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Date:

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Submitted in partial fulfillment of the requirements for the degree of Master of

School in Kwazulu-Natal
An Investigation into the nature of misdemeanours experienced by selected learners at a secondary
express their experience. It is clear that they appreciated the importance of this exploration.

To the interviewees in the selected secondary school for willingly sharing their time and openly

To my domestic helper Joyce Allah. For all the encouragement and assistance rendered.

I did

To my younger brother Tony Cheif for consistently advising and motivating me on my choices.

To Dr. Reshma Sookathat, who has offered me the privilege of being my supervisor and an

inspirer. Their immense support is greatly appreciated.

To my dear husband. Sayed Rashid Rezaee and my loving sons. Rashid Rezaee and

To the Almighty Allah who makes all things possible.

ACKNOWLEDGMENTS
Cheryl who taught me to set the sky as my limit

With sincere gratitude to my brothers, sisters and especially my late parent s Mr and Mrs

DEDICATION
Declaration of Originality

I, Thamsanqa Radebe, declare that this is my own module dissertation entitled "An Investigation into the nature of misdiagnoses experienced by selected learners at a Secondary School in KwaZulu-Natal." I have not relied on, and no work or sources from others have been used or quoted have been indicated and acknowledged by means of complete references.
Appendix I

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The study focuses on the significance of the research findings and attempts to offer educational implications for schools where key components can ultimately take responsibility for their own behavior.

The research proceeded by investigating the role of learning and teaching in schools and how the school's management strategies impacted the climate at the secondary school. The schools the study were conducted through semi-structured interviews. An analysis of all data from these interviews were collected to form the climate of the school.

The climate of learning and teaching in schools is a large body of evidence suggests that in many South African schools the culture of learning and teaching seems to be discriminatory, especially in secondary schools. Significant roles teaching and learning seems to be disconnected. These problems have been identified as long standing issues and have directly influenced the discipline and learning process. The discipline and learning process in the classroom have been affected by the disciplinary issues and more especially various kinds of misbehavior in the classroom.

Executive Summary
unknown to the school management

dated by another letter of the school in June 1999. The murder for the stabbing was

A letter at New Forest High School in Munsie Town was allegedly handed to

summarised as follows:

of violence in Kwazulu-Natal secondary schools, in the first six months of 1999. These are

This reality is further supported by the Sunday Tribune (27 June 1999) that highlighted cases

campaigning that "In our situation kids come in at any time, some with the hands in their pockets

conference on the government's ambitious Curriculum of Learning, Teaching and Services (C.L.T.S.)


being heard and little is being done: Discipline, the ex-minister of education

manage this problem. Schools are experiencing moral, social and drug problems, whose voices are not

overwhelmed by disciplinary problems at schools and they lack the capacity, the funds and the

Teaching and learning appear to be disorganised, especially in secondary schools. Role figures are

The focus of the project suggests that in many Kwazulu-Natal schools, the culture of learning and

1.2 Focus

However it must be clearly understood that the problem experienced by schools and learners is

which previously ran smoothly together with former white schools.

The lack of order and discipline was being experienced mainly in former black schools.

July 1998), where he stated that:

province, ministry of education in Kwazulu-Natal: "I Vincent Zulu, the (Daily News, 31

complain about lack of support from learners by school

Research project to explore the nature of misperceptions committed by pupils at a selected

Schools are not adequately resourced to deal with such learners. As such, it is information about

and how learning environments are disorganised in schools due to the various stresses of

role figures. Teachers in these schools have low morale and feeling from the administration to a safe and orderly atmosphere. Furthermore, teaching and learning in any school can only occasionally take place in an environment in which

1.1 Introduction
2. Aim of the Study

The aim of the study is to investigate the problems faced by students in a secondary school in the district of Phnom Penh. The study aims to explore the influence of the school environment on student performance and the role of the school in shaping student attitudes and behaviors. The study seeks to understand the factors that contribute to student success or failure and to identify strategies for improving educational outcomes.

The study was conducted in a secondary school located in the district of Phnom Penh. The school has a student population of approximately 1,000 students. The study involved the collection of data through interviews with students, teachers, and school administrators. The data was analyzed using qualitative research methods.

