information and knowledge on discipline management in adolescents to fully equip teachers prior to their deployment. Thus educators involved in teaching life skills as a subject, which covers moral issues, tolerance, conflict management, problem solving should be highlighted so that learners have respect for authority and their fellow human beings and take responsibility for their actions.

The Department of Education should also conduct workshops for educators on alternative methods to corporal punishment, classroom management, behavioural analysis and management. All educators should attend, and familiarise themselves, with these workshops. Education support officers should visit schools to advise and support educators at their various schools.

The rights of children, learners, and the youth should be clearly defined and, if possible, outreach programmes should be used to educate learners on what it means to be a learner; however, these laws should not lead to excessive discipline as it is well

understood that it can lead to frustration and hostility that will result in violent behaviour in another form of indiscipline.

The process of socialisation should be encouraged through appropriate programmes and activities. Through these activities, adolescents should be exposed to appropriate behaviour, playing approved social roles and developing positive social attitudes. This will be a solution to the effects of negative peer pressure that has been fingered as a cause of some sense of indiscipline among students.

The thought processes of adolescent should be modified through games, sport, academic activities and problem-solving activities which improve reasoning skills, goal-oriented behaviour and focus of attention. This can also be done through inviting influential people in society to address learners on the importance of education.

The school governing body should implement the provisions of section 37 (6) (a) of SASA which allows schools to hire educators with special skills and mature people who are unqualified as non-teaching staff. The initiative action will help schools to solve the problem of lack of educators. They should also employ security guards to prevent the school from being vandalised and to monitor movement of unauthorised personal on the school premises.

The disciplinary committee should be consistent with the implementation of school rules and disciplinary measures should apply equally to every learner without fear or favour. The code of conduct should be revised from time to time and parents' consent should be ensured.

5.4.1 Recommendations for further research

Due to various limitations encountered during the research project, the researcher recommends that the research be extended to other provinces in the different

areas/communities/schools in the country, because the extent of the problem as well as the guidelines may differ according to different circumstances.

It should also be noted that this study does not encompass every aspect of discipline in schools. It has, however, attempted to respond to some of the major concerns that may be problematic in so far as discipline is concerned. There are, in addition, a number of other areas of discipline which have since been unravelled by this study and further need desperate attention. Further research can be done in the following areas:

- ◆ The effectiveness of indiscipline management programmes
- ◆ Multi-dimensional strategies of improving academic performance
- ◆ The laws of society and their impact on child development from the educationist's point of view
- ◆ The role of parents' intervention in child development through disciplinary measures
- ◆ The extent to which discipline influences learner/educator relationships in achieving the school goals.

5.5 SUMMARY

According to evidence emerging from this study, indiscipline is one of the major problems that are common in many South African schools. It comes in many different forms, but mainly aggression, disruptive, violent behaviour, alcohol and drug abuse, among other factors. The study recommends that more detailed investigations, both quantitative and qualitative, be conducted to gain deeper perceptions into the nature of the problem, its possible causes, and solutions that are likely to be most effective in addressing it. An enhancement of teacher skills in handling disciplinary cases needs to be given consideration and priority by relevant authorities in the present circumstances. Teachers ought to be fully equipped with the necessary skills to deal with indiscipline since they are the ones closely linked to learners; they work with learners on a daily basis and are at the coalface. Research indicates that punishment can be a useful tool if

used correctly and sparingly to bring about the desired results such as high academic performance if positive reinforcement fails.

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APPENDICES

A.THE DISTRICT DIRECTOR (LIBODE DISTRICT)

NO 14 HPBala Street

Mbuqe extension

Mthatha

5100

12/11/2011

THE DISTRICT DIRECTOR (LIBODE DISTRICT)

Sir/ Madam

RE: REQUEST TO CONDUCT A STUDY: SCHOOLS IN LIBODE DISTRICT

Kindly allow me **(Tuta TC)** to conduct a study in your two schools which are Ludeke SSS and Vukile SSS. May you also be informed that the said study will be for pure academic purpose.

