AN INVESTIGATION INTO THE ROLE OF THE SCHOOL GOVERNING BODY IN THE FORMULATION OF A CODE OF CONDUCT FOR LEARNERS WITH SPECIFIC REFERENCE TO SELECTED SCHOOLS IN PORT ELIZABETH

BY

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Declaration

I declare that the treatise is the result of my own work and the sources quoted by means of complete references have been acknowledged. This work has been done under the professional guidance of the NMMU supervisor.

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1. ABSTRACT

South African School Governing Bodies play a crucial role in the governing of schools. One of the key challenges facing the School Governing Bodies is to contribute towards the creation of an atmosphere which is conducive for effective learning and teaching. This, among other ways, could be done by formulating a code of conduct for learners.

The purpose of this study was to find out the role of the School Governing Body in formulating the code of conduct for learners. The subjects of the study were the parent and teacher components of the School Governing Bodies. Data collection for this study included questionnaires which were completed by parents and teachers who are members of the School Governing Bodies. Such data has been used to analyze and interpret the role played by the School Governing Bodies in formulating the code of conduct for learners.

Among others, the study found that some members of the School Governing Bodies were not aware about their respective roles in the formulation of codes of conduct for learners and the policy relating to the code of conduct for learners. However, some School Governing Bodies have adopted the Provincial guidelines on the code of conduct as the code of conduct for their schools.

The study recommends that the members of the School Governing Bodies should be empowered through, among others, continuous training courses relating to their respective roles in school governance.
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Chapter 1

ORIENTATION AND RESEARCH OVERVIEW

1.1 Introduction

South Africa has undergone major socio-economic and political changes. Among the changes in the education sector has been the active participating of parents in the public school matters. One of the areas which received attention when changes were introduced is order and discipline in schools. Prior to the introduction of the South African Schools Act (Act 84 of 1996), corporal punishment was used in schools in order to promote order and discipline. Since the corporal punishment was banned through the South African Schools Act (Act 84 of 1996), parents were provided with the right to elect the school governing body which will formulate a code of conduct for learners. The code of conduct should be about the school's values, ethos and mission as it is about rules and regulations.

It can be inferred that codes of conduct drawn up by school governing bodies must not contradict the values enshrined in the Constitution of the Republic of South Africa and they should meet the unique needs of the school. Though the code of conduct should be a positive document, disciplinary procedures to be followed by the school must be set out in the code of conduct drawn up by School Governing Body to give learners a clear picture of what they should or should not do.

1.2 Background and rationale

Corporal punishment has been applied in South Africa for a long time during the apartheid era. It became entrenched in schools especially in the classrooms during the apartheid years. The apartheid system was based on a non-democratic and authoritarian philosophy. According to Porteus, Vally and Ruth (2001:5), the education system was designed in such a way that it could not give black South Africans
opportunities of developing into critical and responsible citizens. Hence, blacks South Africans were educated to become obedient low-wage workers within the racial capitalist system. Even the white South African children were educated within an authoritarian ethic whereby they were educated to be law-abiding bureaucrats rather than critical thinkers within a democracy.

In 1994 South Africa became a democratic country. Corporal punishment was considered to be violating human rights and human dignity as a result it was abolished. According to the research conducted by Porteus, Vally and Ruth (2001:10) corporal punishment tends to develop aggressive hostility as apposed to self discipline. The South African Schools Act (Act 84 of 1996) provides an educator at the school the right to control and discipline the learner according to the code of conduct. It is further emphasized that the code of conduct must prescribe behaviour that respects the rights of learners enshrined in the Bill of rights in the 1996 Constitution of the Republic of South Africa, such as the right not to be treated or punished in a cruel, inhuman or degrading manner.

Though the code of conduct should be a positive document, it must also cover the area on the infringement of the code of conduct so that parents, educators and learners should be clear on when action will be taken. Botha, Mentz, Roos, van der Westhuizen and van Kerken (2003:79) state that misconduct will occur because human behaviour is inextricably linked to the human being's erring nature. This erring nature will manifests itself in a learner in characteristics such as selfishness and obstinacy. It becomes the duty of the school governing body as a contributor to a learners ‘system of values to oppose such behaviour by formulating a code of conduct for learners. This information serves as a motivation for this study of investigating the role of the school governing body in formulating the code of conduct for learners.
1.3 Problem statement
According to Porteus, Vally and Ruth (2001:1) educators feel that learners are becoming more unruly and less respectful arguing that the lack of discipline among learners makes it impossible to teach effectively. With corporal punishment having been abolished as a means of disciplining the learners, the educators struggle to find alternative methods of disciplining the learners. Following the introduction of the South African Schools Act 1996 (Act 84 of 1996) which has given the School Governing Bodies the right to formulate codes of conduct for learners, the researcher has decided to investigate the role of the School Governing Body in formulating the code of conduct for learners.

1.4 Objectives of the research
- To analyze the role of the School Governing Body in promoting good conduct to the learners.
- To assess the level of awareness of members of the School Governing Body about their respective roles in the formulation of a code of conduct.
- To determine the skills required by the members of the School Governing Body in order to have a meaningful contribution towards the formulation of a code of conduct.
- To highlight the role of the code of conduct for learners in schools.

1.5 Significance of the research
The code of conduct must aim at establishing a disciplined and purposeful environment to facilitate effective education and learning in schools. In order to realize a secure environment, it is essential to have order and discipline. It is in this study's interest to find out what the School Governing Body could do in formulating a code of conduct that offers direction and improvement. Botha, Mentz, Roos, van der Westhuizen and Kerken (2003:80) state that in an orderly environment discipline as the main focus of code of conduct protects a learner against the unruly and undisciplined behaviour of his fellow learner and furthermore it also protects a learner against his own waywardness.
The study will focus on how School Governing Bodies play a role in formulating codes of conduct for learners to secure order in schools. The study will therefore find out what key aspects do the School Governing Body has to focus on in formulating the code of conduct for learners. The study is therefore intending to increase the social knowledge as it will equip School Governing Body members with ways of formulating code of conduct for learners to ensure discipline and order prevail in schools.

1.6 Delimitation of the study
The School Governing Body is faced with the task of bringing order in schools. This has been placed in their shoulders by the South African Schools Act (Act 84 of 1996). There are certain factors that may inhibit their ability to draft the code of conduct for learners such as the level of skills, the knowledge of education policies and training of School Governing Body members to equip them with skills to draft code of conduct for learners.

The research has been conducted on the selected schools in the Port Elizabeth district. The study focused on School Governing Body members as they are tasked with drafting of the code of conduct. The aim is to find out what role is played by School Governing Body in the formulation of the code of conduct for learners.

