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THE PERCEPTIONS OF TEACHERS, PUPILS, AND PARENTS REGARDING DISCIPLINE IN NEWLY-INTEGRATED LENASIA SCHOOLS

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A research report submitted to the Faculty of Education, University of the Witwatersrand, in partial fulfilment of the requirements for the degree of Master of Education (Educational Psychology).

Gauteng, 1998.

DEDICATION

This work is dedicated to my mom and late dad
for their love and encouragement during my initial years of study
and for instilling in me a yearning to learn.

ABSTRACT

The primary aim of this study was to assess teachers', pupils' and parents' perceptions of discipline at newly integrated Lenasia schools. In addition, the study aimed to examine discipline techniques being implemented in the classroom and to determine the effectiveness of these. Finally, the study aimed to explore alternative techniques that may be used in order to manage discipline problems in the classroom.

The opinions of 106 teachers, 179 pupils and 152 parents were obtained via a specially designed *Questionnaire on Discipline*, which yielded information of a quantitative and a qualitative nature. The results indicated that the majority of all three samples perceived that there is a problem with discipline at Lenasia schools. The subjects attribute the problem to both school and home variables, with the more important school variables being large classes and the absence of effective discipline techniques, and the important home variable being the increasing non-support and non-involvement of parents in educational matters. Teachers appear to be afraid and unsure of newly formed policies, and of disempowerment, while parents seem to be busy aspiring towards the realisation of personal goals. Pupils, on the other hand, are floundering between the uncertainty and impersonal attitudes of teachers, and the busy schedules of working parents.
Other social factors, such as politics, crime, easy accessibility of drugs, influence of the media, single-parent homes, and working mothers are all contributory factors to the increasing levels of misconduct at schools.

With the abolition of corporal punishment teachers appear to be at a loss as to what constitutes effective disciplining techniques. All three sample groups are undecided as to what could effectively replace corporal punishment. However, they all agree that parents should become more involved in the education of their children and that whilst integration is good, individual cultures should be retained and reinforced to give young stern direction.

KEY WORDS: Discipline Misbehaviour Large classes Stress Changing educational policies Parental involvement Corporal punishment

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Finally, I wish to thank my husband, Lloyd, and my two young children, Nikhil and Preeta, for the sacrifices they made and the cheerful manner in which they endured numerous inconveniences during my period of study.

DECLARATION

I hereby declare that this thesis is my own unaided work. It is being submitted for the degree of Master of Education (Educational Psychology) at the University of the Witwatersrand, Gauteng. It has not been previously submitted for any degree or examination at any other university.

Nita Harrisunker

February 1998

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CHAPTER ONE - INTRODUCTION

1.1. What is Discipline?

The topic of classroom discipline has received considerable attention, especially during the past decade. In recent years teachers have become increasingly concerned about the issue of control within the classroom (Jones & Jones,1981). Discipline is a word frequently used by parents, teachers, and administrators, yet there is little common agreement on its meaning. For many it refers to punishment; for others it means classroom management, or what the teacher does to control student behaviour, implying that students are discipline problems when they do not act the way the teacher wants. The key to the management definition is student *behavior* (Curwin & Mendler, 1980). The one common concept in all these definitions is that the blame or responsibility for improvement is put upon the one who is different. Wilson (1971), however, states that, "the word 'discipline' refers always to the kind of order involved in trying to reach appropriate standards or follow appropriate rules for engaging in a valued activity".

Teachers are not alone in their concern about school discipline. In the period between 1969 and 1980, eleven of twelve Gallup polls reported that the general American public view discipline as the most important problem in the schools. Public school superintendents concur with this evaluation (Jones & Jones, 1981). In the classroom situation it is the teacher who sets the tone and who decides what is acceptable behaviour or attitudes and what is not. The student is expected to go along, or is labelled "a discipline problem". Discipline problems, however, do not occur in a vacuum. They are part of a total social system (Curwin & Mendler, 1980). A social system such as ours, which is charged with the current plethora of change generated by recent government policies and legislation, is beginning to have a major impact on education. The recent White Paper, which makes provision for redress of past inequalities in education in South Africa, has been shaped by the interim constitution as well as by political struggles within the state and civil society (Tikly, 1997). This policy document makes allowance for parental and pupil involvement in issues surrounding education. The empowerment of these two groups is hoped to promote democracy within education and enhance team effort. No longer are teachers solely responsible for the education of their learners. Discipline problems represent a power struggle

between students, who have no power in the school system, and adults who do have power. The powerless students rebel against the authoritarian rules. These rules are defined by those who have the power to restrict students' thoughts and behaviour (Allais & McKay, 1996).

In British schools a wide range of discipline policies have been developed, and these involve, to varying extents, the participation of parents, students, teachers and schools as organisations (Hart, Wearing & Conn, 1995).

1.2. Discipline in South African Schools

Seeing that the South African education system has been characterised by a long history of racial discrimination and segregation, it is not surprising that adjustments to the changes would take a while to be made. Transitions of this nature are not always easy to make, especially when they are accompanied by changes in society at large. South Africa, being the focus of international attention, has its fair share of social problems, which are magnified greatly, and which add to the tensions of any classroom experiencing change.

The discipline of pupils at schools is one of the symptoms of the confusion and strain present in the wider population of the country. While unproductive student behavior is frequently a response to factors within the classroom, student behavior is also influenced by variables within larger society (Jones & Jones, 1981). To deal with the problem of discipline we need to assess the purpose of school and its relation to society. Just as the changes in the structure of society influences the school setting, so too, alterations in the school setting - towards the development of the skill of negotiation - may themselves influence other areas of society (Allias & McKay, 1996). When students are not invited to participate cognitively in discussions they become bored and frustrated. This then leads to disruptions as students find it difficult to concentrate when teachers drone on about material without encouraging student involvement. In a classroom where the teacher is doing all the talking and not allowing students to explore and discover for themselves, students are forced into a passive listening role. This is a major cause of classroom problems (Naidoo & Potterton, 1994).

South African education departments are presently busy compiling new teaching methods and techniques to be implemented in the classroom. The new Outcomes Based Education (O.B.E.)

is presently being practiced at schools. This new system of educating was piloted at a few schools in 1997 and many workshops were conducted with educators to prepare them suitably to cope with this new method of teaching. However, most educators are still grappling with the idea. They fear the newness of the method, not having themselves decided if it will be effective or not. Also, this new programme encourages that which educators fear most, that is, student involvement and parent participation. It is geared toward distribution of power among all stakeholders in education, not teachers alone. Not being too au fait with this new concept of O.B.E., teachers, parents and students are in a state of turmoil. Also, parents are apprehensive of becoming involved in education, because once parent participation in schools increases, parents may be held more responsible for the discipline problems of their children.

1.3. Discipline in Lenasia schools

Whilst student behaviour in South African schools has not always been sterling in its character, the present high level of misconduct is worrying. Schools in Lenasia (a suburb in Gauteng) are experiencing relatively high levels of student misconduct. Being previously segregated Indians-only schools, up until recently students attending these schools came from very closed communities whose value systems were intact and protected by the larger family system. The problems of young people were vastly different and family support was readily available. The family remained the basic unit of society and the most important social institution for the care and welfare of children (Ramphal, 1979). Within the extended family the child was raised in the midst of relatives and their children. Children raised under such circumstances became attached to a wider circle of people and absorbed skills, customs, and values through natural observation and imitation rather than through deliberate teaching (Ramphal, 1979). Compared to the influence of teachers and friends, the family is the most potent force in shaping the behaviour of the child, especially in the early school years. " What happens during early years in the family may be a most important determinant of behaviour throughout life. Behaviour tendencies internalised in childhood in the home, may persist psychologically even when the home has been left far behind in time and space" (Singer,1969, cited in Ramphal, 1979).

The family can be a source of economic and emotional sustenance and a bond of continuing affection, encouragement, and, as Christopher Lasch called it, "a haven in a heartless world"

(Rich, 1982). However, today on the one hand a larger percentage of the population is choosing not to marry, more married couples are electing not to have children, and an increasingly enlarging work force is seeking primary satisfaction outside the home. On the other hand, most of those who divorce remarry, and many new family arrangements other than the nuclear family are being tried (Rich, 1982). Amidst all this confusion the child is rebelling as it cannot cope with the rapid changes being experienced within the home environment. Brodbelt (1978, cited in van den Aardweg, 1987) found that most offenders stemmed from single parent homes. Several studies have demonstrated that single-parent families or stepparent families have a critical impact on the development of delinquency. Because of added stress stemming from the lack of economic and psychological support, single mothers are believed to have more negative contacts with their children and less time to monitor and discipline them, to be involved in their schoolwork, and to supervise their social activities (Jenkins, 1995). Children from broken or unhappy homes where normal child-parent relationships are disrupted have been shown to be more likely to engage in antisocial behaviour at school (Furlong, 1985).

Since their arrival in South Africa in 1860 Indians have moved toward the acceptance and adoption of western concepts and modes of living. This phenomenon is largely due to exposure to western education and ideology, urbanisation, increased educational opportunities, and widespread use of the mass media (Ramphal, 1978). When any culture is in a state of evolution, conflict mounts tremendously. Behaviour problems often arise when children come into conflict with the cultural standards of their parents. Such conflicts are likely to occur among Indian South Africans because cultural groupings are not static (Ramphal, 1978). Previously accepted family patterns, for example, the partriarchal family, are no longer the norm among Indian South Africans.

With the ongoing changes in family dynamics within the Indian community it is not surprising that children appear to be in a state of flux. With the increase in independence comes a decrease in family support. Through this lack of attention on their children and the increasing focus on the self, parents are unwittingly promoting more self-centred attitudes within children. This, in turn, is creating a generation of children who cannot, or will not, perceive the consequences of their actions. Increased awareness and greater opportunities have removed most parents from the home base and redirected their focus from the family to ambition and success. Pressure from parents on children to achieve academically is also resulting in stress and frustration within children. Changing value systems and cultural deprivation are sending mixed signals to the Indian youth.

The feeling of belonging, of having firm roots in one's culture, which gave directionality to one's life, are ebbing away, leaving a generation of young people feeling lost. It is not surprising then that these youngsters turn to drugs, petty crime, alcohol, and other such vices for comfort.

Added to the lack of support from the home, the changes in the school environment are also further confusing the youth. The large classes, where children are no longer treated as individuals, the new policies being implemented without consultation with students, the increasing teacher-strikes, new teaching methods, the uncertainty prevalent among teachers, and the lack of consistency in discipline techniques, are all contributing to the chaotic state of the students' minds. All of the above can be glimpsed in the misconduct of students. Other countries are seeing the need for smaller classes. California, for instance, is presently engaged in a drive to cut class size in an attempt to offer more personable, enjoyable teaching (cited in The Times Educational Supplement, February, 1997 p.16).

Countries, such as Britain, in attempting to deal with their discipline problems at schools, are opting for policies of exclusion and Education Bills which protect the rights of schools and teachers. Truancy, absence, drugs, school-dropout rates are a few of the problems affecting British schools. These schools, also see the need for a joint effort in dealing with delinquency among students. David Bell states that, "There has been a growing recognition that the responsibility for securing attendance at school is a partnership involving parents, pupils, schools and LEA services. A recognition of shared responsibilies means that the issue is now being tackled across the education service" (cited in The Times Educational Supplement, February 1997 p.20).