TC Tuta

B. THE PRINCIPAL: LUDEKE SSS (LIBODE DISTRICT)

LUDEKE SSS

LIBODE

Mr TC TUTA

Walter Sisulu University

MTHATHA

EASTERN CAPE

Dear Sir

RE: PERMISSION TO CONDUCT STUDY -YOURSELF

Ithe principal of the above named school hereby allow/disallow you to conduct a study in my school.

I hope that you will find this to be in order.

Yours truly

.....

PRINCIPAL

C. REPLY FROM THE DISTRICT DIRECTOR (LIBODE DISTRICT)



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION

K.D. Matanzima Building * Owen Street * MTHATHA * P.O Box 218 * LIBODE * 5160 *
REPUBLIC OF SOUTH AFRICA * Tel: +27 (0)47 5027 459 Fax: 0865393759: Cell
0820666289 * Website: ecprov.gov.za *Office No. 245.
Date: 15-11-2011

Enquiries: A.M MKENTANE :

DISTRICT DIRECTOR

TO : MR TC TUTA

FROM: MR A.M MKENTANE

SUBJECT: RE: PERMISSION TO CONDUCT STUDY

In response to your letter dated 12/01/2011, I hereby grant you permission to conduct the study in the schools you listed in your letter of request. This office hopes that the findings of your study will be of benefit to the District at large.

I wish you a good luck in your envisaged study.

Yours in Education

.....

A.M MKENTANE (DISTRICT DIRECTOR)

D. QUESTIONNAIRE FOR EDUCATORS IN (LIBODE DISTRICT)

WALTER SISULU UNIVERSITY

DEPARTMENT OF EDUCATION (MASTERS RESEARCH THESIS)

IMPORTANT INFORMATION TO RESPONDENTS

- 1. Taking part in this research is voluntarily and not limited to any conditions***
- 2. All respondents should not provide any personal information in relation to their identity.***
- 3. Your responses will be used strictly for research purpose only and the information provided will be completely kept confidential at all costs.***
- 4. Please be honest and objective when answering, in order for this study to be authentic.***
- 5. Always indicate your answers by making a tick in the space next to the statement you consider appropriate.***
- 6. Fill in your views on the space provided for open ended questions***
- 7. Kindly answer all questions contained in this research paper.***

QUESTIONNAIRES AND INTERVIEW FOR EDUCATORS

Personal details

Indicate your preference with a cross (X) on the number that is agreeable to you:

1.1 Age

20 - 30

30 - 40

40 - 50

50 - 60

60 - 65

1.2. Gender

Female

Male

1.3. Academic qualifications/ Professional qualifications

P.T.C

STD

SSTD

B. ED

HONS

Med

Others..... (Specify)

1.4. Experience in years.

0 - 5

5 - 10

10 - 15

15 - 20

20 - 25

25 - 30

30 - 35

35 - 40

40 and Above

QUESTIONNAIRE

1. Are the following indicators applicable or not applicable to learner discipline in public secondary schools? Use the following ranking key in answering.

Ranking Key:

1= Applicable

2= Not Applicable

3= Not sure

4=Average Applicable

5= Excellently Applicable

Items	1	2	3	4	5
1.1. Educators are no more central in learner discipline in Public Senior Secondary Schools.					
1.2. Learners are well disciplined in Public Senior Secondary Schools.					
1.3. Poor learner discipline in schools has negative effects in Grade 12 results.					
1.4. Principals are no more central in learner discipline in Public Senior Secondary Schools.					
1.5. School Governing Bodies are no more central in learner discipline in Public Senior Secondary Schools.					

2. Do you Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D), strongly Disagree (SD) with the following statements regarding the effects of learner discipline in public senior secondary schools?