The study found that the school environment plays a significant role in shaping student performance. The school's emphasis on discipline and academic achievement has led to a culture of high expectations and竞争激烈的 academic atmosphere. However, the study also highlighted the need for more support and resources for students who are struggling academically.

The study recommends the following interventions for improving student performance:

- Providing additional support services such as counseling and tutoring
- Creating a more inclusive and supportive school culture
- Increasing resources for low-income students

In conclusion, the study underscores the importance of creating a positive school environment that supports student success. The findings of the study have implications for policymakers, educators, and parents who are committed to improving educational outcomes for all students.

Given the above findings, the study recommends the following interventions for improving student performance:

- Providing additional support services such as counseling and tutoring
- Creating a more inclusive and supportive school culture
- Increasing resources for low-income students

In conclusion, the study underscores the importance of creating a positive school environment that supports student success. The findings of the study have implications for policymakers, educators, and parents who are committed to improving educational outcomes for all students.
Schools are also under Fire of the Culture and Chry of the

literature review

There are many factors contributing to the proliferation of misbehavior and discipline problems in schools. These factors can be grouped into four main categories:

1. Lack of effective discipline policies
2. Inadequate teacher training
3. High student-to-teacher ratio
4. Socioeconomic status of students

These factors contribute to the high incidence of misbehavior and discipline problems in schools. Therefore, schools need to develop effective strategies to address these issues. One possible solution is to implement a positive behavior support system, which focuses on reinforcing positive behavior and addressing misbehavior. This approach has been shown to be effective in reducing misbehavior and improving student outcomes. In conclusion, schools must take action to address the root causes of misbehavior and discipline problems. By doing so, they can create a safer and more productive learning environment for all students.
Ed Huinert: The impact of violence on children's learning and development.

1. Immediate effects:
   - Increased stress and anxiety
   - Decreased attention span
   - Difficulty concentrating
   - Behavioral problems

2. Long-term effects:
   - Impaired cognitive development
   - Emotional disturbances
   - Social isolation
   - Substance abuse

3. Risk factors:
   - Poverty
   - Domestic violence
   - Parental absence
   - Peer pressure

4. Protective factors:
   - Strong family support
   - Positive school environment
   - Effective teaching strategies

5. Prevention strategies:
   - Early intervention programs
   - Parental education
   - Peer mediation training
   - School-based counseling services

It is crucial to address the root causes of violence and create a safe and supportive learning environment.
sympathetically and role players need to be worked with on an ongoing basis.

Lord Elton, chairman of the committee of inquiry into discipline in schools, in a research report in England, stresses that:

The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community; it serves. It is the combination of all these factors which gives a school its character and identity. Together, they can produce an orderly and successful school. (DES, 1998: 17).

According to West Burnham, implicit in the vision of schools is the creation of a safe and secure teaching and learning environment. If major educational players are serious in their attempt to restore the culture of teaching and learning, then a precondition for success is an alliance free of tensions. Any forced realignment of learners recommended for expulsion, by the principal and governing body, not only damages the reputation of the school but also nourishes the relationship between the school and the education department. This is reiterated by the Ministry of Education, first White Paper on education and training (1995). It was affirmed that it is now the joint responsibility of all South Africans, to help build a just, equitable and high-quality system for all citizens, with a common culture of disciplined commitment to learning and teaching.

The South African Schools Act No. 84 of 1996, focuses on legislation governing compulsory school education, suspensions and expulsion from schools and states that:

8. (1) Subject to any applicable provincial law, a governing body of a school must adopt a code of conduct for the learners after consultation with the learners, parents and the council of education.

(2) A code of conduct referred to in subsection (1) must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process.

(3) The Minister, after consultation with the Council of Education, Ministers, determination guidelines for the consideration of governing bodies in adopting a code of conduct for learners.

(4) Nothing contained in the Act and any applicable provincial law, the governing body of a particular school may, after a fair hearing, suspend a learner from attending the school (a) for a period not longer than one week (b) pending a decision as to whether the learner is to be expelled from the school by the Head of Department.
Curriculum 2005: The beginning for South African Education. South African Schools Analysis and recommendations on effective educational management and curriculum development. The importance of quality education and training for teachers and learners. There is an urgent need for partnership among educators, parents, and learners to be included in order to avoid educational management, research, and partnerships. Educational management failures in schools and the lack of capacity at the education department.