South Africa is not alone in its battle with student misconduct. However, its manner of tackling the problem needs to be formulated through a review of other countries' successes and failures, and a method designed to suit the unusual composition of its various cultures and ethnic groups. 'Borrowing' discipline techniques from other nations will not serve the purpose of rectifying problems that are unique to this country. The one common universal belief, though, which should be at the forefront of any discipline programme initiated in South Africa, is what Diane Hofkins quoted from the Plowden Report, when she said, "At the heart of the educational process lies the child. Discipline can only come from a relationship between teacher and child in which there is mutual respect and affection" (The Times Educational Supplement, January 1997 p.10).

CHAPTER TWO - THE STUDY

2.1. Rationale and Aims

Much exploration into school discipline has been made, both locally and internationally. In fact, studies conducted have mostly been around the lack of discipline at schools. Whilst many educators have focused on the consequences of misbehaviour, more are presently trying to find answers to the main causes of the lack of discipline in the classroom. Researchers, such as van den Aardweg, maintain that the lack of discipline at schools is "destroying the morale of students and teachers and the learning environment" (van den Aardweg, 1987, p.174). The question that plagues most educators is, what is causing this lack of discipline? Rich (1982) very aptly put it when he said that explanations are needed for school violence before solutions can be proposed.

Previous research carried out examined the changes in family demographics that may be related to students' school behaviour. Issues, such as single-parent families, career-orientated parents, and working mothers, played key roles in school discipline. In fact, between 1970 and 1980, the proportion of children living in one-parent families increased from about 11 percent to nearly 19 percent (cited in Sociology of Education, vol.60, 1987, p. 18).

Presently other school-related and home-related factors are also impacting on classroom behaviour. In addition to these factors the wider socio-political climate of the country is also in many ways influencing children's, especially secondary school children's, conduct. The various criminal elements in society, together with the violence portrayed in the media, are also contributory factors. There is a lack of a positive youth image on television. Violence is constantly portrayed and little can be done in the school as long as the public permits and condones the output from the media (van den Aardweg, 1987).

The aim of this study, however, is to investigate to what extent school-related and home-related factors can be associated with the increasing lack of classroom discipline. It further aims to investigate effective alternative forms of disciplining as envisaged by teachers, parents and students.

It is hoped that this study will be used as a guide for further research on discipline issues and effective intervention techniques in the classroom, and that it will provide information which will be of benefit to education departments, schools, and parents.

2.2. Method

2.2.1. Sample

Three schools participated in the study. All three schools had been segregated Indians-only government schools before 1991 (under the apartheid policy of the country), and comprised of students from a mixed socio-economic backgrounds. All of the schools were English-medium, co-educational secondary schools.

Two standard eight classes per school were drawn as the target group. The reason behind selecting standard eight students for the study was that these are adolescents who have already overcome most of the early adjustment problems that teenagers encounter. The average age of this group was 15 years. The standard ten students are not eager to participate in research as it is seen to interfere with their studies, and the standard seven students are often too distracted by the demands of their adolescence phase to be genuinely interested in research. Also, upon informal discussions with teachers, and school-heads, prior to the study, it was recommended that for the above reasons the standard eights be utilised as the target group. The parents of these students made up the parent-sample, and the teacher-sample comprised of the entire teaching staff of each school.

Seventy pupil questionnaires, seventy parent questionnaires, and fifty teacher questionnaires were distributed to each school. This gave a total of two hundred and ten pupil questionnaires, two hundred and ten parent questionnaires, and one hundred and fifty teacher questionnaires. Out of these, one hundred and seventy nine pupil questionnaires, one hundred and fifty two parent questionnaires, and one hundred and six teacher questionnaires were returned.

Briefly, the questionnaires were answered by both males and females whose ages ranged from thirteen to forty-plus. These individuals were mainly English-speaking, although the religious

denominations often differed. The majority of the respondents were of Indian origin and a vast percentage of pupils came from homes where their parents were still married and living together. Each sample's biographical information is summarised in Tables 1, 2, and 3 (see Appendix C, p.63-66).

2.2.2. Measure: Questionnaire on Discipline

The information was obtained by means of the survey method. To obtain the data the "Questionnaire on Discipline" was compiled (See Appendix A, p.35). The first section of the questionnaire requested information which differed slightly in order to be applicable to the relevant sample group. The information from these questions formed the biographical variables. Four open-ended questions were used to obtain in-depth information regarding the participants' perceptions about discipline, and the interventions/suggestions they consider to be effective. These questions were broadly stated and space was provided for participants to express themselves freely. They are referred to in the text as "qualitative questions".

2.2.2.1. The Pilot Study

As it was the first time that a study of the lack of discipline at schools was being undertaken it was necessary to conduct a pilot study (See Appendix A, pp. 35-48) in order to eliminate any problems unforseeable to the researcher. The pilot study was conducted using one secondary school from the Lenasia area. Twenty pupils, their parents and twenty teachers completed the questionnaires.

Thirty-nine questions were of the "closed" type, that is, the respondents were asked to select their answers from a limited number of possible responses. The reply options were: for numbers 2.1 to 2.29 - agree, uncertain, disagree; and for numbers 3.1 to 3.10- effective, uncertain and not effective. A three point scale was used with a score of one being given for the reply "agree", a score of two for "uncertain" and a score of three for "disagree". Adaptations to these items were made on the basis of the findings of the pilot study.

The reliability of the questionnaire was then established by checking the mean split-half reliability coefficient. The following Cronbach's Coefficient Alpha for the three different groups were

achieved: 0.68 (parent group); 0.56 (student group); 0.6 (teacher group). An item analysis, in which each item was intercorrelated with the whole scale, was performed to ensure that all the items reflected the general perception in question. Those items that were highly intercorrelated with the general perception score were regarded as indicative of the underlying perception, and those items that did not correlate highly with the summed scores were deleted. As a result, those items (Q2.1, 2.3, 2.12, 2.13, 2.24, and 2.27) that did not distinguish amongst subjects were removed, and the remaining intercorrelating and discriminating statements were selected for the final study.

2.2.2.2. The Final Study

The *Questionnaire on Discipline* was structured as follows:

Four questions from pupils, five from teachers and nine from parents requested biographical information. The variables thus obtained were: for pupils: gender, age, home language, and number of years in present standard; for teachers: gender, age, home language, teacher training and teaching experience; for parents: gender, age, home language, highest level of education, marital status, occupation, number of school-going children, their ages, and supervision of children.

Thirty-three items were of the "closed" type (forced choice questions), where subjects were asked to respond to statements in terms of a 3-point rating scale ranging from *agree* to *uncertain* to *disagree* for the first twenty-three questions; and *effective* to *uncertain* to *not effective* for the remaining ten questions. Participants scored 1 point when their response reflected agreement, and scored 3 points when they disagreed. Frequencies and percentages were calculated for each item.

Four open-ended, qualitative questions were also included. These requested information regarding participants' perceptions about discipline, its causes, possible intervention strategies, and any additional comments or suggestions.

2.2.3. Procedure

A letter was given to the principals at the relevant schools to obtain their consent to conduct the

research study. The researcher then liaised with the guidance teachers of each of the schools, who administered the questionnaires to the three sample groups (pupil, parent, and teacher groups). The questionnaires were collected by the researcher a week later.

2.3. Experimental Design

The factor structure of the *Questionnaire on Discipline* was analysed in a Principal Component Analysis. Kaiser's criterion, that only factors that have latent roots greater than one should be considered as common factors, was applied, as this method is particularly suitable for principal components designs (Child, 1970). In order to identify the optimum number of factors which could be removed before the intrusion of non-common variance became serious, Cattell's (1966) scree test was applied.

The three groups' views and attitudes to discipline were gauged by an examination of the mean scores of each group.

A series of two-way tables of chi-squared analyses were also performed to compare the three groups (parents; pupils and teachers) and the thirty-three questions on discipline from the two sub-sections of the questionnaire.

Responses to the *Questionnaire on Discipline* were compared across the following criteria:
for the parent group the variables gender, age, language, education and marital status were considered;
for the student group gender, age, language and number of years in standard were considered; and
for the teachers gender, age, language training and teaching experience were considered.

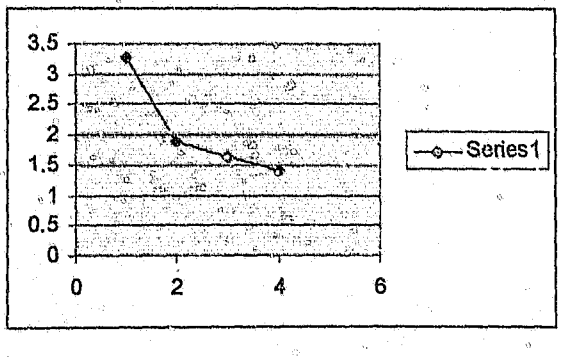
Content analysis was performed on the answers given by the subjects in response to the qualitative questions. Content analysis is a method of studying and analysing communications in a systematic, objective, and quantitative manner (Kerlinger, 1986).

CHAPTER THREE - RESULTS

3.1. Factor Structure

Ten components were retained by Kaiser's rule of eigenvalues greater than or equal to one. Cattell's (1966) scree test was then applied and a graph of latent roots was plotted against the factor number. The shape of the resulting curve was employed to judge the cut-off point (See Figures 1, 2 &3 below).

The scree plot of eigenvalues indicated a two-factor analysis for all three groups, namely, parents, pupils, and teachers. This implies that the data represents a bidimensional set, and therefore, that essentially only two constructs are being measured. These two dominant factors account for 21.09% (teacher group), 22.51% (pupil group) and 26.82% (parent group) of the scores. The items loading highly on these factors (i.e. with loadings greater than 0.26) include all the items for the parent-group, bar items 2.9 and 2.3; all the items for the pupil group, bar items 2.5 and 2.19; and all the items for the teacher group, bar items 2.5, 2.6, 2.18, 2.19, and 2.21. The overall reliability of the *Questionnaire on Discipline,* as measured by Cronbach's Coefficient Alpha, for teachers was 0.5 (Q.2) and 0.68 (Q.3); for pupils was 0,65 (Q. 2) and 0.55 (Q.3); and for parents was 0,8 (Q. 2) and 0.65 (Q. 3).



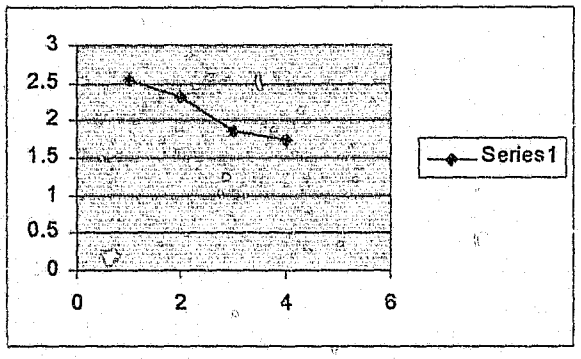


Figure 2: Scree Plot of Eigenvalues > 1 (Teacher Group)

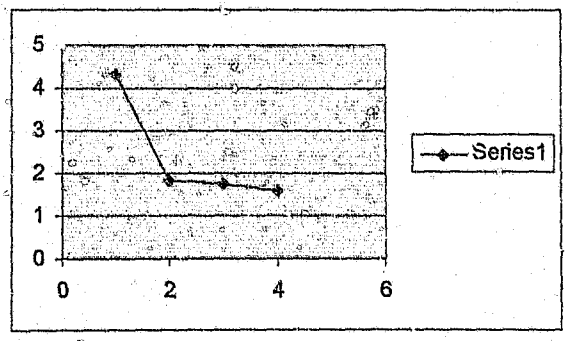


Figure 3: Scree plot of Eigenvalues > 1 (Parent Group)

3.2. Respondents' attitudes to discipline - comparison of mean scores

Questions two and three were scored on a scale from 1 to 3. For Question two, 1 reflected the respondent's agreement with the question; 2 reflected uncertainty; and 3 reflected disagreement. For question three 1 denoted effectiveness; 2 reflected uncertainty; and 3 denoted ineffectiveness. A comparison of the mean scores of the three groups for questions two and three, is presented in the tables below.