1.7 Research methodology
1.7.1 Research design
McMillan & Schumacher (2001:31) explain the research design as the plan and structure of the investigation used to obtain evidence to answer the research questions. The design describes the procedures for conducting the study, including when and from whom and under what conditions the data will be obtained. This implies that the design must show how the research is set up, what happens to the subjects and what methods of data collection are used. The purpose of the research design is to provide the most valid, accurate answers possible to research questions.

This study will follow a qualitative design approach because the researcher is going to present facts in a narration of words. The investigator will analyze documents that are
related and relevant to the role of the School Governing Body in schools. It is stipulated in the South African Schools Act (Act 84 of 1996) that the School Governing Body has the right to draft a code of conduct. The use of documents, literature by the researcher will assist in finding some data regarding the role of School Governing Body in drafting the code of conduct for learners.

Further data will be collected from the School Governing Body members with the use of questionnaires. Letters of permission from the District manager, school principals and consent letters from the participants will be written. The data will be collected after letters of permission have been granted. The study will focus on selected schools in Port Elizabeth. Confidentiality will be maintained throughout the research and the participants will be informed about their rights in the carrying out of the research.

1.7.2 Population
Best and Kahn (1993:13) define population as any group of individuals that have one or more characteristics in common that are of interest to the researcher. In this study the target population is all the members of School Governing Bodies in Senior Secondary Schools in Port Elizabeth. The researcher used the parent and teacher components as subjects from which data were collected. The study focussed on School Governing Bodies of selected schools in Port Elizabeth.

1.7.3 Sampling
According to Leedy (1997:211) sampling is defined as the process of choosing from a much larger population, a group about which we wish to make generalized statements so that the selected part will represent the total group. In this study simple random sampling was employed as a way of selecting subjects. Simple random sampling ensures that every individual in the population has an equal opportunity to be chosen.

The sample was selected from a population of selected Senior Secondary Schools' Governing Bodies. The researcher requested the Department of Education to provide a list of all schools in Port Elizabeth. The researcher drew the alphabetical list of all
schools in Port Elizabeth. Out of the list a simple random sampling was conducted to select three schools.

1.7.4 Data collection procedures
Data for this study was obtained from the School Governing Body members of three schools. The permission letters from the District Manager, Principals and consent letters from the participants were requested and received before collecting the data. The instruments used in collecting data were questionnaires. The researcher explained the purpose of the study before conducting the study. The main aim of the study is to analyze the role of School Governing Body in formulating the code of conduct for learners. The researcher built trust with all the participants, ensuring them that their names would not be used and their right to withdraw at any time of the research will be accepted.

1.7.4.1 Questionnaires
In an endeavour to get more data on the role of the School Governing Body in formulating a code of conduct for learners, questionnaires were distributed to the participants. The researcher personally distributed these questionnaires in order to ensure that all participants received them. The questionnaires were collected by the researcher after they have been completed by the respondents.

Questions were simple and direct to the point so that the participants can find it easy to respond to them. The researcher told the respondents that if there was a need for translation researcher he would avail himself to offer some assistance. Questions were categorized in line with the focus of the objectives of the study.

1.7.4.2 Literature study
The researcher will read sources such as books, reports, and documents as well as the use of internet to gain more information on the topic of research. This is aimed at supporting or proving the assumptions of the researcher. The drive behind is to find out what other researchers have found on the role of the School Governing Body in
formulating the code of conduct for learners. McMillan & Schumacher (1993:117) are of the view that reading several sources provides a brief overview of the topic and helps the researcher to define problem in more precise terms. The literature study in chapter two will reveal in detail the key aspects that the School Governing Body has to focus on in formulating the code of conduct for learners. The legal framework around the code of conduct will be examined and the key roles and responsibilities of learners, educators and parents will be discussed. The aim is to bring out the key areas of focus in drafting the code of conduct for learners.

The South African Schools Act of 1996 (Act 84 of 1996) mandates the establishment of School Governing Bodies in all schools in the country in order to ensure that parents, educators, learners, non-teaching staff and community members will actively participate in the governance and management of their schools with a view to providing better teaching and learning environments. The main aim is to harness and guide learners towards non-racial education system based on the principle of equity. According to Van Wyk & lemmer (2009:125) this can be achieved by, among others, developing and implementing a code of conduct for learners and procedures for the suspension and expulsion of learners.

The School Governing Body as set out in the South African Schools Act is given a mandate of drafting a code of conduct for learners. This code of conduct should be a positive document that aims at entrenching good conduct to learners. Schools that have no code of conduct for learners are expected to use guidelines for adopting code of conduct as set out in the South African Schools Act of 1996 (Act 84 of 1996), however schools are different in their contexts therefore the School Governing Body has to draft code of conduct based on the context of the school. It must however, be in line with the Constitution of the Republic of South Africa (Act 108 of 1996) where in chapter two the rights of humans are listed.

The responsibilities of key role players should be highlighted in the code of conduct for learners. These include, among others, the roles and responsibilities of learners,
educators and parents. Van Wyk & Lemmer (2009:124) are of the view that the code of conduct should at the onset develop the vision and mission of the school. The school’s vision statement is a dynamic image of what the school could and should be like, while the mission captures the character and identity of the school as well as the parameters within the school acts. Porteus, Vally & Ruth (2001:98) emphasized that the School Governing Body is responsible to determine the school’s vision and mission in consultation with all stakeholders and to explain and communicate it to the parents and learners.

It is certain that there are skills that the School Governing Body members should acquire in order to play a meaningful role in formulating the code of conduct. Van Wyk & Lemmer (2009:127) identify some of the skills that need to be taken into consideration such as: the knowledge of the school: knowledge of education policies and access to such policies: and knowledge of procedures during meetings and contacts with other organizations. It can be inferred that the School Governing Body can play a crucial role in drafting the code of conduct for learners if they are guided by the principles and values as set out in the Bill of Rights, if they are knowledgeable about education policies and are in close contact with other organizations so as to gain more information on the dynamics of education.

1.8 Definition of concepts

1.8.1 Educator
Any person, who teaches, educates or trains other persons or who provides professional educational services including professional therapy and education psychological services at a school (South African Schools Act 84 of 1996).

1.8.2 School Governing Body
It is the governing structure of the school comprising parents, educators and learners representatives which is authorized by the South African Schools Act (Act 84 of 1996) to manage public school affairs.
1.8.3 Code of conduct
It is the legislative guide from South African Schools Act 84 of 1996 that provides the expected behaviour from the learners.