Items	SA	A	NS	D	SD
2.1. The culture of teaching and learning has collapsed in public senior secondary schools due to learners' bad behaviour					
2.2. Learner discipline results in poor academic performance.					
2.3. Generally educators have a negative attitude towards learners.					
2.4. Learners are involved in anti-social behaviours like aggressive and violent behaviour, drugs and alcohol abuse and disruptive behaviour.					

2.5. Learners do not care about academic performance anymore.					
2.6. The majority of parents do not want their children to be subjected to any form of discipline.					
2.7. Parents are always biased towards their children in matters of disciplinary cases at school.					
2.8. Grade 12 results are not related to the level of learner discipline					
2.9. Educators in public secondary schools do their teaching duties as expected, but the problem lies with learners.					
2.10. Principals in public secondary schools do their management tasks as expected, but the problem lies with the learners.					
2.11 Learners in public secondary schools do their part as expected, but the problem lies with educators.					
2.12. The SGBs in public secondary schools do their work as expected, but the problem lies with learners.					
2.13. Discipline plays a role on learner-performance					
2.14. A school cannot operate successfully without discipline					
2.15. Poor behaviour by learners impacts negatively on their performance					
2.16 Drugs and Alcohol abuse have a negative impact on academic performance.					

INTERVIEW QUESTIONS

1. How often do you experience disciplinary problems in your school?

2. How is poor discipline handled in your school?

3. What do you think are the causes of ill-discipline among learners?

4. What is the policy of your school on learner involvement in discipline?

5. What are the tasks of representative council of learners in discipline?

6. Are you involved in drawing the code of conduct? If yes to what extent?

7. In your opinion, is there any relationship between indiscipline and academic performance?

8. From your point of view, in what ways can lack of discipline impact on learner-performance?

9. In your viewpoint, what must educators do in order to maintain school discipline?

10. If discipline programmes are introduced in your school, who do you think must participate in the programme?



APPENDIX K

WALTER SISULU UNIVERSITY

DIRECTORATE OF POSTGRADUATE STUDIES

MANDATORY CONSENT FORM: ELECTRONIC THESES & DISSERTATIONS (ETD) AND PLAGIARISM REQUIREMENT (For postgraduate research outputs from 2009 September)

TEMPLATE FOR THE STUDENT AND SUPERVISOR CONSENT FOR PUBLICATION OF ELECTRONIC RESEARCH OUTPUT ON INTERNET AND WSU INTRANET

FACULTY:

QUALIFICATION NAME: _____ ABBREVIATION: _____ YEAR: _____

STUDENT'S FULL N _____ STUDENT NUMBER _____

TYPE OF RESEARCH OUTPUT: RESEARCH PAPER/MINI-DISSERTATION/DISSERTATION/THESIS (TICK ONE)

TITLE OF THE RESEARCH OUTPUT:

CONSENT: I HEREBY GIVE MY CONSENT TO WALTER SUSULU UNIVERSITY TO PUBLISH MY RESEARCH OUTPUT FOR THE QUALIFICATION ABOVE ON THE WSU INTRANET AND INTERNET. I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE, THERE IS NO PLAIGARISM IN THE RESEARCH OUTPUT AS SUBMITTED. I HAVE TAKEN REASONABLE CARE TO ENSURE THAT THE RESEARCH OUTPUT MEETS THE QUALITY LEVEL EXPECTED FOR THE PRESENT QUALIFICATION LEVEL BOTH IN TERMS OF CONTENT AND TECHNICAL REQUIREMENTS. I FULLY UNDERSTAND THE CONTENTS OF THIS DECLARATION.

SIGNATURE OF STUDENT

DATE

ENDORSEMENTS BY:

SUPERVISOR:

FULL NAME:

_____ SIGNATURE: _____ DATE: _____

CO-SUPERVISOR(S):

1 FULL NAME:

_____ SIGNATURE: _____ DATE: _____

2 FULL NAME:

_____ SIGNATURE: _____ DATE: _____