TABLE 1 Comparison of Mean Scores

Question Two	Parents	Pupils	Teachers
2.1 schools are experiencing a breakdown in discipline	1.2550	1.4629	1.0943
2.2 disciplining pupils - task of parents, not teachers	1.7740	1.5449	1.9333
2.3 pupils should be part of discipline policy-making	1.3311	1.3161	1.2308
2.4 corporal punishment - reinstated in schools	1.9524	2.4633	1.8585
2.5 teachers should discipline pupils in a calm manner	1.3289	1.1854	1.3019
2.6 teachers should be respectful of pupils at all times	1.3154	1.2528	1.2190
2.7 organised teachers have fewer discipline problems	1.3741	1.6743	1.6038
2.8 if pupils - given challenging work-fewer discipline problems	1.3514	1.5730	1.6038
2.9 children misbehave - classes too large	1.8639	2.2825	1.5755
2.10 most pupils reject authority	1.6622	1.7630	1.9340
2.11 pupils - generally poorly motivated to learn	1.6552	1.7586	1.5714
2.12 pupils misbehave - peer pressure	1.9444	1.9605	1.7429
2.13 pupils - too much freedom nowadays	1.4362	1.9551	1.3491
2.14 violence on TV adversely affects pupil behaviour	1.6111	2.0223	1.5238
2.15 teachers - under too much stress - causes pupil misbehaviour	1.9034	1.9665	2.1415
2.16 changing educ. Policies confusing teachers- causing misbehaviour	1.8069	1.9497	1.9811
2.17 parents spend too little time with children	1.6190	1.8258	1.1981
2.18 breakdown of extended family- causes discipline problems	1.6138	1.6292	1.4857
2.19 parents- talk freely about drugs, alcohol, violence to children	1.1361	1.1006	1.0095
2.20 parents - supervise children's activities	1.2466	1.4749	1.1905
2.21 teachers - consult regularly with individual parents	1.2671	1.5056	1.0857
2.22 wider social problems influencing pupils	1.4247	1.6215	1.2190
2.23 children have easy access to guns and other weapons	1.3836	1.3911	1.1810

Question Three	Parents	Pupils	Teachers
3.1 Sent to detention	1.9048	2.2022	2.0286
3.2 Sent to office	1.6327	1.9205	2.2857
3.3 Take an unfavourable report home	1.8889	1.9944	1.9238
3.4 Sent out of class	2.3403	2.3446	2.5143
3.5 Call parents to school	1.4589	1.6705	1.2667
3.6 Teacher talked to pupil in private	1.7877	1.8125	1.5577
3.7 Sent to guidance counsellor	1.8621	2.0629	1.8952
3.8 Given positive reinforcement	1.6190	1.8466	1.3619
3.9 Made to look foolish in class	2.4122	2.2768	2.6346
3.10 Suspension from school	2.1438	1.9830	1.8000

Parents', pupils' and teachers' perceptions of discipline and effective discipline techniques

The mean score for each statement was established.

The response of all three groups (parents, pupils and teachers) to item 4, which explored the value of corporal punishment, was very positive. It would seem that because of the lack of a suitable alternative, corporal punishment appears to be perceived as being the most effective discipline technique.

Similarly, responses to those items which represent poor pupil motivation and the influence of peers and the media on pupil behaviour (for example, items 11, 12, 13 & 14) were also positive, implying that much of what pupils project is due to extrinsic factors, such as television, friends, and so on.

It is interesting to note that the mean scores for all three groups regarding the changes in education causing uncertainty and stress among teachers (items 15 and 16) were very positive. Thus it would seem that parents, pupils, and teachers do not hold very positive views regarding change, especially in education.

Regarding the effectiveness of discipline techniques the mean scores for items 1, 2, 4, 7, 9, & 10 were very positive. Pupils, teachers and parents do not seem to hold very positive views towards

any form of punishment that dehumanises pupils.

Items 3, 5, 6, & 8 had less positive mean scores implying that pupils, teachers and parents held more positive attitudes towards these discipline techniques and found them to be more effective.

3.3. Views and Approaches to Discipline by Pupils, Teachers and Parents

The percentage of responses to each of the statements on the questionnaire was established in order to give some indication of how much in agreement or disagreement the respondents were regarding the breakdown in discipline at schools, as well as the effectiveness of different discipline techniques. (see Table 4, Appendix D, p.67)

The chi-squared test of association was done on Question Two, "Perception of Discipline", as well as on Question Three, "Perception of Discipline Techniques", to determine the association between the three groups, namely, parents, students, and teachers, and their perceptions of discipline at schools, and of discipline techniques, respectively.

For item 2.1, "Schools are experiencing a breakdown in discipline", there was a significant difference between the responses given by the pupil group and the parent and teacher groups, (Chi-squared (df=4) =28.313, p <0.001), suggesting that while parents and teachers strongly agreed that there is a breakdown in discipline at schools, pupils seemed less certain about this.

Significant differences in the responses between the pupil group and the parent, and teacher groups were obtained regarding item 2.4, (Corporal punishment should be reinstated at schools), with the latter two groups affirming the reinstatement of corporal punishment while the pupil group strongly opposed the notion. (chi-squared (df=4)=40.217, p<0.001)

For item 2.7, " Organised teachers have fewer discipline problems", there was a significant difference between the teacher and parent groups and the pupil group, suggesting that the former two groups agreed that organised teachers have fewer discipline problems, whilst the student group seemed uncertain about this. (Chi-squared (df=4)=27.335, p<0.001)

Significant differences regarding the frequencies of responses among the three groups for item 2.9, "Children misbehave because classes are too large" were obtained. The parent and teacher groups agreed that there was an association between class size and behaviour, while the pupil group disagreed with this perception. (Chi-squared (df=4) =43.466, $p<0.001$)

For item 2.10, "Most pupils reject authority", there was a significant difference in the responses between the teacher and parent groups and the pupil-group, with the former two groups agreeing with the perception and the student group appearing uncertain about it. (Chi-squared (df= 4)=37.070, $p<0.001$)

For item 2.13, "Pupils have too much freedom nowadays", the groups differed significantly in their responses with the teacher and parent groups agreeing strongly that children have too much freedom nowadays, whilst the student group seemed split in their belief, with 46% agreeing, 41% disagreeing with the perception, and 13% being uncertain about their response. (Chi-squared (df=4)=44.923, $p<0.001$)

Significant differences among the frequencies of responses between the three groups on item 2.14, "Violence on television adversely affects pupil behaviour", were obtained. There was strong agreement between the teacher and parent groups with the notion that television has a negative influence on children's behaviour, whilst the student group seemed split in their perception with 40% agreeing, 42% disagreeing, and 18% being uncertain about the perception. (Chi-squared (df= 4)=38.246, $p<0.001$)

For item 2.16, "The changing education policies are causing teachers to become confused and this is impacting on pupils' behaviour", there were significant differences in the responses of all three groups to the perception. The teacher group seemed split in their belief with 37% agreeing, 35% disagreeing and 28% being uncertain; the parent group had 49% agreeing, 30% disagreeing and 21% being uncertain; while the pupil group had 32% agreeing, 27% disagreeing and 41% being uncertain. This suggests that the parent-group seemed more in agreement than the other two groups. (Chi-squared (df= 4)=18.259, $p<0.001$)

For item 2.17, "Parents spend too little time with their children", there were significant

differences in the responses between teacher and parent groups and the pupil group, with the former two groups agreeing strongly with the perception and the pupil group being split with 48% agreeing, 30% disagreeing and 22% being uncertain. (Chi-squared (df=4)=42.137, p<0.001)

Item 2.20, "Parents should supervise their children's activities always", yielded significant differences in responses between the teacher and parent groups and the pupil group (Chi-squared (df = 4)=17.023, p<0.002). The former two groups strongly agreed with the perception, while the pupil group was slightly less so.

The groups differed significantly in their responses to item 2.21, "Teachers should consult more regularly with individual parents in order to enhance their understanding of their pupils" (Chi-squared (df = 4)=30.050, p<0.001). Once again the teacher and parent groups together agreed strongly with the perception, while the pupil group had only 67% in agreement.

Item 2.22, "The wider social problems, such as violence and crime, are influencing pupils negatively", yielded significant differences in responses between the teacher and parent groups and the pupil group, with the latter group not being as strong in its agreement as the former two groups (Chi-squared (df = 4)=29.956, p < 0.001).

The remaining items (2.2, 2.3, 2.5, 2.6, 2.8, 2.11, 2.12, 2.15, 2.18, 2.19, and 2.23) were not statistically significant at the 1% level

Under question 3, for item 3.2, "Sent to office", there was a significant difference in the responses obtained from the three groups. The teacher and student groups did not perceive this to be an effective technique whereas the parent group perceive it as being effective. (Chi-squared (df = 4)=31.839, p<0.001)

Item 3.5, " Call parents to school", yielded significant differences in response between the teacher and parent groups and the pupil group. The latter group did not perceive this technique as being as effective as the former two groups see it. (Chi-squared (df = 4)=19.028, p<0.001)

For item 3.7, "Sent to a guidance counsellor", there was a significant difference in the responses

between the teacher and pupil groups and the parent group. The former two groups were uncertain about the efficacy of this technique, whilst the parent-group seemed more sure of its effectiveness (chi-squared (df = 4)=23.763, p<0.001).

There were significant differences in the responses obtained from the three groups regarding item 3.8, "Given positive reinforcement". While the teacher and parent groups perceived this technique to be effective, the pupil group did not. (Chi-squared (df = 4)=27.935, p<0.001)

The remaining items (3.1, 3.3, 3.4, 3.6, 3.9, and 3.10) were not statistically significant at the 1 % level.

3.4. Comparison of perception of discipline as a function of gender, age, and training of the teacher group; gender, age, education, and marital status of the parent-group; and gender and age of the student-group.

A series of two-way table chi-squared analyses were performed to compare the three groups' responses and the thirty-three questions from the *Questionnaire on Discipline* with regard to the above variables. The following observations could be made from the analyses:

Teacher-Group:

The independent variable 'gender', and 'training' did not yield any significant effects with regard to teachers' perceptions to discipline. Gender, age and training of teachers had no significant influence on their perceptions with regard to effectiveness of different disciplining techniques. However, for items 2.1 (schools are experiencing a breakdown in discipline), 2.7 (organised teachers have fewer discipline problems), 2.8 (if teachers give pupils challenging work, there will be fewer discipline problems), 2.10 (most pupils reject authority), 2.12 (pupils misbehave due to peer pressure), and 2.15 (teachers are under too much stress), there were differences in the responses, depending on the age group the teacher belonged to, with older teachers holding more conservative views.

Parent and Student Groups:

No significant effects were yielded for the independent variables 'gender', 'age', 'education', and

'marital status' main effects for the parent group, and 'gender' and 'age' main effects for the student group.

3.5. Content Analysis

Content Analysis was performed on the answers given by the subjects in response to the qualitative questions.