1.8.4 Corporal punishment
It is any form of inflicting a physical pain to a learner.

1.8.5 Code of professional ethics
It is a legislative guide from South African Council for Educators Act 2000 (Act31 of 2000) that provides the professional expectations from educators.

1.8.6 Serious misconduct
It is a misconduct committed by a learner that may lead to suspension, expulsion or imprisonment.

1.9 Data analysis and findings
Lancaster (2005:57) defines data analysis as the process of turning data into information that in turn can serve to develop concepts, theories, explanations or understanding. The data that will be collected through questionnaires and interviews would be analyzed on the basis of responses provided by the participants. The analysis of the data will enable the researcher to pronounce his findings regarding the role of the School Governing Body in formulating the code of conduct for learners.

1.10. Ethical considerations
The researcher was open and honest with the subjects. This involved a full disclosure of the purpose of the research. Members of the School Governing bodies were told that the aim of the study is to find out the role played by School Governing Body in formulating the code of conduct for learners. Participants were not deceived and the researcher made sure that a high level of confidentiality is maintained. Participants are protected as their names have not been used. The rights of participants such as the
right to discontinue at any time were respected. Letters of permission to the District Manager, Principals and Chairpersons of the School Governing Bodies were requested and received.

1.11. Chapter outline

Chapter one introduces the topic of research on the investigation of the role of School Governing Body in formulating a code of conduct for learners. The rationale behind the study, problem statement, significance of the study and an outline of the research methodology are discussed.

Chapter two elaborates on the literature about the role of the SGB in formulating the code of conduct.

Chapter three focuses on the methodology of the research, explaining how the researcher collected data.

Chapter four focuses on data analysis and findings of the research.

Chapter five focuses on conclusion and recommendations of the study.
Chapter 2

Literature study

2.1 Introduction

The School Governing Bodies, as important stakeholders in the education system, have been given a position of influence in schools since South Africa became a democratic country in 1994. According to Brighthouse and Woods (1999: 153), one of the main tasks of the School Governing Body is to provide a strategic view of where the school is heading and help to decide the school’s strategy for improvement so that its pupils learn most effectively and achieve the highest standards. This, among others, can be realized with the drafting of a code of conduct for learners. The South African Schools Act (Act 84 of 1996) allows the School Governing Body to draft a code of conduct for learners in which learners will be able to know what is expected of them and what will happen to them if they breach the code of conduct. The code of conduct should reflect the roles and responsibilities of the school’s stakeholders such as educators, learners and parents. The drafting of a code of conduct places a serious challenge to the members of the School Governing Body as they have to follow democratic procedures such as consultation and negotiation with educators, learners and parents in order to formulate a code of conduct for learners.

2.2 Factors necessitating a code of conduct for learners

2.2.1 Conduct of learners

The learners are the most important element in the learning process as there would be no learning taking place without the learners in the classroom situation. However, some learners behave in a manner that is unacceptable and hinders the learning process. This implies that learners themselves can be a source of problems in the classroom. There are some learner-related factors that are responsible for a child’s misbehaviour in class. For instance, a learner who is misbehaving in class does that in order to
conform to peer expectations and avoid rejection. Mwamwenda (1996: 311) states that frustrations at home or at school may result in misbehaviour, as may the approval the child receives from his peers for challenging the teacher’s authority. Learners who have been raised in ways which are not compatible with expected behaviour at school may pose some problems in class. For instance, if the child is taught at home manner that men are superior to women, the boy will not accept to be led by a girl in class. Misbehaviour may be caused by the fact that the learner wants the teacher’s attention. As a result, once that is achieved the learner can stop the behaviour.

Santrock (2008: 200) argues that most children have emotional problems during their school years and that such children will show persistent problems that involve relationships, aggression, depression, fears associated with school matters. This indicates that these are extreme cases of misbehaviour in the classroom where a child may be aggressive and out of control. It is these forms of misbehavior acts that can turn the class into turmoil and anarchy.

2.2.2 Teacher’s conduct and interaction with learners
The teacher can add to disciplinary problems in the classroom unintentionally. For instance, if he does not use clear language that is understandable to the learners, the learners might misbehave. Stephens & Crawley (1994: 73) argue that teachers tend to use formal and complex language to make them sound authoritative and imposing. However, this is two-pronged in the sense that it enhances authority in the classroom, but alienates and confuses the learners.

It can be inferred that teachers can give difficult class work, assignments and homework or set unreasonable deadlines for assignments. This will result in learners not doing the work and, when confronted, a form of unacceptable response can be expected. Some teachers can humiliate learners in response to a misbehaviour done by the learner. This, however, escalates the problem as the learner will show no regard for the teacher. Mwamwenda (1996: 314) points out that those teachers should not anticipate respect from the learners if they do not show respect to learners.
2.2.3 Curriculum design

The curriculum design can be the source of disciplinary problems in the classroom. Some learning areas are grouped as academic and others are grouped as general. The current trend is to emphasize Science and Mathematics as the most required subjects for employment. Learners who do not take these subjects are likely to be demotivated and show some disinterest in the classroom, as they see that they have no future in the world of employment.

The introduction of the National Curriculum Statements in 2005 has posed some challenges to teachers and learners. Teachers who were already in the field before the introduction of the National Curriculum Statements are still undergoing some workshops in order to equip themselves with this curriculum. Attending these workshops causes teachers to lose contact with the learners. Learners, on the other hand, are still expecting the teacher to be in control of the subject, yet it should be a learner-centred approach. This, however, creates some confusion in the learning situation. Mwamwenda (1996: 313) says that the curriculum offered could be too difficult for some of the learners who are then likely to misbehave in class or they may choose to be absent.

2.2.4 School rules and regulations

The schools may also be sources of a lack of discipline for various reasons, for instance school rules and regulations may be unnecessarily rigid and strict. If the classes are huge and overloaded it becomes difficult for teachers to maintain control. Undesirable behaviour by learners in such classes can be the result of their being unhappy and unable to concentrate. The South African Schools Act (Act 84 of 1996) Chapter 2 subsection 5 (I) states that a public school must admit learners and serve their educational requirements without unfairly discriminating in any way. The School Management Team admits learners using this clause. As a result, classes are overcrowded which makes it difficult for teachers to maintain discipline.
2.2.5 Learner’s background
There are parents who have treated their children harshly. Some children live in poverty, some are children of divorce and some are single-parented. These circumstances affect learners in and beyond the classroom. Santrock (2008: 76) lists the four main forms of parenting styles: authoritarian, authoritative, neglectful and indulgent parenting. Authoritarian parenting places firm control on their children. Children of authoritarian parents may behave in socially acceptable ways. With neglectful parenting parents are uninvolved in their children’s lives. The children of neglectful parents will tend to have poor self-control. Indulgent parenting involves high involvement of parents with their children, but placing few limits on their behaviour. The result is that these children usually do not learn to control their own behaviour. These misbehaviors, as a result of these types of parenting, will be manifested in the classroom situation.