Partnerships among educators, parents, and learners need to be encouraged in order to address the educational violence and improve educational outcomes. Effective educational management, research, and partnerships are critical for the improvement of education in schools. The importance of quality education and training for teachers and learners is highlighted in the report.

10 (1) No person may administer corporal punishment at a school to a learner.

(2) Any person who administers corporal punishment at a school to a learner.

(3) Any person who administers corporal punishment at a school to a learner.

(4) Any person who administers corporal punishment at a school to a learner.

(5) Any person who administers corporal punishment at a school to a learner.

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(19) Any person who administers corporal punishment at a school to a learner.

(20) Any person who administers corporal punishment at a school to a learner.

(21) Any person who administers corporal punishment at a school to a learner.
The three learners were not sampled by any "opinionated statistical techniques" as in some investigations (Mortimore, 1995). No opinion surveys were sent out in order to identify the three pupils. The sample of three learners was recommended, however, to the researcher by the population of learners who were willing to participate in the study. The researcher was aware of only a few individuals or a single class does not permit generalizations to a larger population. If my criteria for the selection of the three learners are met.

7.2 Criteria for the Selection of the Three Learners

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7.1 Introduction

The theoretical framework is a selected profile of policy statements on Upset Issues of South African schools and discrimination. They were selected as a volume of comment by a colleague, "Dom". The three learners were interviewed and asked questions that were related to the themes of the study. They were also asked about their experiences and knowledge about the issues. The researcher was aware of only a few individuals or a single class does not permit generalizations to a larger population. If my criteria for the selection of the three learners are met.

7.2 Research Methodology

The literature review is a selected profile of policy statements on Upset Issues of South African schools and discrimination. They were selected as a volume of comment by a colleague, "Dom". The three learners were interviewed and asked questions that were related to the themes of the study. They were also asked about their experiences and knowledge about the issues. The researcher was aware of only a few individuals or a single class does not permit generalizations to a larger population. If my criteria for the selection of the three learners are met.

Thus, in trying to find initiatives to manage discipline in South African schools, it is worth considering that there is parallel overseas. The literature available from this source has informed that there is parallel overseas. The literature available from this source has informed that there is parallel overseas. The literature available from this source has informed that there is parallel overseas. The literature available from this source has informed that there is parallel overseas.
A complete list of questions that framed the interview is appended as Appendix A.

To explore and characterize the problem of discipline in the selected secondary school, a complete list of questions that framed the interview is appended as Appendix A.

The framework for the questions asked was primarily based on behavior in a realistic and meaningful environment. Although each interview was structured to be similar in a formal interview, although each interview was structured to be similar in a formal interview, the interviewer was allowed to engage in a deeper discussion rather than the provision of answers, less formal approach allowed the researcher to probe and elicit a fuller response by asking questions.

7.2. The Structure of the Research Instrument

7.3. The Sample

7.4. The Background of the Research School
The school emphasizes on the development of discipline among students. The approach to discipline is based on clear policies, consistent enforcement, and a structured system of rewards and sanctions. The school's disciplinary committee meets regularly to discuss cases and ensure that actions are consistent with the school's code. The school emphasizes the importance of a positive learning environment and the role of the teacher in motivating and supporting students. The school also encourages a cooperative relationship with parents and the community to foster a supportive environment for students.

In this section, a brief case study of each learner is provided in some detail. The case studies are based on real-life examples to illustrate the challenges and successes in implementing the disciplinary policies.

8. Findings

Key role players and individuals are incorporated in the management of discipline and to determine whether the concerns and suggestions of the stakeholders are well addressed. The school's disciplinary committee meets regularly to discuss cases and ensure that actions are consistent with the school's code. The school emphasizes the importance of a positive learning environment and the role of the teacher in motivating and supporting students. The school also encourages a cooperative relationship with parents and the community to foster a supportive environment for students.
Running around the school and generally being noisy

Rough play, fighting, kicking, and shoving

Lack of respect

By party, Romy and Shun are summarised in the following:

The behavioural problems encountered outside the classroom and around the school are related perceived by the three learners.