The results of the content analysis for question 4 are presented in Table 2 below .

Question 4 : Do you believe there is a breakdown in discipline at schools?

TABLE 2

Content Analysis

	TEACHERS	STUDENTS	PARENTS
YES %	94	76	78
NO %	6	24	22

In response to the above question, 76% of the student sample and 78% of the parent sample agreed that there is a problem with discipline at schools. Yet, interestingly, a notable percentage of these two groups (24% and 22% respectively) do not perceive there to be a problem.

Question 5:. Reasons for the lack of Discipline

In response to the qualitative question regarding the reasons for the lack of discipline at schools, the three groups expressed the following concerns:They all perceive large classes as being the primary reason for the breakdown in discipline. They state that through overcrowding many children get 'lost' and that their need for attention leads to their misbehaving. Responses indicated that children, who are 'slow learners', are neglected as teachers tend to focus on brighter children. They maintain that if classes were smaller, then all children would be able to enjoy and benefit from the teacher's attention.

All groups also linked to class size the fact that students are poorly motivated to learn. This, the

student group attributed to the monotony of lessons. Students and parents believe that if lessons were more 'fun' and included novel teaching methods, then perhaps students would feel more motivated to learn.

Another concern that all three groups expressed as contributing to the lack of discipline was peer pressure. The subjects reported that being a part of the 'in' group was of paramount importance to students. This, therefore, leads to drugs, disrespect for authority, truancy, and so forth.

The student group saw a need for consistency with discipline styles and policies among teachers. This also included a need for individual teachers to be more consistent in their discipline technique. Students did not know how a teacher may respond in a situation as there was no consistency. Being uncertain about teachers' reactions cause students to become erratic in their behaviour.

A significant number of students, teachers and parents reported that students enjoy "too much freedom nowadays", both at home and at school. Teachers and parents, especially, believe that students' exposure to "democracy" has contributed to the lack of discipline present at schools. They maintain that students require limitations and boundaries in order for them to feel secure. Allowing students too much freedom has caused them to become unsure, and hence, uncontrollable.

Another concern expressed by parents and teachers is that too many 'experienced' teachers have left the profession, leaving very inexperienced teachers behind. These two groups believe that the teachers who are left do not possess the skills necessary to effectively deal with discipline issues.

These are teachers from the new school of thought who believe that students should be treated with tenderness and that the rights of students need to be acknowledged.

A significant number of teachers indicated that teachers do not have effective discipline techniques necessary to maintain order in schools. They are at a loss since the abolition of corporal punishment as nothing has replaced this 'very effective' way of coping with problems.

Teachers and parents have also indicated that one of the reasons for the lack of discipline at schools is that most parents display very apathetic attitudes towards their children. No

perception is the belief that parents need to become more involved with their children's activities. Teachers have indicated that the lack of parental involvement has a direct association with students' conduct.

Teachers also perceive parents' involvement in their own careers and the pursuit of materialism to have caused students to feel neglected. This, they say, is contributing to the misbehaviour of students.

Question 6: Solutions

In response to the qualitative question regarding solutions to the problem of discipline at schools, a significant number of all three groups indicated that teamwork, involving teachers, students and parents, was the best way to combat this problem. Most of the subjects stated that communication and consultation with all parties concerned was most effective.

Another effective solution, as seen by all three samples, was the reinstatement of corporal punishment at schools. Students stated that teachers needed to become 'more strict' and that with the abolition of corporal punishment, students have nothing to fear. Teachers, on the other hand, indicated that with no other effective disciplining technique to replace corporal punishment, they believe that it was the only effective means of having some control over students. Parents maintain that corporal punishment worked previously, so it has to work now, too.

A significant number of the three samples stated that mutual respect between teachers and students must at all times be maintained as this builds self-esteem. They also indicated that mutual respect, with combined effort towards a common goal, also builds good relations and eradicates misconduct.

All parties emphasised that smaller classes is an instant solution. This, with relevant parental involvement and supervision of children's activities, could help keep students' behaviour in check.

Some teachers indicated that workshops on parenting skills, discipline techniques, effective teaching methods, and classroom management provided by suitably qualified persons, could be

used to help teachers and parents overcome this problem.

A small percentage of parents and teachers stated that the government should become involved by formulating policies on education specific to South Africa, and not copying policies from other countries.

Question 7: Additional Comments

A very small percentage of the three groups completed this question. The few suggestions that were made included that parents and teachers should speak to children openly about important issues, such as, drugs, sex, crime, and violence. It was also suggested that Student Representative Councils (S.R.C's) be utilised to model good behaviour to the larger student population. A few teachers indicated a need to revert to the prefect system.

Some teachers stated that teachers have been disempowered and that students have been empowered by being made aware of their rights. This should be revised so that teachers can feel that they are in control again.

Some students indicated that teachers need to be good role models for students. They should take cognisance of their dress, conduct, manner of speaking, etcetera, so that proper values can be emulated.

A few parents expressed the need for support systems within the family framework, especially as very often both parents work, or where there are single-parent families. The absence of the larger family base appears to be another reason for the neglect children are experiencing.

A final point made by all three groups was that parents should spend more time with their children.

CHAPTER 4 - DISCUSSION

4.1. Interpretation of the Findings

In the present study, a significant link between the aims and the findings can be established. Specifically, as has been hypothesised, it has been shown that certain school-related and home-related factors are associated with the increasing lack of classroom discipline. It has further identified what parents, pupils and teachers consider to be effective discipline techniques. What follows is a more detailed examination of the link between the hypotheses and the current findings.

With the stroke of a pen, corporal punishment was transformed from acceptable classroom practice into a violation of human rights. But, on the ground, educators seem to be struggling to find practical alternatives to disciplining their students - and many still believe that corporal punishment is effective (THE TEACHER, 1997). The reasons educators give to explain their support of corporal punishment are many. Some adhere to the adage "Spare the rod and spoil the child", while others believe in "being cruel to be kind", of inflicting pain, in order to guide the child on the right path.

Just as a taster of how institutionalised this view has been through the years, the following was quoted in a Master's of Education thesis presented to Unisa in 1984: "The educator must accept that the child is born with a tendency to evil, but is capable of great good. Corporal punishment can help the child to learn the right awe and fear that is necessary for the forming of a conscience. It brings him to God."(cited in THE TEACHER, 1997 p.4).

To a very large extent the findings of this research support the above views as many of the subjects feel powerless since no effective alternative way to maintain control and discipline in the classroom has been found. Yet corporal punishment has been banned because of its dehumanising qualities, both to the person inflicting it, as well as the person being punished.
The need for examining sound alternatives to corporal punishment justifies the presence of a

problem in schools. Having established that the discipline at schools is at a crisis level, the only feasible way of managing the problem is to locate the causes and provide solutions at that level.

The current findings, with respect to the lack of parental involvement and the need for family support systems are consistent with other local and international research findings (for example, Ramphal, 1979; Naicker, 1988; Jones & Jones, 1981). This suggests that parents are feeling overwhelmed by the many demands being placed on them. Perhaps the single most dramatic social factor affecting student behavior is the increased isolation and instability of the nuclear family (Jones & Jones, 1981). Having to succeed in a competitive world, pursuing threatened careers, trying to meet the many demands of family life, and so on, are causing parents to compromise in certain areas of their lives. Within the Indian community not having the support of the extended family system that parents of previous generations enjoyed, places heavy demands upon family units. As young families have moved away from their extended families, they have frequently found themselves living in rather impersonal suburbs that lack the sense of continuity, support, and security that often existed in smaller towns where families had lived for many years Jones & Jones, 1981).

The finding of parental involvement and supervision as being vital to the progress students make in school correlates with van den Aardweg's (1987) results. This suggests that the more interest parents pay in their children's activities in and out of school, the better behaved these children are. Although not necessarily greeted with wild enthusiasm by all teachers, the crucial influence of parents upon their children's educational achievements has been widely recognised (Bastiani, 1989). In research carried out by van den Aardweg in mid-1986 among teachers throughout the Republic of South Africa, teachers generally laid the blame for disciplinary problems in the school on the parents who are both out working so have little time or enthusiasm for their children and fail to teach them the basic attributes of respect, manners, values and norms. Children who feel unloved feel worthless and unlovable. They display a perpetual craving for reassurance and gratification that never seems to be satisfied, leading to new frustrations that may be reacted to with anger and violence (van den Aardweg, 1987).

'Poor parental involvement in the school, lack of parental supervision and truancy are all links in the chain which leads a pupil into violence' (Cited in van den Aardweg, 1987, p. 176). It was

during 1989 that it was suggested that one index of a school's effectiveness could be the extent and type of its involvement of parents (Wolfendale, 1992).

The finding that all parties, that is, parents, students, and teachers, should work together at formulating school policies and drawing up codes of conduct is in keeping with research conducted internationally. The ' A. B. Hart Junior High School in Cleveland, Ohio surround their students with programs and activities, which make them want to contribute and to become a part of what is going on'. This is what they say: "We are a family now. We work together, believe in one another and know this can be a good school. It is a whole new world for us." (Cited in 'Handbook for Developing Schools with Good Discipline', 1982 p.25).
Schools that have a common vision and realistic goals which are shared by all stakeholders are more likely to enjoy success and have fewer discipline problems than schools where an autocratic system prevails. Whilst this is true, it may take some time before both parents and teachers begin to accept that pupils, too, need to be a part of decision-making processes.

Many researchers have found that peer pressure is vital in student behaviour. Similar findings in this study confirms this notion. The need to identify strongly with the 'in' group exists within almost all children, especially teenagers.This common character trait has been present in adolescents from the beginning of time. The need to be accepted is so great within the human psyche that man will behave in any way possible merely to be part of a group. Peer groups can become the breeding ground for violence. At the onset of puberty violence is a symbol of masculinity in some cultures. The adolescent is at the time of his striving toward independence and emancipation from adult supervision and control, and if he is frustrated in this natural process he may show his frustration physically. The years 14-18 are the most difficult in adolescent adjustment (van den Aardweg, 1987). Yet the peer group can be used positively. If these groups are channeled in the right direction, much can be achieved through cooperative learning, group work, peer counselling and other such activities.

Another interesting finding was that if teachers presented work in novel and challenging ways then students will be able to focus on what is being taught in class and not be tempted to misbehave. This finding is consistent with Noguera's (1995) results where she questioned

students about what makes a particular teacher "special" and worthy of respect, and they cited three characteristics: firmness, compassion, and an interesting, engaging, and challenging teaching style. The creation of positive, supportive classroom environments characterized by effective teaching skills will go a long way toward reducing behaviour problems (Jones & Jones1981).

The finding that teachers should serve as good role models for students is in keeping with Allais' and McKay's (1996) findings that 'moral lessons are learnt by the way in which students see their teachers dealing with difficulties'. This indicates that just as good behaviour can be modelled to children, so too can a love for learning. Young people need to be led by positive, neatly dressed, optimistic teachers. The considerate and respecting teacher will draw such behaviour from pupils. The violent, aggressive, bitter teacher will be used as a model by pupils, too (McGuiness, 1993).

An interesting finding was how the generation-gap still played an important role in most communities. It was interesting to note how on various issues regarding discipline and the lack of it at schools, parents and teachers appear to form a cluster while pupils remain united in their opinions. Perhaps this implies that the time may now be right to bring together these two groups and find solutions via consultation and collaboration.