2.3 Ethos governing the code of conduct
According to the Department of Education (2001:20) the code of conduct for learners should be based on an ethos that is congruent with the South African Constitution, relevant legislation, and the vision and mission of the school. It should therefore: reflect the rights and responsibilities of learners, educators and parents; provide guidelines for conduct and set standards of moral behaviour; promote self-discipline and constructive learning; be based on mutual respect and tolerance; and give learners a clear picture of what they should or should not do, which channels of communication they should use, as well as grievance procedures and due process to follow in the event of misconduct.

2.4 Components of the code of conduct
2.4.1 Introduction and preamble
The Constitution of the Republic of South Africa 1996 (Act 108 of 1996) in Chapter 2 provides, inter alia, that everyone has the right to education. It implies that learners have the right to education in which they will attain effective skills. This right to education cannot be separated from the responsibilities of learners towards their own education and the rights and responsibilities of educators, parents and the school
community. According to Porteus, Vally and Ruth (2001:98) the preamble should direct the code of conduct towards a culture of reconciliation, teaching, learning and mutual respect and the establishment of a culture of tolerance and peace in all schools.

2.4.2 School’s vision
Minnaar and Bekker (2005:120) state that the importance of the vision statement lies in its aesthetic value as an ultimate expression of the rationale for the existence of the organization. This vision must be cascaded down to all stakeholders. Everyone in the school should be sensitized to strive to achieve it. For example, the school vision statement may be to maintain and provide an excellent standard of education. The school's vision is the result of a careful analysis of school needs. Daventer and Kruger (2003: 81) define needs analysis as a process of deciding what you require to enable you to work more effectively. A needs analysis will assist the School Governing Body to determine the present situation in the school. According to Daventer and Kruger (2003:81) the School Governing Body has to examine the key management areas such as learner affairs, staff affairs, administrative affairs, financial affairs, facilities and school community affairs in order to gain insight into the possible weaknesses of the school. This can be used to build on in the future.

2.4.3 Mission statement
Minnaar and Bekker (2005: 121) argue that the mission statement blends the aesthetic world of the organization’s core value and functions, and the reality of deciding what to do and how to do it. The mission statement should be a holistic expression of what the school wishes to achieve and it provides the framework within which school strategies should be developed. For example, it may be stated that the school is committed to: create a safe, caring environment; providing meaningful and challenging education.

2.4.4 Aim of the code of conduct
According to the Department of Education (2001:21) the aim of the code of conduct is to maintain a disciplined and purposeful school environment. Its purpose is to promote positive discipline, self-discipline and exemplary conduct as learners learn by
observation and experience. Porteus, Vally and Ruth (2001:98) argue that the code of conduct must inform the learners of the way in which they should conduct themselves at school in preparation for their conduct and safety in civil society.

2.4.5 The rights of learners
According to the Education Labour Relations Council (1996:35) the code of conduct for learners must contain a set of moral values, norms and principles which the school community should uphold.

2.4.5.1 Democracy
All learners at school have the democratic right to due process and to participate in decision-making about matters affecting them at school. They have a right to have their views heard about these matters.

The Bill of Rights in the Constitution of the Republic of South Africa (Act 108 of 1996) enshrines the rights of all people and affirms the democratic values of human dignity, equality and freedom. The school, as a representative of government, must protect, promote and fulfill the rights identified in the Bill of Rights.

2.4.5.2 Non-discrimination and equality
This is meant to ensure that learners will not be discriminated against by any person. All learners shall receive equal treatment before the law and receive equal protection and benefits according to the law.

2.4.5.3 Privacy, respect and dignity
Learners have right to privacy, respect and human dignity. This implies that learners’ property may not be searched to protect their privacy. However, the South African Schools Act of 1996 (Act 84 of 1996) gives an educator or a Principal the right to search learners if there is reasonable suspicion. It is further emphasized that learners have to be respected and their dignity should be protected.
2.4.5.4 Non-violence, freedom and security
Every learner has the right to not be treated in a cruel, inhuman or degrading manner. Corporal punishment has been abolished. The School Governing Body should set the tone of non-violence when drafting the code of conduct. Educators and learners have to learn the importance of mediation and co-operation to seek and negotiate non-violent solutions to conflict and differences (Porteus, Vally and Ruth 2001:100).

2.4.5.5 Freedom of expression and the right to demonstrate
The freedom of expression includes the right to seek, hear, read and wear. The freedom of expression is extended to forms of outward expression as seen in clothing selection and hairstyles. The learners’ freedom of expression is not absolute as they are not allowed to use vulgar language and insults. The Department of Education (2001: 22) states that learners have to express their opinions politely and responsibly. They, however, have a responsibility to listen to and be tolerant of the opinions of others.

2.5 Responsibilities of learners
School rules are designed to regulate the organization of the school and the relationship between school stakeholders. Learners must be involved in the formulation of school rules and must conform to such rules. Porteus, Vally and Ruth (2001: 101) argue that all rules should be consistent with the overall code of conduct. The code of conduct should be clear, understandable and make provision for fair warning. Each learner should have access to these rules. For example, access to rules can be a way of getting a copy to each learner or rule is posted on a visible place in a class.

Learners must commit themselves to do their schoolwork during classes, complete assigned homework and catch up on work missed because of absence. Should a learner be absent, his or her parents must notify the school to give an explanation. The Department of Education (2001: 22) lists the responsibilities of learners as: To look after learning materials and school property; to be punctual and attend lessons consistently; to proper tuition, regular feedback and properly marked assignments.
2.6 Responsibilities of parents with respect to code of conduct
Vincent (2000: 25) is of the opinion that parental support is taken for granted. Therefore parents have the responsibility of ensuring that the learner supports the school’s policy. Parents must make sure that their children attend school regularly. Their children must follow the rules and the code of the school; they should report to school authorities any matter concerning their children. They have to attend school meetings. Batey (1996: 25) emphasizes that clear communication is the key to keeping things running effectively, because people need to know what is going on and how their effort will contribute to the success of the programmes in which they are involved. Forms of communication can be through newsletters and meetings.