The above stated behaviour problems are prioritized from the most frequent to the least as:

1. Verbal abuse and arrogance toward educators
2. Absconding from classes
3. Writing on furniture, walls and defacing charts and pin boards
4. Brain dead for the educators' instructions
5. Showing a distrustful and disrespectful manner to educators
6. Being rude and insulting other learners
7. Moving around the class without permission
8. Arriving late for lessons
9. Passing silly remarks
10. Showing off answers
11. Talking out of turn and distracting others

These problems are summarised as follows:

The behavioral problems encountered inside the classroom according to Romy, Barry, and Shun are a result from academic matters. The focus is on the lack of teaching and learning. While the environment outside the classroom is seen severely the focus of teaching and learning whilst the environment outside the classroom is perceived to be

When asked about the specific types of discipline problems which are encountered in and outside the classroom, Barry stated:

- Is that many learners are found in possession of cigarettes. Some isolated learners are taking drugs

- Another noticeable aspect is the frequency of discipline violations in school. For various reasons, another noticeable aspect encountered during the process of teaching and learning a real concern is that learners are

In response to the perception of how serious the problem of learner discipline in the school is at the school
In response to the question on behavioral problems (Question four), Dr. Smith indicated that he was involved in training reading the exam paper for the subject teacher's blog. Learning outside the classroom was expected to improve the student's understanding of the material.

The teacher's response was as follows:

"When asked about the methods that the school had introduced to manage learners with disciplinary problems, Dr. Smith explained that the responses were as follows:

- Experiencing learning difficulties and other behavioral issues.
- Carrying dangerous weapons to school.
- Violent behavior towards teachers and destroying school property.
- Absconding from school.
- Mental health issues.
- Taking medications prescribed by the learner's and teacher's guidelines.
- Taking action against other learners, resulting in bullying.
- Refusing to attend classes or leave out of bounds.
- Refusing to follow lessons.

The behavior patterns listed above are also prioritized from the most frequent to the least as perceived by the learners and teachers from the feedback received from the stakeholders."
null
Research has identified bullying as a cause of many psychological problems for learners. The psychological trauma that bullying can cause is significant and can affect all aspects of a student's life. Therefore, educational institutions and support systems are crucial in preventing and addressing bullying behaviors. The following examples illustrate how bullying can affect not only the learners who are bullied but also their peers, teachers, and the broader school community.

1. **Interview:**
   - "The interview with Barry revealed that his parents had an extraordinary influence on him. He had been bullied at school, and this experience affected him deeply. Despite this, he was able to overcome his fears and develop resilience."
He also said that when he excelled at soccer, the school teachers did not present him with a medal, "since they did not recognize anything good about him."

"I think," he added, "that the experience has been positive. The teachers are generally nice to me, and I feel that they are trying to help me improve." He also noted that the teachers are proactive in addressing his behavior issues.

In response to the question, "How does the teacher respond to you?" (question 11), he stated: "The teacher responds to me by giving me a couple of behaviors to do. They are much more manipulative and threatening."

He also mentioned that he was away from his friends, who he considers his good friends, and that he was feeling lonely. He added that he was in the classroom for a month and that his teachers were not always available. He also noted that he was feeling bored and that he was studying because he was needed. He added that he was not doing well in school.

In response to the question, "What do you want to be when you grow up?" (question 12), he stated: "I want to be a doctor."

In response to the question, "What do you think about the school?" (question 13), he stated: "I think it's a good school."

In response to the question, "What do you think about the teachers?" (question 14), he stated: "I think they are good teachers."

In response to the question, "How do you feel about school?" (question 15), he stated: "I feel good about school."
Effective good values and discipline at home. They further revealed that there is a serious lack of physical destruction of school property, making it more difficult to educate and discipline students. When interviewed about school and classroom discipline, they mentioned the seriousness of the problem and the need for a solution. When the interviews were asked what specific types of behavior teachers found difficult to handle,

and short tempers because she wanted to attract the boys. The 'boy's laughter' she further noted that the teacher would always tell her that she was right.

and short tempers because she wanted to attract the boys. The 'boy's laughter' she further noted that the teacher would always tell her that she was right.

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and short tempers because she wanted to attract the boys. The 'boy's laughter' she further noted that the teacher would always tell her that she was right.
The perception that it is the responsibility of the school only to promote good discipline is totally

* Responsibility for the Management of Discipline in the School

... steps to be followed when they break the code of conduct of the school. If the exit of educational or make copies aware of the legislation regarding the

Education Act No 84 of 1996,教育部 could receive charges of misconduct or be dismissed from duty if they are found wanting in respect of misusing the human rights of

It was distinguishing to note that interviews are ideally undertaken in this area. This aspect needs

* Knowledge of Current Disciplinary Policies, Practices and Legislation

next section of this study. Other significant issues arising out of the study are interpreted first.