4.2 Practical Implications

Children today are growing up in difficult circumstances. Besides the social problems that plague the country, children have to contend with single-parent upbringing, both parents working, peer pressure, external pressures such as drugs, alcohol, sex, unwanted pregnancies, and so on. These demands often result in emotional turmoil, which frequently affects children's ability to comfortably adjust to the academic and social demands of the school experience (Jones & Jones, 1981). The rapid changes in education seem confusing, classes have become larger, and many experienced teachers have left the profession. Parents have very little time to supervise their children's activities and often children go home from school to an empty house. The lack of adult supervision, together with the pressures of performing and achieving, are frustrating students who are seeking the easy way out.

Teachers are also becoming frustrated as they cannot seem to cope with the many demands being placed on them. The larger classes, erratic changes in education, the uncertainty surrounding these changes, the lack of discipline among students, are all contributing towards a sense of failure within teachers. For the first time teachers are expected to share their power with parents and pupils (in secondary schools only). The recent White Paper regarding policy on state schooling in South Africa outlines in detail the roles of parents and secondary school pupils in governing bodies. Governing bodies at all schools would have 'basic powers' with the possibility of further 'negotiated powers' being devolved to schools on the basis of evidence of their ability to manage them. The White Paper includes the following in its menu of responsibilities for governing bodies: determination of the school's objectives; recommendation of staff for appointment; control over admissions and language policy; raising and controlling funds; and maintaining buildings (Tikly, 1997).

As suggested by some of the subjects perhaps workshops on effective teaching skills, classroom management, parenting skills, life skills, issues around sex, violence, drugs, and aids, should be run with teachers, parents, and students respectively. Also, perhaps decisions usually made at departmental level should take into account the realities of the classroom in order for effective implementation. Teachers, parents, and students need to be consulted before any decisions are made. One important issue that needs to be examined and reviewed immediately is that of class size. It is apparent from the findings of this research that large classes is one of the most important factors contributing to student misconduct.

Teacher training programmes also require constant revision. The curriculum should prepare prospective teachers to deal with children who experience learning difficulties. Teachers should not be trained as technicians; teachers should be educated as professionals. Teachers need to be educated in multieclectic approaches for dealing with children in our new, diverse classroom environments (Wolfgang & Glickman, 1980). The teacher should be taught to recognise hyperactive children, children with learning difficulties, and so on, and be able to offer effective intervention in the form of referrals, or individualised programmes for these children. Empathising with these children will help alleviate much of their frustrations which often, if unnoticed, lead to misbehaviour.

The current move towards Inclusive Education, which implies an equal education for all, irrespective of learning ability, is an attempt to eradicate labelling and specialisation. However, while the concept is good, teachers need to be suitably prepared to face the challenges that they will be confronted with. They will have to be equipped with the appropriate skills necessary to cope with the varied learners in their classes. The inability to effectively manage these classes can further compound the decline in discipline at schools.

The question of effective discipline techniques need to be explored fully. Any form of disciplining which dehumanises children will not work. Corporal punishment enhances aggression and violence. Dr. Thomas Gordon states that, " punishment doesn't prevent aggressive behaviour of children, but it actually causes aggressive behaviour" (cited in Naidoo & Potterton, 1994 p. 6). Self-discipline through self-respect and respect for others, as well creating a sense of responsibility within children, is more effective than instilling fear in them.

4.3. Limitations of the Study

Despite the cooperation of the schools and teachers involved in this study, certain drawbacks occurred. One of the limitations of the study was that some students may not have filled out the questionnaires accurately. For many of the responses, especially where the biographical information was required, it was quite apparent that students treated them lightly. Some unrealistic responses were given, and there is some doubt regarding the level of sincerity of the remaining responses.

Conducting the above research for the first time had its own limitations in that there was no existing scale which could have enhanced the reliability and validity of the study.

A further limitation was that with the open-ended questions, many were left blank. As this section would have provided more accurate and pertinent data, its completion could have been highly beneficial to the researcher.

It must also be noted that the administration of the questionnaires was done by the guidance

teacher of each school and the researcher could not be present to answer any queries that the subjects may have had.

Lastly, a broader cross-section of the school population would have lent more credibility to the study. Involving only the standard eight pupils made it difficult to control certain nuisance variables related to adolescence, such as peer pressure, disinterest in the topic, time factor, and so on.

4.4. Implications for further research

Further research can be carried out to investigate the discipline at public and, perhaps, private schools in other suburbs and this can be compared to schools in Lenasia. An in-depth investigation into the causes of misconduct can be done. If similar patterns of behaviour are found, then perhaps common remedies need to be examined.

Research is needed to investigate the possible discipline techniques that can effectively be used in the classroom. Programmes for empowerment of teachers and parents need to be devised to assist them in their relevant situations. Research is thus needed to help devise appropriate, relevant programmes which can be easily conveyed to these groups.

The need for woksh[illegible] with parents, pupils and teachers to help the different groups cope with specific problem areas could be established. These could cover parenting skills, classroom management, vocational guidance, to name but a few. Research is therefore necessary to determine if such needs exist and which areas the different groups consider important.

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APPENDIX A

PILOT QUESTIONNAIRE ON DISCIPLINE - PUPILS

I am presently conducting research for a Master's Degree in Educational Psychology. My area of study is the level of discipline at newly-integrated Lenasia schools. The purpose of this study is to document teachers', pupils' and parents' perceptions regarding this topic. Hopefully, the data gathered from this study will help in determining whether there is a problem in this area, and, if so, the reasons for this.

The information required is for research purposes only.

This questionnaire is ANONYMOUS and you are assured of complete confidentiality.

Discipline refers to the standard and quality of pupils' behaviour in a school environment.
Punishment refers to a penalty imposed upon a person for some fault (e.g. withdrawal of privileges, detention, extra homework).
Corporal punishment refers to any form of punishment directed at the body (e.g. caning, hitting pupil with a ruler).
Verbal punishment refers to any punitive and/or derogatory remark aimed at the pupil (e.g. name calling).

Please mark the appropriate box with an **X.**

1. PERSONAL INFORMATION

1.1. Gender:

Male	Female

1.2. Age: ----------

1.3. Home Language: ----------

1.4. Standard: ----------

1.5. Number of years in present standard: ----------

2. Here is a selection of statements on school discipline. Show your agreement or disagreement by circling the correct number.

1 = Agree

2 = Uncertain

3 = Disagree

1.	Schools should have a policy on discipline	1	2	3
2.	Schools are experiencing a breakdown in discipline	1	2	3
3.	Parents and pupils must be made aware of the school's discipline policy	1	2	3
4.	Disciplining pupils is the task of parents, not teachers	1	2	3
5.	Pupils should be part of the discipline policy-making	1	2	3
6.	Corporal punishment should be reinstated at schools	1	2	3
7.	Teachers should discipline pupils in a calm way	1	2	3
8.	Teachers should be respectful of pupils at all times	1	2	3
9.	Organised teachers have fewer discipline problems	1	2	3
10.	If teachers give pupils interesting and challenging work, there will be fewer discipline problems in class	1	2	3
11.	Children misbehave because classes are too large	1	2	3
12.	All schools should have a qualified guidance counsellor to deal with behavioural problems	1	2	3
13.	Discipline problems should be solved together with pupils in order to teach them to take responsibility for the problem	1	2	3
14.	Most pupils reject authority	1	2	3
15.	Pupils are generally poorly motivated to learn	1	2	3
16.	Pupils misbehave due to peer pressure	1	2	3
17.	Pupils have too much freedom nowadays	1	2	3
18.	Violence on television adversely affects pupil behaviour	1	2	3
19.	Teachers are under too much stress and this indirectly causes pupils to misbehave	1	2	3

20.	The changing education policies are causing teachers to become confused and this is impacting on pupils' behaviour	1	2	3
21.	Parents spend too little time with their children	1	2	3
22.	The breakdown of the extended family is one of the causes of discipline problems among children	1	2	3
23.	Parents should freely discuss issues related to drugs, alcohol, violence, etc. with their children	1	2	3
24.	Parents should know who their children's friends are	1	2	3
25.	Parents should supervise their children's activities, always	1	2	3
26.	Teachers should consult more regularly with individual parents in order to enhance their understanding of their pupils	1	2	3
27.	Peer counselling groups should be set up at schools to provide support for pupils	1	2	3
28.	The wider social problems, such as violence and crime, are influencing pupils negatively	1	2	3
29.	Children have easy access to guns, and other such weapons	1	2	3

3. Below are various classroom discipline techniques you may have experienced. Rate the effectiveness of each approach, even if you may never have experienced it, by circling the appropriate number.

1 = effective

2 = uncertain

3 = not effective

1.	Sent to detention	1	2	3
2.	Sent to office	1	2	3
3.	Take an unfavourable report home	1	2	3

4.	Sent out of class	1	2	3
5.	Call parents to school	1	2	3
6.	Teacher talked to pupil in private	1	2	3
7.	Sent to a guidance counsellor	1	2	3
8.	Given positive reinforcement	1	2	3
9.	Made to look foolish in class by teacher	1	2	3
10.	Suspension from school	1	2	3

4. Do you agree that there is currently a breakdown in discipline at schools?

YES NO

5. If yes, what do you think are the reasons for it?

_____

_____

_____

6. How do you think this problem can be resolved?

_____

_____

_____

7. Any additional comments:_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

PILOT QUESTIONNAIRE ON DISCIPLINE - TEACHERS

I am presently conducting research for a Master's Degree in Educational Psychology. My area of study is the level of discipline at newly-integrated Lenasia schools. The purpose of this study is to document teachers', pupils' and parents' perceptions regarding this topic. Hopefully, the data gathered from this study will help in determining whether there is a problem in this area, and, if so, the reasons for this.

The information required is for research purposes only.

This questionnaire is ANONYMOUS and you are assured of complete confidentiality.

Discipline refers to the standard and quality of pupils' behaviour in a school environment.
Punishment refers to a penalty imposed upon a person for some fault (e.g. withdrawal of privileges, detention, extra homework).
Corporal punishment refers to any form of punishment directed at the body (e.g. caning, hitting pupil with a ruler).
Verbal punishment refers to any punitive and/or derogatory remark aimed at the pupil (e.g. name calling).

Please mark the appropriate box with an **X.**

1. PERSONAL INFORMATION

1.1. Gender:

Male	Female

1.2. Age:

21-25	36-40
26-30	40+
31-35	

1.3. Home Language: ----------

1.4. Teacher Training:

University	College of Education	Other (please specify)

1.5. Number of years of teaching experience:----------

2. Here is a selection of statements on school discipline. Show your agreement or disagreement by circling the correct number.