2.7 Principles of behavioural modification
Behaviour is influenced by events and conditions that learners experience, some of which encourage certain behaviours and others of which discourage certain behaviours (Sprick 2006: 6). This implies that behaviour is learned and can therefore be unlearned. The teacher has to understand that to change an unacceptable behaviour requires focusing on what is prompting misbehaviour and what might discourage the misbehaviour from occurring in the future. For instance, a learner who is constantly removed from the class when he has not done his work might be enjoying that because he is getting attention and approval from his peers. The teacher, therefore, has to discourage that misbehaviour by allowing him to do his work in class while continuing with the lesson. The learner will feel that the attention and the power he had has been taken away as the rest of the learners will be concentrating on the teacher.

2.8 Methods used to maintain discipline
2.8.1 Punishment
Punishment is one of the dominant controls used by the educators in schools to instill discipline among learners. One of the reasons for some educators to use punishment is the tremendous increase in misbehaviour occurring in schools. The second reason is that some educators are convinced that punishment can solve the problems. Thirdly, some educators are uninformed about other solutions to these problems.
According to the South African Schools Act 84 of 1996, any physical pain inflicted on the learner is defined as corporal punishment. Therefore, any educator who inflicts physical pain may face charges of assault. Punishment should be used as the behaviour reduction procedure. Deitz & Hummel (1978:77) define punishment as the presentation of an environmental event, contingent on behaviours, which decreases the strength of that behaviour. This implies that if the educator does something to a child after the child has misbehaved, and the misbehaviour occurs frequently in the future, the educator has used punishment. So sending the learner out of the class could be punishment, but only if it works to reduce misbehaviour.

The decision to use punishment must be made very carefully. This means that the educator must weigh the advantages of the use of procedure. The educator has to evaluate the misbehaviour he wishes to reduce. Deitz & Hummel (1978:81) argue that punishment should be reserved for only very serious misbehavior and should be used only when other alternatives have been exhausted.

2.8.2 Extinction
Wolfgang (1999:16) defines extinction as one of the methods to be used by teachers. For instance, the educator may mistakenly accept a learner’s shouted answer without raising a hand despite the fact that the procedure does not allow that. The possibilities that learners would continue shouting answers in class now exist. The educator, therefore, can point out those learners raising their hands ignoring the shouted answers as if they do not exist. Learners will stop shouting answers and follow the right procedure of raising a hand. This will mean that extinction has been effectively used.

The effectiveness of extinction is based on the assumption that almost all behaviour which a person does with some frequency is at least sometimes reinforced (Deitz & Hummel 1978:143). If reinforcement were discontinued, the learner would cease doing those behaviours. For instance, if the educator never called on a learner in his class,
the learner would eventually cease raising his hand. This implies that as non-reinforcement occurs, the behaviour is decreased.

Extinction is not effective in decreasing classroom behaviour when the learners find the educator’s attention and approval to be reinforcing. Wolfgang (1999:161) urges that when extinction is used, the educator can anticipate the following behaviour to occur.

1. The learner’s behaviour will get worse before it gets better. For instance, as the learner’s misbehaviour does not get the educator’s attention, it will escalate and suddenly stop.

2. Other learners might begin to imitate the very misbehaviour the educator is opposing. The educator can deal with these learners to desist the copied behaviour.

Deitz & Hummel (1978:149) point out that extinction is an effective procedure which is useful across a wide range of misbehaviour. If the educator can identify and control the reinforcement of the misbehaviour, it is a fairly easy procedure to use. It requires no special equipment. Once the behaviour has been eliminated by extinction, it tends to remain eliminated. Extinction should be an integral part of any educator’s behaviour reducing skills.

2.8.3 Response cost
Response cost implies that when a learner misbehaves, some specific amount of a pleasant environmental event is removed. The educator arranges the rules of the classroom so that there is a particular cost or fine levied for certain misbehaviour. Deitz & Hummel (1978:101) argue that the use of response cost demands that there be reinforcing events or items available in the classroom that can be removed after misbehaviour. It is further stated that these items must be ones whose loss is not prescribed by either school policy or law. This, for instance, can be done by not allowing a learner to do work on the computer and instruct him to do it manually.
2.8.4 Timeout

Timeout is another way of correcting misbehaviour in a learner. Timeout entails denying a learner the opportunity to receive reinforcement for a fixed period of time. Sprick (2006:138) states that timeout procedure should be used with the purpose of denying a misbehaving learner the opportunity to earn positive reinforcement. The aim is to tell the learner that if he misbehaves, he will be losing out on some enjoyable and productive activities in the classroom.

The effectiveness of timeout depends on a careful analysis of the situation, the learner and the type of behaviour. Deitz & Hummel (1978:122) suggest that the educator must know how to implement timeout so as to maximize its effectiveness. This implies that the educator has to weigh the misbehaviour so as to take a decision as to what form of timeout, contingent observation, exclusionary timeout and seclusionary timeout he applies.

Non-seclusionary timeout focuses on dealing with minor disturbances that do not require a misbehaving learner to be removed from the classroom or immediate environment. For instance, the educator can take some physical intervention to deny the learner reinforcement by removing the materials that are being used inappropriately.

Wolfgang (1999:167) explains contingent observation as a form of timeout in which the learner is removed to the edge of an activity so he can still observe the other students being reinforced. For example, while the class has to conduct an experiment on how to make yoghurt, one learner is disturbing other learners. The educator removes the disturbing learner while the others are almost finished. The learner is required to sit passively and watch others having fun and following the rules. After a few minutes the educator may ask if the misbehaving learner has seen others doing the experiment. If the learners say yes, he may be permitted to do the experiment, if he is ready to comply with the rules. Contingent observation is non-seclusionary because the learner is not removed totally from the environment; instead he is placed on the fringe of the activity.
so he may observe the others being reinforced.

Wolfgang (2005: 34) defines exclusionary timeout as the removal of the learner from an activity as a means of denying him access to reinforcement, but it generally does not deny him access to the classroom. For example, a misbehaving learner may be placed in an area of the classroom activities. Seclusionary timeout, on the other hand, is the removal of the learner from the classroom completely. This is done because the learner’s behaviour is aggressive or non-compliant. This denies the learner access to any reinforcement from the classroom activities. Deitz & Hummel (1978: 124) emphasize that the process of removing a learner from the classroom setting may present some problems. The educator may be faced with continuous aggression from the learner or the learner may view an educator as an object to be avoided. Fields & Boesser (2002: 214) suggest that the educator should communicate with the learner as to why he has been secluded from the class, because learners need information about acceptable ways of behaving and they need help in understanding why certain actions are better than others. When the seclusion period of timeout is over, the educator should return the learner to the classroom in a calm manner with no extended conversation.