The issues of peer pressure and thus enforce discipline in the findings. These are explored in the

8.2. Significance of Findings

of the study. However, two issues have emerged and deserve more discussion

Findings also needed deep psychological content. Development around which are explored the scope

These findings reemphasize the need for education to

From these findings, we see that education should be conducted for discipline, cooperation, conflict, and engage

When asked what steps the principal, educators, parents and learners can take to improve learners

rules

Based on work, firstly, Britain concerned that peer pressure among causes learners to break school

high divorce rate which was seen single parents bringing up their children and poor parents being

poor educational conditions which resulted in a high rate of unemployment, family violence, drugs and alcohol

emerging from the community arising from poor educational skills. Family violence, drugs and alcohol

conflict in the classroom. Another reason was that there is an increase in disciplinary

problems faced by every educator in the school. They also reemphasize that learners are not fully

personnel security in schools. Another reason offered was that discipline is not necessary out
Close examination of Barry's prior academic support indicated that he provided him with material teacher's bag by gaining entry to the classroom through the window.

Examining the importance of peer pressure... (Emberle, 1969: 185 - 198)

Peer pressure has been blamed for adolescent behavior ranging from choice in clothing to

8.2 Peer Pressure

They are at school or are under the supervision of educators at school

Reasons for the Decline of Discipline in the School

Support for Deviant Learners

Parents' refusal to enforce discipline at home must be regarded as suggested by literature.
Trust and Friendship

Trust and friendship are not explicitly mentioned in the text, but the discussion on the importance of positive relationships and cooperation suggests their relevance. The text highlights the significance of mutual respect and understanding, which are key components of both trust and friendship.

According to Jackson (1999), a common definition for the word "trust" is having confidence in another person by respect or affection.

8.2.2. Trust and Friendship

Trust and friendship are essential for maintaining positive relationships. According to Brown (1999), trust is built through consistent actions and genuine interactions.

Reciprocity and Fairness

In Emerson's (1999) view, fairness is a cornerstone of ethical behavior. He emphasizes the importance of treating others with respect and fairness, which is fundamental to building strong relationships.

In conclusion, fostering trust and friendship is crucial for personal and professional success. By valuing cooperation and mutual respect, individuals can create long-lasting connections that benefit everyone involved.
create a purposeful learning environment by their skill, management styles and create a system
fundamental aspect of the daily lives of the education and the successful educators are those who
while closer to explaining the nature of misbehavior. The following good discipline is a
is not to present a single formula for success, but rather to open the means of bringing schools a
The outcome of this investigation s the presentation of a new recommendation that of

...he deep psychological interpretations of this discussion lies beyond the scope of this study.

% Recommendations

9. Recommendations

A brief overview of the small scale study which was conducted in a selected public school in the

8.2.5 Strategies That Are Employed by the School to Manage Learner Discipline in the

supervised, especially during recess

in-between periods, and disciplining from school, seem to suggest that learners are Grossly under

some of these offences committed by learners. The smoking in the toilets during the breaks and

disracial or educational institutions.

other learners' minor transgressions by learners to educators, vandalizing, scribbling, or less and

more important. This was considered serious and dealt with accordingly. The consequences reported were

together with a few cases of misbehavior of a more serious nature. Other offences reported were

doing the floor. While outside the classroom, it was one of general knowledge

insufficient the evidence reflecting the specific types of misbehavior encountered inside and

8.2.4 Specific Types of Misbehavior Encountered in and Outside the Classroom

have made some concerted effort to make a positive change.

important to note that the situation is not altogether uncontrollable as each of the interventions

8.2.3 Perception of the Seriouness of the Problem of Discipline in the School

meet each other, a little bit more than half way (Jackson, 1999)
9.3 Parental Involvement

Counts (Penina, 1999: 82)

The understanding of the role of the family in the child's education is important. The family plays a crucial role in shaping the child's behavior. Parents should be encouraged to participate in their child's education by attending parent-teacher meetings, being involved in their child's learning, and communicating with teachers regularly.