1 = Agree

2 = Uncertain

3 = Disagree

1.	Schools should have a policy on discipline	1	2	3
2.	Schools are experiencing a breakdown in discipline	1	2	3
3.	Parents and pupils must be made aware of the school's discipline policy	1	2	3
4.	Disciplining pupils is the task of parents, not teachers	1	2	3
5.	Pupils should be part of the discipline policy-making	1	2	3
6.	Corporal punishment should be reinstated at schools	1	2	3
7.	Teachers should discipline pupils in a calm way	1	2	3
8.	Teachers should be respectful of pupils at all times	1	2	3
9.	Organised teachers have fewer discipline problems	1	2	3
10.	If teachers give pupils interesting and challenging work, there will be fewer discipline problems in class	1	2	3
11.	Children misbehave because classes are too large	1	2	3
12.	All schools should have a qualified guidance counsellor to deal with behavioural problems	1	2	3
13.	Discipline problems should be solved together with pupils in order to teach them to take responsibility for the problem	1	2	3
14.	Most pupils reject authority	1	2	3
15.	Pupils are generally poorly motivated to learn	1	2	3
16.	Pupils misbehave due to peer pressure	1	2	3
17.	Pupils have too much freedom nowadays	1	2	3
18.	Violence on television adversely affects pupil behaviour	1	2	3
19.	Teachers are under too much stress and this indirectly causes pupils to misbehave	1	2	3

20.	The changing education policies are causing teachers to become confused and this is impacting on pupils' behaviour	1	2	3
21.	Parents spend too little time with their children	1	2	3
22.	The breakdown of the extended family is one of the causes of discipline problems among children	1	2	3
23.	Parents should freely discuss issues related to drugs, alcohol, violence, etc. with their children	1	2	3
24.	Parents should know who their children's friends are	1	2	3
25.	Parents should supervise their children's activities, always	1	2	3
26.	Teachers should consult more regularly with individual parents in order to enhance their understanding of their pupils	1	2	3
27.	Peer counselling groups should be set up at schools to provide support for pupils	1	2	3
28.	The wider social problems, such as violence and crime, are influencing pupils negatively	1	2	3
29.	Children have easy access to guns, and other such weapons	1	2	3

3. Below are various classroom discipline techniques you may have experienced. Rate the effectiveness of each approach, even if you may never have experienced it, by circling the appropriate number.

1 = effective
2 = uncertain
3 = not effective

1.	Sent to detention	1	2	3
2.	Sent to office	1	2	3
3.	Take an unfavourable report home	1	2	3

4.	Sent out of class	1	2	3
5.	Call parents to school	1	2	3
6.	Teacher talked to pupil in private	1	2	3
7.	Sent to a guidance counsellor	1	2	3
8.	Given positive reinforcement	1	2	3
9.	Made to look foolish in class by teacher	1	2	3
10.	Suspension from school	1	2	3

4. Do you agree that there is currently a breakdown in discipline at schools?

YES NO

5. If yes, what do you think are the reasons for it?

_____

_____

_____

6. How do you think this problem can be resolved?

_____

_____

_____

7. Any additional comments:_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

PILOT QUESTIONNAIRE ON DISCIPLINE - PARENTS

I am presently conducting research for a Master's Degree in Educational Psychology. My area of study is the level of discipline at newly-integrated Lenasia schools. The purpose of this study is to document teachers', pupils' and parents' perceptions regarding this topic. Hopefully, the data gathered from this study will help in determining whether there is a problem in this area, and, if so, the reasons for this.

The information required is for research purposes only.

This questionnaire is ANONYMOUS and you are assured of complete confidentiality.

Discipline refers to the standard and quality of pupils' behaviour in a school environment.
Punishment refers to a penalty imposed upon a person for some fault (e.g. withdrawal of privileges, detention, extra homework).
Corporal punishment refers to any form of punishment directed at the body (e.g. caning, hitting pupil with a ruler).
Verbal punishment refers to any punitive and/or derogatory remark aimed at the pupil (e.g. name calling).

Please mark the appropriate box with an **X**.

1. PERSONAL INFORMATION

1.1. Gender:

Male	Female

1.2. Age:

26-30	36-40
31-35	40+

1.3. Home Language: ----------

1.4. Highest level of Education:

Matriculation	
Diploma	
Degree	
Other (please specify)	

1.5. Marital Status:

Never Married	
Married	
Divorced	
Separated	
Widowed	

1.6. Occupation:

Husband	
Wife	

1.7. How many school-going children do you have?

_____

1.8. What are their ages?

_____

_____

_____

_____

1.9. Who supervises your child(ren) after school hours?

Parent	
Relative (please specify)	
Domestic Worker	
Other (please specify)	
Unsupervised	

2. Here is a selection of statements on school discipline. Show your agreement or disagreement by circling the correct number.

1 = Agree

2 = Uncertain

3 = Disagree

1.	Schools should have a policy on discipline	1	2	3
2.	Schools are experiencing a breakdown in discipline	1	2	3
3.	Parents and pupils must be made aware of the school's discipline policy	1	2	3
4.	Disciplining pupils is the task of parents, not teachers	1	2	3
5.	Pupils should be part of the discipline policy-making	1	2	3
6.	Corporal punishment should be reinstated at schools	1	2	3
7.	Teachers should discipline pupils in a calm way	1	2	3
8.	Teachers should be respectful of pupils at all times	1	2	3
9.	Organised teachers have fewer discipline problems	1	2	3
10.	If teachers give pupils interesting and challenging work, there will be fewer discipline problems in class	1	2	3
11.	Children misbehave because classes are too large	1	2	3
12.	All schools should have a qualified guidance counsellor to deal with behavioural problems	1	2	3
13.	Discipline problems should be solved together with pupils in order to teach them to take responsibility for the problem	1	2	3
14.	Most pupils reject authority	1	2	3
15.	Pupils are generally poorly motivated to learn	1	2	3
16.	Pupils misbehave due to peer pressure	1	2	3
17.	Pupils have too much freedom nowadays	1	2	3
18.	Violence on television adversely affects pupil behaviour	1	2	3
19.	Teachers are under too much stress and this indirectly causes pupils to misbehave	1	2	3

20.	The changing education policies are causing teachers to become confused and this is impacting on pupils' behaviour	1	2	3
21.	Parents spend too little time with their children	1	2	3
22.	The breakdown of the extended family is one of the causes of discipline problems among children	1	2	3
23.	Parents should freely discuss issues related to drugs, alcohol, violence, etc. with their children	1	2	3
24.	Parents should know who their children's friends are	1	2	3
25.	Parents should supervise their children's activities, always	1	2	3
26.	Teachers should consult more regularly with individual parents in order to enhance their understanding of their pupils	1	2	3
27.	Peer counselling groups should be set up at schools to provide support for pupils	1	2	3
28.	The wider social problems, such as violence and crime, are influencing pupils negatively	1	2	3
29.	Children have easy access to guns, and other such weapons	1	2	3

3. Below are various classroom discipline techniques you may have experienced. Rate the effectiveness of each approach, even if you may never have experienced it, by circling the appropriate number.

1 = effective
2 = uncertain
3 = not effective

1.	Sent to detention	1	2	3
2.	Sent to office	1	2	3
3.	Take an unfavourable report home	1	2	3

4.	Sent out of class	1	2	3
5.	Call parents to school	1	2	3
6.	Teacher talked to pupil in private	1	2	3
7.	Sent to a guidance counsellor	1	2	3
8.	Given positive reinforcement	1	2	3
9.	Made to look foolish in class by teacher	1	2	3
10.	Suspension from school	1	2	3

4. Do you agree that there is currently a breakdown in discipline at schools?

YES NO

5. If yes, what do you think are the reasons for it?

6. How do you think this problem can be resolved?

7. Any additional comments:

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX B

QUESTIONNAIRE ON DISCIPLINE - PUPILS

I am presently conducting research for a Master's Degree in Educational Psychology. My area of study is the level of discipline at newly-integrated Lenasia schools. The purpose of this study is to document teachers', pupils' and parents' perceptions regarding this topic. Hopefully, the data gathered from this study will help in determining whether there is a problem in this area, and, if so, the reasons for this.

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Corporal punishment refers to any form of punishment directed at the body (e.g. caning, hitting pupil with a ruler).
Verbal punishment refers to any punitive and/or derogatory remark aimed at the pupil (e.g. name calling).

Please mark the appropriate box with an **X.**

1. PERSONAL INFORMATION

1.1. Gender:

Male	Female

1.2. Age: ----------

1.3. Home Language: ----------

1.4. Standard: ----------

1.5. Number of years in present standard: ----------

2. Here is a selection of statements on school discipline. Show your agreement or disagreement by circling the correct number.

1 = Agree

2 = Uncertain

3 = Disagree

1.	Schools are experiencing a breakdown in discipline	1	2	3
2.	Disciplining pupils is the task of parents, not teachers	1	2	3
3.	Pupils should be part of the discipline policy-making	1	2	3
4.	Corporal punishment should be reinstated at schools	1	2	3
5.	Teachers should discipline pupils in a calm way	1	2	3
6.	Teachers should be respectful of pupils at all times	1	2	3
7.	Organised teachers have fewer discipline problems	1	2	3
8.	If teachers give pupils interesting and challenging work, there will be fewer discipline problems in class	1	2	3
9.	Children misbehave because classes are too large	1	2	3
10.	Most pupils reject authority	1	2	3
11.	Pupils are generally poorly motivated to learn	1	2	3
12.	Pupils misbehave due to peer pressure	1	2	3
13.	Pupils have too much freedom nowadays	1	2	3
14.	Violence on television adversely affects pupil behaviour	1	2	3
15.	Teachers are under too much stress and this indirectly causes pupils to misbehave	1	2	3
16.	The changing education policies are causing teachers to become confused and this is impacting on pupils' behaviour	1	2	3
17.	Parents spend too little time with their children	1	2	3
18.	The breakdown of the extended family is one of the causes of discipline problems among children	1	2	3
19.	Parents should freely discuss issues related to drugs, alcohol, violence, etc. with their children	1	2	3

20.	Parents should supervise their children's activities, always	1	2	3
21.	Teachers should consult more regularly with individual parents in order to enhance their understanding of their pupils	1	2	3
22.	The wider social problems, such as violence and crime, are influencing pupils negatively	1	2	3
23.	Children have easy access to guns, and other such weapons	1	2	3

3. Below are various classroom discipline techniques you may have experienced. Rate the effectiveness of each approach, even if you may never have experienced it, by circling the appropriate number.

1 = effective
2 = uncertain
3 = not effective

1.	Sent to detention	1	2	3
2.	Sent to office	1	2	3
3.	Take an unfavourable report home	1	2	3
4.	Sent out of class	1	2	3
5.	Call parents to school	1	2	3
6.	Teacher talked to pupil in private	1	2	3
7.	Sent to a guidance counsellor	1	2	3
8.	Given positive reinforcement	1	2	3
9.	Made to look foolish in class by teacher	1	2	3
10.	Suspension from school	1	2	3

4. Do you agree that there is currently a breakdown in discipline at schools?

YES NO

5. If yes, what do you think are the reasons for it?

_____

_____

_____

6. How do you think this problem can be resolved?

_____

_____

_____

7. Any additional comments:_____

_____

_____

_____

_____

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

QUESTIONNAIRE ON DISCIPLINE - TEACHERS

I am presently conducting research for a Master's Degree in Educational Psychology. My area of study is the level of discipline at newly-integrated Lenasia schools. The purpose of this study is to document teachers', pupils' and parents' perceptions regarding this topic. Hopefully, the data gathered from this study will help in determining whether there is a problem in this area, and, if so, the reasons for this.

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Punishment refers to a penalty imposed upon a person for some fault (e.g. withdrawal of privileges, detention, extra homework).
Corporal punishment refers to any form of punishment directed at the body (e.g. caning, hitting pupil with a ruler).
Verbal punishment refers to any punitive and/or derogatory remark aimed at the pupil (e.g. name calling).

Please mark the appropriate box with an **X**.

1. PERSONAL INFORMATION

1.1. Gender:

Male	Female

1.2. Age:

21-25	36-40
26-30	40+
31-35	

1.3. Home Language: ----------

1.4. Teacher Training:

University	College of Education	Other (please specify)

1.5. Number of years of teaching experience:----------

2. Here is a selection of statements on school discipline. Show your agreement or disagreement by circling the correct number.