2.8.5 Maintaining high expectations for the learner’s behavioural performance

It is essential for the teacher to maintain and communicate high and positive expectations. Sprick (2006: 13) agrees with the research findings that low expectations predict low achievement. The teacher’s vision on learner achievement and behavioural performance has an immense impact on learners. It is suggested that, even if the learner has discipline problems in class, the teacher must still expect him to learn and to behave responsibly in class. Lindgren & Suter (1987: 354) suggest that one has to praise desirable behaviour when possible using verbal responses as well as non-verbal responses. This indicates that the learner who is misbehaving will not always misbehave as there could be something good that he can do and therefore, he needs to be praised. If the learner misbehaves, the teacher has to remain objective, as it is not his fault that misbehaviour occurs, but has to offer hope of positively reaching a learner.
2.8.6 Building personal relationships with learners

The teacher can increase his chances of having co-operative and motivated learners if the learners perceive that the teacher likes and respects them. Sprick (2006: 16) argues that by making an attempt to build relationships with learners, the teacher is demonstrating to them that he cares and hopes to have a positive influence on their lives. Learners need to know that the teacher cares about them and is approachable. Stephens & Crawley (1996: 144) state that teachers should show sympathy and give emotional support to learners who are experiencing difficulties. When approached, teachers should never make a student feel that the student is intruding on the teacher’s time. Learners who have respect for teachers are unlikely to misbehave in the presence of their teachers.

2.8.7 Setting the school rules, regulations and provisions

The School Governing Body has to think firstly about the most common forms of misconduct that are likely to occur. Understanding the age and developmental growth of the learners can help to identify the most likely disciplinary problems that can take place. Sprick (2006: 130) argues that learners, particularly those in high schools, have to be engaged in setting up the school rules to ensure a high correlation with teacher effectiveness.

School rules must not be too many, as too many rules will result in learners being unable to stick to them. Rules should focus on the most common misbehaviour, as there cannot be a rule for every possible misbehaviour. Mwamwenda (1996: 315) states that school rules should be kept to a minimum and should be workable, reasonable and clear. Rules should be specific and refer to observable behaviour. For instance, a rule that says “be responsible” is not specific and observable, but if it says “stay on task during all work times” then it is observable.

The educators are expected to teach the rules using positive and negative examples. The aim to teach these rules is to enhance the learners’ interpretation technique of the
rule. The best way to help learners to understand rules is to demonstrate specific examples of behaviour which follow and do not follow the rules. This implies that a teacher should praise learners when they have done something good and criticize them when they have misbehaved. Mwamwenda (1996: 316) suggests that when criticism is necessary it should be aimed at the offence rather than the learner as a person.

School rules should be placed at a visible location. This creates a sense of importance for both teachers and learners. Posting also enables the teacher to point to rules whenever they are discussed and allows the teacher to brief in some of reminders about minor violations. Posting school rules communicate to learners that the teacher has specific expectations and any form of misbehaviour that take place will result in corrective consequences.

**2.8.8 Increasing learner engagement**

Lessons that engage learners can decrease misbehaviour in class. The teacher has to teach lessons that are interesting and relevant to learners’ interests so that learners can pay attention and do what is asked of them. Slavin (1994: 394) agrees with the research that learner engagement is much higher when the teacher is teaching than during seatwork. This implies that giving learners many opportunities to participate in lessons can be associated with learning and the engaged time is much higher in well-structured, co-operative learning programmes than in independent seatwork.

It is the teacher’s responsibility to create a harmonious environment in which learners will feel free to participate in the class activities. This requires one to have a positive attitude towards the subject and towards learners. The Department of Education (1997: 3) suggests that teachers can achieve creativity in the classroom by encouraging active participation through peer teaching.

Slavin (1994: 394) points out the ways in which good conduct can be increased whilst the lesson is in progress. This includes maintaining momentum, withitness and overlapping. Maintaining momentum during a lesson keeps the task engagement high.
Momentum is referred to as the way to avoid interruptions or slowdowns that can occur during the lesson presentation. This implies that when maintaining good momentum, learners always have something to do.

Withitness is referred to as the teacher’s actions that indicate an awareness of the learners’ behaviour at all times. This can help the teacher to respond quickly to a learner’s behaviour and identify the culprit. One of the major components of withitness is to scan the class frequently to monitor the pace of activity together with individual student’s behaviours. Mwamwenda (1996: 315) suggests that when the teacher scans the class and finds the misbehaving learner, it is better to give a learner a long hard look to show that the teacher is not pleased with what the learner is doing.

Overlapping is the teacher’s ability to attend to interruptions or behaviour problems while a lesson is in progress (Slavin 1994: 398). For instance, a teacher can correct the misbehaving learner while continuing with the lesson without slowing the momentum of the lesson. This can be effective in correcting minor misbehaviour. For instance a learner may be talking loudly to others. The teacher can simply give him a stare and it may stops immediately.

2.9 Strategies for dealing with minor misconducts

2.9.1 The principle of the least intervention

The school code of conduct should identify different categories of misconduct and grade them according to how serious they are. Educators, learners and parents need to be clear on when action will be taken.

In dealing with routine school behaviour problems, these should be corrected using the simplest intervention that will work. Slavin (1994: 405) lists these strategies as prevention, non-verbal cues, praising the learners, verbal reminders and applying consequences. It is easier to deal with misbehaviour problem that has not occurred. The use of interesting and lively lessons can prevent behaviour problems. The learners should be kept busy with meaningful tasks. It can be inferred that when learners are told
to do long assignments, frustration can occur. Therefore, a teacher can prevent frustration by breaking down assignments into smaller tasks.

The use of non-verbal cues can be effective in dealing with disciplinary problems. Non-verbal cues include making eye contact with a misbehaving learner. The learner will stop misbehaving and concentrate on the task at hand. It is suggested that these non-verbal cues be used in a manner that the lesson is not interrupted. Sprick (2006: 134) emphasizes that the teacher can move closer to the misbehaving learner, and without saying a word, the misbehaviour will cease.

Lindgren & Suter (1987: 354) argues that according to research, most teachers are stingy with their praise. It is stated that learners who are behaving well must be praised. It is possible to get one learner to behave by praising others for behaving. For instance, mentioning the names of learners who are behaving and leaving out the name of misbehaving learner, may get the misbehaving learner to behave better and, when he has behaved, he should be praised without dwelling on his past inattention.