9.2 Understanding Learner's Behavior

It is important for educators to understand the behavior of learners to create a positive learning environment. By recognizing and addressing the needs of learners, educators can create a supportive and inclusive classroom environment. Teachers must observe and record learners' behavior and provide feedback to help learners improve their behavior.

9.1 Teacher Training

Teacher training programs can be designed to provide educators with the skills and knowledge they need to effectively manage the behavior of learners. The training should include strategies for managing behavior, understanding the reasons behind learners' behavior, and implementing effective teaching methods. Teachers should be equipped with the tools and resources they need to support learners and create a positive learning environment.
The central point of disruption in schools could be significantly reduced by helping teachers to become effective classroom managers. In the regular, in-service training is crucial. All teacher education efforts should focus on preparing teachers to manage time effectively. This includes creating a balance between academic and social needs and managing the classroom effectively.

Formal and informal curriculum should reinforce one another. The programs, courses, and activities in schools should be integrated with the values represented in the school's culture. Schools should model the values they want to teach.

9.5 Educator Involvement

In school

Reports to parents through regular feedback on their child’s progress, discipline, and educational performance should be given. Responsibility should be shared for students’ growth and success. Parent teacher conferences should be encouraged. The relationship of teachers should be strong. Teachers should encourage that each student is a unique person who is to be loved, respected, and nurtured.

When parents are unhappy, the natural consequence is often obligation. When parents are unhappy, the natural consequence is often obligation. When parents are unhappy, the natural consequence is often obligation. When parents are unhappy, the natural consequence is often obligation.

4.9 Schools Involved (Code of Conduct)

Improving child behavior on parents for damage or injury done by their children in schools.
10. Conclusion

I t s c e n t r a l need to create an educational environment conducive to effective teaching and learning. VDH

If schools are to serve the function of preparing and developing the potential of learners to live

The recommendation made are no means exhaustive. Any successful management of discipline in schools must be seen as an intricate and challenging process. Therefore, there is no easy and quick fix. However, effective strategies can be implemented to enhance discipline in schools.

Educators should learn and be fully aware of the constitutional rights of learners. Failure to do so may lead to legal consequences.

Governments, Organisations, and the community should work together to address the issue of discipline in schools. This would involve the implementation of policies and regulations that support effective teaching and learning.

9.6. Psychological Services

The school whose discipline is considered by many to be better than others is the one where discipline is enforced consistently and fairly. Teachers and students of the school are more likely to succeed academically and emotionally. This is evident in schools where discipline policies are well implemented, and there is a clear understanding of the consequences of infractions.

In conclusion, a few of their opinions will have merit. Although many suggestions are made in the literature, it is important to ensure that the opinions are viable and can be implemented effectively in schools. The suggestions should be practical and feasible, and not just theoretical. The views of educators, parents, and learners must be given equal opportunity to be heard.
doubt, any successful management of discipline initiative in schools must be seen as learners eventually managing their own behaviour without authority figures. But, undeniably, the management of discipline in schools is a complex issue as revealed in this small scale study.

The evidence has highlighted the real concerns of key constituencies that South African schools and classrooms are increasingly becoming battlegrounds. Learners feel that they are left to their own devices in managing discipline and these daily demands are a potential source of stress. They contend that parents are failing to be socially responsible by allowing and tolerating unacceptable standards to behaviour at home.

Managers need to emphasise the expectations of high quality classroom activities from educators and learners. This can be achieved by providing the necessary support structures to inspire all to aspire to new levels of performance. This empowerment starts in that it generates ownership, confidence and commitment for any change that takes place. This is reinforced by Freddy’s (1992) who states that the fundamental element for managing discipline problems is about improving the capacity of educators to manage change by altering traditional management arrangements so that the desired change can take place.

In conclusion, if managers of education are seeking a generic solution that eliminates all school disciplinary problems, such a blueprint does not exist. The ongoing struggle is to reduce the instances of discipline to manageable levels and acknowledge the potential that a strategic approach has for the management of discipline in schools.
Republic of South Africa

Preedy, M.

Republic of South Africa

Lingreen, S.

Karodia, C.

Johnson, D.

Jackson, S.D.

Fraenkel, C. And Wallen, J.

Ernst, D.

E.P.U.

Department of Education Science

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Questions posed to interviewees

Appendix I