1 = Agree

2 = Uncertain

3 = Disagree

1.	Schools are experiencing a breakdown in discipline	1	2	3
2.	Disciplining pupils is the task of parents, not teachers	1	2	3
3.	Pupils should be part of the discipline policy-making	1	2	3
4.	Corporal punishment should be reinstated at schools	1	2	3
5.	Teachers should discipline pupils in a calm way	1	2	3
6.	Teachers should be respectful of pupils at all times	1	2	3
7.	Organised teachers have fewer discipline problems	1	2	3
8.	If teachers give pupils interesting and challenging work, there will be fewer discipline problems in class	1	2	3
9.	Children misbehave because classes are too large	1	2	3
10.	Most pupils reject authority	1	2	3
11.	Pupils are generally poorly motivated to learn	1	2	3
12.	Pupils misbehave due to peer pressure	1	2	3
13.	Pupils have too much freedom nowadays	1	2	3
14.	Violence on television adversely affects pupil behaviour	1	2	3
15.	Teachers are under too much stress and this indirectly causes pupils to misbehave	1	2	3
16.	The changing education policies are causing teachers to become confused and this is impacting on pupils' behaviour	1	2	3
17.	Parents spend too little time with their children	1	2	3
18.	The breakdown of the extended family is one of the causes of discipline problems among children	1	2	3
19.	Parents should freely discuss issues related to drugs, alcohol, violence, etc. with their children	1	2	3

20.	Parents should supervise their children's activities, always	1	2	3
21.	Teachers should consult more regularly with individual parents in order to enhance their understanding of their pupils	1	2	3
22.	The wider social problems, such as violence and crime, are influencing pupils negatively	1	2	3
23.	Children have easy access to guns, and other such weapons	1	2	3

3. Below are various classroom discipline techniques you may have experienced. Rate the effectiveness of each approach, even if you may never have experienced it, by circling the appropriate number.

1 = effective
2 = uncertain
3 = not effective

1.	Sent to detention	1	2	3
2.	Sent to office	1	2	3
3.	Take an unfavourable report home	1	2	3
4.	Sent out of class	1	2	3
5.	Call parents to school	1	2	3
6.	Teacher talked to pupil in private	1	2	3
7.	Sent to a guidance counsellor	1	2	3
8.	Given positive reinforcement	1	2	3
9.	Made to look foolish in class by teacher	1	2	3
10.	Suspension from school	1	2	3

4. Do you agree that there is currently a breakdown in discipline at schools?

YES NO

5. If yes, what do you think are the reasons for it?

6. How do you think this problem can be resolved?

7. Any additional comments:

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE



QUESTIONNAIRE ON DISCIPLINE - PARENTS

I am presently conducting research for a Master's Degree in Educational Psychology. My area of study is the level of discipline at newly-integrated Lenasia schools. The purpose of this study is to document teachers', pupils' and parents' perceptions regarding this topic. Hopefully, the data gathered from this study will help in determining whether there is a problem in this area, and, if so, the reasons for this.

The information required is for research purposes only.

This questionnaire is ANONYMOUS and you are assured of complete confidentiality.

Discipline refers to the standard and quality of pupils' behaviour in a school environment.
Punishment refers to a penalty imposed upon a person for some fault (e.g. withdrawal of privileges, detention, extra homework).
Corporal punishment refers to any form of punishment directed at the body (e.g. caning, hitting pupil with a ruler).
Verbal punishment refers to any punitive and/or derogatory remark aimed at the pupil (e.g. name calling).

Please mark the appropriate box with an **X.**

1. PERSONAL INFORMATION

1.1. Gender:

Male	Female

1.2. Age:

30-35	36-40	40+

1.3. Home Language: ----------

1.4. Highest level of Education:

Matriculation	
Diploma	
Degree	
Other (please specify)	

1.5. Marital Status:

Never Married	
Married	
Divorced	
Separated	
Widowed	

1.6. Occupation:

Husband	
Wife	

1.7. How many school-going children do you have?

1.8. What are their ages?

1.9. Who supervises your child(ren) after school hours?

Parent	
Relative (please specify)	
Domestic Worker	
Other (please specify)	
Unsupervised	

2. Here is a selection of statements on school discipline. Show your agreement or disagreement by circling the correct number.

1 = Agree

2 = Uncertain

3 = Disagree

1.	Schools are experiencing a breakdown in discipline	1	2	3
2.	Disciplining pupils is the task of parents, not teachers	1	2	3
3.	Pupils should be part of the discipline policy-making	1	2	3
4.	Corporal punishment should be reinstated at schools	1	2	3
5.	Teachers should discipline pupils in a calm way	1	2	3
6.	Teachers should be respectful of pupils at all times	1	2	3
7.	Organised teachers have fewer discipline problems	1	2	3
8.	If teachers give pupils interesting and challenging work, there will be fewer discipline problems in class	1	2	3
9.	Children misbehave because classes are too large	1	2	3
10.	Most pupils reject authority	1	2	3
11.	Pupils are generally poorly motivated to learn	1	2	3
12.	Pupils misbehave due to peer pressure	1	2	3
13.	Pupils have too much freedom nowadays	1	2	3
14.	Violence on television adversely affects pupil behaviour	1	2	3
15.	Teachers are under too much stress and this indirectly causes pupils to misbehave	1	2	3
16.	The changing education policies are causing teachers to become confused and this is impacting on pupils' behaviour	1	2	3
17.	Parents spend too little time with their children	1	2	3
18.	The breakdown of the extended family is one of the causes of discipline problems among children	1	2	3
19.	Parents should freely discuss issues related to drugs, alcohol, violence, etc. with their children	1	2	3

20.	Parents should supervise their children's activities, always	1	2	3
21.	Teachers should consult more regularly with individual parents in order to enhance their understanding of their pupils	1	2	3
22.	The wider social problems, such as violence and crime, are influencing pupils negatively	1	2	3
23.	Children have easy access to guns, and other such weapons	1	2	3

3. Below are various classroom discipline techniques you may have experienced. Rate the effectiveness of each approach, even if you may never have experienced it, by circling the appropriate number.

1 = effective
2 = uncertain
3 = not effective

1.	Sent to detention	1	2	3
2.	Sent to office	1	2	3
3.	Take an unfavourable report home	1	2	3
4.	Sent out of class	1	2	3
5.	Call parents to school	1	2	3
6.	Teacher talked to pupil in private	1	2	3
7.	Sent to a guidance counsellor	1	2	3
8.	Given positive reinforcement	1	2	3
9.	Made to look foolish in class by teacher	1	2	3
10.	Suspension from school	1	2	3

4. Do you agree that there is currently a breakdown in discipline at schools?

YES NO

5. If yes, what do you think are the reasons for it?

6. How do you think this problem can be resolved?

7. Any additional comments:

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

APPENDIX C

Table 1

Biographical Information on Pupil Sample

	FREQUENCY	PERCENT
GENDER		
Male	87	49.7
Female	88	50.3
AGE		
12-14 years	5	2.7
15-17 years	166	92.8
18-20 years	8	4.5
HOME LANGUAGE		
English	117	65.4
Gujerati	4	2.2
Tamil	1	0.6
Hindi	1	0.6
African languages	57	30.8
NUMBER OF YEARS IN STANDARD		
0-2 years	171	98.2
3-5 years	3	1.8

TABLE 2

Biographical Information of Parent Sample

	FREQUENCY	PERCENT
GENDER		
Male	68	45.6
Female	81	54.4
AGE		
30-35	19	12.5
36-40	50	32.9
40+	83	54.6
HOME LANGUAGE		
English	94	63.5
Gujerati	3	2
Tamil	1	0.7
Hindi	21	14.2
African languages	29	19.8
HIGHEST LEVEL OF EDUCATION		
Below matric	73	48.3
Matric	50	33.1
Diploma	15	9.9
Degree	13	8.6
MARITAL STATUS		
Never married	13	8.6
Married	108	71.5
Divorced	17	11.3
Separated	5	3.3
Widowed	8	5.3

	FREQUENCY	PERCENT
OCCUPATION		
Husband	3	37.5
Wife	5	62.5
NUMBER OF SCHOOL-GOING CHILDREN		
0-1	38	25.5
Two	49	32.9
Three	36	24.2
Four+	26	17.4
SUPERVISION OF CHILDREN		
Parent	103	69.6
Relative	21	14.2
Unsupervised	11	7.4
Other	13	8.8

TABLE 3

Biographical Information on Teacher Sample

	FREQUENCY	PERCENT
GENDER		
Male	39	37.1
Female	66	62.9
AGE		
21-25 years	21	19.8
26-30 years	32	30.2
31-35 years	20	18.9
36-40 years	11	10.4
40+ years	22	20.8
HOME LANGUAGE		
English	83	79.7
Afrikaans	2	1.9
Gujerati	4	3.8
Hindi & Tamil	6	5.8
African languages	9	8.8
TEACHER TRAINING		
University	45	42.5
College of Education	47	44.3
Other	14	13.2
EXPERIENCE		
Less than 5 years	42	42.2
5-10 years	28	23.8
11-15 years	12	11.5
16+ years	23	22.5

APPENDIX D

TABLE 4

Percentage of agreement and disagreement as expressed by respondents to each statement

QUESTION TWO

		AGREE %	UNCERTAIN %	DISAGREE %
Q. 2.1 School are	TEACHERS	94	2	4
experiencing a break-	PARENTS	82	11	8
down in discipline	STUDENTS	68	17	15
Q. 2.2 Disciplining pupils	TEACHERS	45	17	38
task of parents, not	PARENTS	51	20	29
teachers	STUDENTS	66	13	21
Q. 2.3 Pupils should be	TEACHERS	87	4	10
part of the discipline	PARENTS	78	11	11
policy-making	STUDENTS	78	12	10
Q. 2.4 Corporal	TEACHERS	47	20	33
punishment should be	PARENTS	43	18	39
reinstated at schools	STUDENTS	20	14	66
Q. 2.5 Teachers should	TEACHERS	75	19	6
discipline pupils in a	PARENTS	78	11	11
calm manner	STUDENTS	85	11	4
Q. 2.6 Teachers should	TEACHERS	85	8	7
be respectful of pupils at	PARENTS	77	14	9
all times	STUDENTS	80	15	5
Q. 2.7 Organised	TEACHERS	64	11	25
teachers have fewer	PARENTS	71	20	9
discipline problems	STUDENTS	51	31	18