Verbal reminders should be given immediately after the learner has misbehaved, as delayed reminders are not effective. Verbal reminders involve the teacher attending to the misbehaving learner and politely reprimanding him about the unacceptable behaviour. Slavin (1994: 406) proposes that verbal reminders should not dwell on the wrong done by a learner, but rather dwell on what the learner should be doing.

When all other means of correcting misbehaviour have been ineffective in drawing the learner to behave in an expected and reasonable manner, the other step the teacher can take is to pose a choice to the learner-either comply or suffer the consequences. Consequences involve sending a learner out of the class, making him to miss the enjoyable lesson, or letting the learner to stay behind after school, which is called detention. Dekker & Lemmer (1993: 243) emphasize that detention should be fair and reasonable by considering the age and the traveling distance of a learner. The other method can be the calling of the learner's parents so as to engage both learners and
parents in a discussion regarding a learner’s misbehaviour. The discussion should be conducted in a manner that does not put the learner in trouble with his parents. Instead it should focus on correcting the misbehaviour.

2.9.2 Academic commitment
One of the most important tasks of the educator is to guide and encourage the learners to acquire knowledge. An educator who is not academically committed will have little to offer his learners in the classroom. Jackson (1991: 13) quotes the old Latin saying “Nemo dat quod non habet” which means that one cannot give what he has not got. This implies that an educator who does not search for further information by learning will have little to offer his learners. If an educator does not genuinely enjoy acquiring knowledge, then a love of learning is hardly likely to flourish in the classroom. This will in turn create misbehaving opportunities for the learners. Jackson (1991: 14) states that if a love of learning is fostered from the top, the results will be apparent in the classroom.

2.9.3 Collaborating with parents
One of the strategies in ensuring that the expected behaviour in school is maintained is by enlisting the support of the parents. If the educator has parents on his side, the learners will also be on the side of the educator. Parents are very supportive of educators if they feel that they are included in the educational process. Porter (2000: 279) states that the goal of collaboration is to empower parents to act in their children’s interests, to empower the educator to meet the learner’s needs at school and to empower learners to contribute to problem-solving. It can be inferred that it is not easy to engage parents. However, attempts should be made to invite parents and engage them as much as possible. Jackson (1991:17) suggests that the educator can engage parents by giving learners homework which involves practicing concepts which were not adequately explained in class. The other methods of engaging parents are by means of newsletters and the signature of a parent on homework and report cards.

It is however, important that the educator extends the communication by talking with
parents on personal level. The educator has to be careful when talking with parents about their children because, if this is not carefully done, it may make the relationship between the learner and the teacher or the parent and the learner worse. Porter (2000:280) is of the view that when the educator talks to parents about their children a concerned educator will be aware of the impact of his views by consciously avoiding comments that may destroy their dreams. When talking with parents about the learner, the aim and the focus should be on correcting the unacceptable behaviour. It is further suggested that parents should be made aware of their rights and obligations. According to the National Education Policy of 1996 (Act 27 of 1996) under the admission policy for public schools subsection 40, parents have an obligation to support their children in attending school regularly. This includes cooperating with the educators in order to help the learners deal with their problems and behave appropriately.

2.10 Managing serious misconduct
Teachers are constantly confronted with extreme cases of discipline problems where learners are showing aggression and out of control behaviours. Learners of this behaviour problems can openly insult each other, fight to each other in the presence of the teacher. Learners can even pronounce vulgar language to teachers. Santrock (2008: 200) suggests that learners engaging in defiant or dangerous behaviours should be removed from the classroom.

When the learner is returned to the regular classroom, the teacher and a special education teacher must spend time trying to help the learner adapt and learn effectively. This implies devoting several hours to help a learner back into the classroom. The use of therapist is encouraged in helping learners with emotional and behavioural problems.

2.10.1 Rudeness
There are occasions when the learner reacts with insolence to something the teacher says. This insolence can take the form of a verbal remark, a learner walks away while the teacher is talking or even looks contemptuously at the teacher. The educator should not allow himself to be taken by such rudeness. If the educator responds with
anger the learner will feel that his actions have caught the educator. If the educator is hurt by such rude actions, the anger will therefore be a form of reinforcement to the learner. Fontana (1992:143) expresses that by responding with anger to rudeness it indicates to a learner that the way to get your own back on the teacher is by being rude, and any subsequent punishment that the teacher hands out may well be worth it for the learner, simply for the gratification of seeing him goaded into a display of temper. It becomes very important that even if the educator is angry he/she must try to control his/her anger, because anger lessens the teacher’s scope for acting objectively. For instance, the educator might forget what the code of conduct for learners says and act through anger.

The educator has to decide calmly on what action to take. Sprick (2006:205) suggests that the teacher’s reaction to misbehaviour should be more consistent and more immediate. This implies that whatever action is taken should be seen to be swift and decisive. Hesitation on the educator’s part, while he/she desperately hunts for ideas on what to do, is again potentially reinforcing for the learner. If the teacher remains calm and responds decisively, he/she is indicating to the learner that the rudeness has had no effect. The teacher may decide to ignore the learner’s rudeness depending on the form of rudeness the learner has displayed. Without indicating that she/he has even bothered to pay attention to the learner, the educator turns away and carries on with the lesson. In this way the educator is denying a learner the attention that he/she wanted. If intervention is necessary, the educator may reply directly to the learner making sure that the reply is brief and to the point, and is emphatically not an invitation to the learner to enter into a long dialogue of accusation and counter-accusation. Fontana (1992:144) suggests that the educator should respond in a manner that does not invite further rudeness. The teacher should not mention the word “rudeness” which would be a way of admitting recognition of the force behind the child’s behaviour.

2.10.2 Defiance
These are the moments experienced by educators when a learner is instructed to do something and refuses. For instance, a learner may be asked to read a paragraph and
refuses to come forward. The educator will feel that this is a direct challenge to his/her authority. The educator knows that the failure to deal appropriately with the defiance will seriously weaken his standing with the class. Fontana (1992:147) suggest that the educator should call the learner at the end of the lesson to find out what is bothering the learner but if the learner says nothing there is no need to probe further. A wise educator must have a knack of avoiding incidents of this nature. There is no point in demanding something from an individual if it is clear that he/she will stubbornly refuse to deliver, no matter what is done. Usually there is no shortage of willing volunteers. It should be made clear to such defiant learners that their help is welcome should they wish to offer.