Q. 2.8 If teachers give	TEACHERS	62	15	23
pupils interesting and	PARENTS	76	13	11
challenging work, there will be fewer discipline problems	STUDENTS	61	21	18
Q. 2.9 Children	TEACHERS	62	18	20
misbehave because	PARENTS	48	18	34
classes are too large	STUDENTS	27	19	55
Q. 2.10 Most pupils	TEACHERS	46	14	40
reject authority	PARENTS	51	32	17
	STUDENTS	40	43	17
Q. 2.11 Pupils are	TEACHERS	64	15	21
generally poorly	PARENTS	52	30	18
motivated to learn	STUDENTS	48	29	23
Q. 2.12 Pupils mis-	TEACHERS	52	21	27
behave due to peer	PARENTS	42	21	37
pressure	STUDENTS	36	33	31
Q. 2.13 Pupils have too	TEACHERS	77	12	11
much freedom	PARENTS	74	9	17
nowadays	STUDENTS	45	14	41
Q. 2.14 Violence on	TEACHERS	60	28	12
television adversely	PARENTS	62	14	24
affects pupil behaviour	STUDENTS	40	17	43
Q. 2.15 Teachers are under too much stress	TEACHERS	29	27	43
and this indirectly	PARENTS	39	32	43
causes pupils to misbehave	STUDENTS	31	42	27
Q. 2.16 The changing education policies	TEACHERS	37	28	35

are causing teachers to become confused and	PARENTS	49	21	30
this is impacting on pupils' behaviour	STUDENTS	32	41	27
Q. 2.17 Parents spend	TEACHERS	83	14	3
too little time with their	PARENTS	63	13	24
children	STUDENTS	48	22	30
Q. 2.18 The breakdown of the extended family	TEACHERS	67	18	15
is one of the causes of discipline problems	PARENTS	59	21	20
among children	STUDENTS	53	31	16
Q. 2.19 Parents should freely discuss issues	TEACHERS	99	1	0
related to drugs, alcohol, violence, etc.,	PARENTS	91	5	4
with their children	STUDENTS	94	2	4
Q. 2.20 Parents should	TEACHERS	85	11	4
supervise their	PARENTS	84	8	8
children's activities	STUDENTS	70	12	18
Q. 2.21 Teachers should consult more regularly	TEACHERS	93	5	2
with individual parents in order to enhance	PARENTS	81	12	7
their understanding of their pupils	STUDENTS	67	16	17
Q. 2.22 The wider social problems, such as	TEACHERS	79	20	1
violence and crime, are influencing pupils	PARENTS	71	15	14
negatively	STUDENTS	54	30	16

Q. 2.23 Children have	TEACHERS	83	16	1
easy access to guns, and	PARENTS	74	14	12
other such weapons	STUDENTS	73	15	12

QUESTION THREE

		EFFECTIVE %	UNCERTAIN %	NOT EFFECTIVE
Q. 3.1 Sent to	TEACHERS	41	15	44
detention	PARENTS	48	14	38
	STUDENTS	31	18	51
Q. 3.2 Sent to	TEACHERS	28	16	56
office	PARENTS	60	16	24
	STUDENTS	48	13	40
Q. 3.3 Take an	TEACHERS	43	22	35
unfavourable	PARENTS	47	18	35
report home	STUDENTS	39	23	38
Q. 3.4 Sent	TEACHERS	17	14	69
out of class	PARENTS	26	14	60
	STUDENTS	27	12	61
Q. 3.5 Call	TEACHERS	82	9	9
parents to	PARENTS	73	8	19
school	STUDENTS	60	13	27
Q. 3.6 Teacher	TEACHERS	61	23	16
talked to me	PARENTS	53	15	32
in private	STUDENTS	48	22	30
Q. 3.7 Sent to	TEACHERS	33	44	23
a guidance	PARENTS	48	18	34
counsellor	STUDENTS	31	32	37

Q. 3.8 Given	TEACHERS	76	11	13
positive	PARENTS	60	18	22
reinforcement	STUDENTS	44	27	29
Q. 3.9 Made	TEACHERS	12	13	75
to look foolish	PARENTS	23	13	64
in class	STUDENTS	29	15	56
Q. 3.10	TEACHERS	53	13	34
Suspension	PARENTS	35	16	49
from school	STUDENTS	41	19	40

APPENDIX E

TABLE 5 :

Mean score for each questionnaire item : Pupils

Question Two:

Variable	N	Mean	Std. Dev.	Sum	Minimum	Maximum
2.1	175	1.4629	0.7409	256.0000	1.0000	3.0000
2.2	178	1.5449	0.8170	275.0000	1.0000	3.0000
2.3	174	1.3161	0.6434	229.0000	1.0000	3.0000
2.4	177	2.4633	0.8049	436.0000	1.0000	3.0000
2.5	178	1.1854	0.4806	211.0000	1.0000	3.0000
2.6	178	1.2528	0.5401	223.0000	1.0000	3.0000
2.7	175	1.6743	0.7673	293.0000	1.0000	3.0000
2.8	178	1.5730	0.7795	280.0000	1.0000	3.0000
2.9	177	2.2825	0.8590	404.0000	1.0000	3.0000
2.10	173	1.7630	0.7205	305.0000	1.0000	3.0000
2.11	174	1.7586	0.8113	306.0000	1.0000	3.0000
2.12	177	1.9605	0.8213	347.0000	1.0000	3.0000
2.13	178	1.9551	0.9317	348.0000	1.0000	3.0000
2.14	179	2.0223	0.9116	362.0000	1.0000	3.0000
2.15	179	1.9665	0.7636	352.0000	1.0000	3.0000
2.16	179	1.9497	0.7664	349.0000	1.0000	3.0000
2.17	178	1.8258	0.8688	325.0000	1.0000	3.0000
2.18	178	1.6292	0.7423	290.0000	1.0000	3.0000
2.19	179	1.1006	0.4118	197.0000	1.0000	3.0000
2.20	179	1.4749	0.7812	264.0000	1.0000	3.0000
2.21	178	1.5056	0.7757	268.0000	1.0000	3.0000
2.22	177	1.6215	0.7448	287.0000	1.0000	3.0000
2.23	179	1.3911	0.6976	249.0000	1.0000	3.0000

Question Three:

Variable	N	Mean	Std. Dev.	Sum	Minimum	Maximum
3.1	178	2.2022	0.8853	392.0000	1.0000	3.0000
3.2	176	1.9205	0.9347	338.0000	1.0000	3.0000
3.3	178	1.9944	0.8798	355.0000	1.0000	3.0000
3.4	177	2.3446	0.8725	415.0000	1.0000	3.0000
3.5	176	1.6705	0.8714	294.0000	1.0000	3.0000
3.6	176	1.8125	0.8646	319.0000	1.0000	3.0000
3.7	175	2.0629	0.8246	361.0000	1.0000	3.0000
3.8	176	1.8466	0.8447	325.0000	1.0000	3.0000
3.9	177	2.2768	0.8837	403.0000	1.0000	3.0000
3.10	176	1.9830	0.9038	349.0000	1.0000	3.0000

TABLE 6

Mean score for each questionnaire item : Teachers

Question Two:

Variable	N	Mean	Std. Dev.	Sum	Minimum	Maximum
2.1	106	1.0943	0.4030	116.0000	1.0000	3.0000
2.2	105	1.9333	0.9122	203.0000	1.0000	3.0000
2.3	104	1.2308	0.6111	128.0000	1.0000	3.0000
2.4	106	1.8585	0.8884	197.0000	1.0000	3.0000
2.5	106	1.3019	0.5719	138.0000	1.0000	3.0000
2.6	105	1.2190	0.5544	128.0000	1.0000	3.0000
2.7	106	1.6038	0.8583	170.0000	1.0000	3.0000
2.8	106	1.6038	0.8359	170.0000	1.0000	3.0000
2.9	106	1.5755	0.8041	167.0000	1.0000	3.0000
2.10	106	1.9340	0.9286	205.0000	1.0000	3.0000
2.11	105	1.5714	0.8187	165.0000	1.0000	3.0000

2.12	105	1.7429	0.8552	183.0000	1.0000	3.0000
2.13	106	1.3491	0.6767	143.0000	1.0000	3.0000
2.14	105	1.5238	0.7084	160.0000	1.0000	3.0000
2.15	106	2.1415	0.8445	227.0000	1.0000	3.0000
2.16	106	1.9811	0.8506	210.0000	1.0000	3.0000
2.17	106	1.1981	0.4664	127.0000	1.0000	3.0000
2.18	105	1.4857	0.7483	156.0000	1.0000	3.0000
2.19	105	1.0095	0.0976	106.0000	1.0000	3.0000
2.20	105	1.1905	0.4823	125.0000	1.0000	3.0000
2.21	105	1.0857	0.3429	114.0000	1.0000	3.0000
2.22	105	1.2190	0.4381	128.0000	1.0000	3.0000
2.23	105	1.1810	0.4109	124.0000	1.0000	3.0000

Question Three:

Variable	N	Mean	Std. Dev.	Sum	Minimum	Maximum
3.1	105	2.0286	0.9246	213.0000	1.0000	3.0000
3.2	105	2.2857	0.8739	240.0000	1.0000	3.0000
3.3	105	1.9238	0.8846	202.0000	1.0000	3.0000
3.4	105	2.5143	0.7735	264.0000	1.0000	3.0000
3.5	105	1.2667	0.6087	133.0000	1.0000	3.0000
3.6	104	1.5577	0.7610	162.0000	1.0000	3.0000
3.7	105	1.8952	0.7453	199.0000	1.0000	3.0000
3.8	105	1.3619	0.6951	143.0000	1.0000	3.0000
3.9	104	2.6346	0.6835	274.0000	1.0000	3.0000
3.10	105	1.8000	0.9136	189.0000	1.0000	3.0000

TABLE 7

Mean score for each questionnaire item : Parents

Question Two:

Variable	N	Mean	Std, Dev.	Sum	Minimum	Maximum
2.1	149	1.2550	0.5830	187.0000	1.0000	3.0000
2.2	146	1.7740	0.8692	259.0000	1.0000	3.0000
2.3	148	1.3311	0.6638	197.0000	1.0000	3.0000
2.4	147	1.9524	0.9091	287.0000	1.0000	3.0000
2.5	149	1.3289	0.6621	198.0000	1.0000	3.0000
2.6	149	1.3154	0.6270	196.0000	1.0000	3.0000
2.7	147	1.3741	0.6433	202.0000	1.0000	3.0000
2.8	148	1.3514	0.6687	200.0000	1.0000	3.0000
2.9	147	1.8639	0.8963	274.0000	1.0000	3.0000
2.10	148	1.6622	0.7519	246.0000	1.0000	3.0000
2.11	145	1.6552	0.7672	240.0000	1.0000	3.0000
2.12	144	1.9444	0.8911	280.0000	1.0000	3.0000
2.13	149	1.4362	0.7739	214.0000	1.0000	3.0000
2.14	144	1.6111	0.8455	232.0000	1.0000	3.0000
2.15	145	1.9034	0.8192	276.0000	1.0000	3.0000
2.16	145	1.8069	0.8684	262.0000	1.0000	3.0000
2.17	147	1.6190	0.8547	238.0000	1.0000	3.0000
2.18	145	1.6138	0.8009	234.0000	1.0000	3.0000
2.19	147	1.1361	0.4478	167.0000	1.0000	3.0000
2.20	146	1.2466	0.5938	182.0000	1.0000	3.0000
2.21	146	1.2671	0.5906	185.0000	1.0000	3.0000
2.22	146	1.4247	0.7224	208.0000	1.0000	3.0000
2.23	146	1.3836	0.6974	202.0000	1.0000	3.0000

Question Three:

Variable	N	Mean	Std. Dev.	Sum	Minimum	Maximum
3.1	147	1.9048	0.9241	280.0000	1.0000	3.0000
3.2	147	1.6327	0.8447	240.0000	1.0000	3.0000
3.3	144	1.8889	0.9015	272.0000	1.0000	3.0000
3.4	144	2.3403	0.8623	337.0000	1.0000	3.0000
3.5	146	1.4589	0.7976	213.0000	1.0000	3.0000
3.6	146	1.7877	0.9037	261.0000	1.0000	3.0000
3.7	145	1.8621	0.8946	270.0000	1.0000	3.0000
3.8	147	1.6190	0.8221	238.0000	1.0000	3.0000
3.9	148	2.4122	0.8405	357.0000	1.0000	3.0000
3.10	146	2.1438	0.9096	313.0000	1.0000	3.0000

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