2.10.3 Aggression
Aggression may occur in various forms. For example, there could be physical aggression towards the educator, or physical aggression between the learners themselves and some violent incidents can take place in the class. Learners, especially boys, may show aggressive behaviour towards educators. Fontana (1992:151) argues that although physical behaviour towards an educator can occur, it is very rare that it will occur without warning. This indicates that the educator has to be aware of what is happening to the learner, especially the learner who has been friendly and co-operative. The educator has to find out what is going wrong and try to defuse the situation by sensible and positive action. More attempts are made to draw aggressive learners into things that they felt left out from. They need to be coached in more helpful and encouraging ways. The teacher has to ensure that there is little risk of things developing into actual violence.

If violence does occur, the educator has to have a strategy for his response. The response should not be one of anger. An angry response could have disastrous consequences, with the child in turn becoming further inflamed. If the learner is already feeling a degree of honour and is advancing, the educator has to create physical space between him/her and the learner. The creation of this space indicates to the learner that the educator has no intention of mounting a threat of violence in return and allows the teacher to be in a better position for self-defense. Santrock (2008:200) suggests
that learners engaging in violent incidents such as physical attacks on the educator should be removed from the classroom. Further intervention strategies are required to correct the violent behaviour of the learner. This includes contacting the learner’s parents, up until it reaches a stage where a therapist is needed.

Physical aggression between learners may take place in the classroom especially in the intervals between lessons. The calm and decisive action on the teacher’s part will help to stop the act. He/she moves swiftly to the learners, using their names and calls a halt to proceedings. Learners should be taught on how to handle their angry feeling without resorting to violence. Furtwengler and Konnert (1982:117) argue that there are learners who are leaders of school gangs who are referred to as “untouchables”.

The untouchables order subordinates around any decisions made in groups. These learners sometimes threaten to hurt those who are not loyal to them. They believe that they are worthwhile people only when they are in control of others. Furtwengler & Konnert (1992: 117) point out that these learners encourage others to violate the schools’ regulations and weaken the teacher’s authority. It is further suggested that educators can use the untouchables to their advantage. For instance such learners are given leadership roles in their groups to help direct the action. The educator has to work on reducing the learner’s strong need for control by making a contract to improve the untouchable behaviour. This includes provisions for making sure that other learners are free to make their own decisions. Learners should be able to hold a position in the class that gives them appropriate control over others in representing the class. According to Furtwengler & Konnert (1982: 119) this ensures that the need to control is diverted into appropriate behaviour. This implies that the educator has to find a way to channel the learner’s behaviour into appropriate behaviour by reminding the learner of the contract upon which the learner and educator agreed.

2.11 Conclusion
Educators who are in constant contact with the learners are the ones who are to see to it that the code of conduct for learners is adhered to by the learners. It is evident that
certain forms of misconduct will take place. There are various reasons for this. For instance learners come from different backgrounds and they have different personalities, hence they may not behave in the same way. The code of conduct for learners should communicate to learners that they are to adhere to it or else a form of disciplinary action will be taken. It is of importance that the School Governing Body members have to acquire a certain level of education and experience in order to understand and to draft the code of conduct that is in line with the education policies and the Constitution of the Republic of South Africa. It is inevitable that the codes of conduct for the various schools may differ from each other, but the aim of achieving discipline at school will remain.
Chapter 3

Research Methodology

3.1 Introduction

This chapter elaborates on the research methodology used by the Researcher in conducting this study. The chapter covers the research design, area of study, population, sampling, data collection methods and ethical considerations. This is a qualitative research method has been used in this study. McMillan and Schumacher (1993:372) described qualitative research as naturalistic inquiry, the use of non-interfering data collection strategies to discover the natural flow of events and processes and how participants interpret them. The Researcher describes how data was collected with the use of self-administered questionnaires. The questionnaires which were administered to the members of school governing bodies had closed-ended and open ended questions.

3.2 Area of study

The researcher conducted this study in Port Elizabeth. Port Elizabeth is comprised of different communities who speak different languages, mainly isiXhosa, Afrikaans and English; but the common language that is normally used among different home-language speakers is English for communication purposes. Port Elizabeth is comprised of informal, formal, sub-urban and urban settlements.

The schools are categorized into Primary schools and Senior Secondary Schools. Parents have a choice of taking their children to either private or public schools, however, the study will focus on the role of the School Governing Body in formulating a code of conduct for learners in Senior Secondary Schools in Port Elizabeth. Port Elizabeth consists of 74 Senior Secondary Schools. These Senior Secondary Schools are placed in the manner that each area or community has its own Senior Secondary School. If the community has no Senior Secondary School, a convenient school is available for that particular area or community.
Some parents, however, tend to take their children to other schools other than close by schools for reasons known to themselves. Most township schools are short of learners who opt to study in former model c schools. Some schools in Port Elizabeth have been vandalized. Some schools are well resourced while others are under resourced. This poses a huge challenge to the School Governing Bodies as governors of the schools.

Senior Secondary Schools begin from Grade 8 to Grade 12. This forms both General education and training and Further education and training bands. Grade 8 and 9 are part of General education and training band while Grade 10 to 12 are formed part of Further education and training band. All of the Port Elizabeth schools have school governing bodies as a requirement in the South African Schools Act of 1996 (Act 84 of 1996). It can be inferred that schools have School Governing Bodies that are interested in education will grow and attract many learners. One of the primary tasks of the School Governing Body is to draft a code of conduct for learners to enforce a positive discipline in schools.

This chapter dealt with approach and methodology that has been employed to investigate the role of School Governing Body in the formulation of a code of conduct for learners with specific reference to selected schools in Port Elizabeth.

3.3 Research design
A research design is the roadmap or blueprint according to which one intends to conduct a research and achieve research goals and objectives (Babbie and Mouton 2001:75). This implies that the manner and procedure in which research will be conducted should be provided in detail. Research design serves as a guide to a researcher in collecting, analyzing and interpreting data. The research design describes the procedures for conducting the study, including when and from whom and under what conditions the data will be obtained. According to McMillan and Schumacher (1993:31) the purpose of a research design is to provide the most valid, accurate answers possible to research questions.
This study followed a qualitative design approach because the research presented facts in a narration of words. The investigator analyzed documents that are related and relevant to the role of the School Governing Body in schools so that the researcher can identify studies and synthesizes the data to provide an understanding of the School Governing body's role in formulating the code of conduct for learners. The South African Schools Act of 1996 (Act 84; 1996) provides powers to the School Governing Body to draft a code of conduct for learners. The researcher used documents, literature and data collected from School Governing Body in finding data regarding the School Governing Body's role in drafting a code of conduct for learners.

3.4 Population
The individuals about whom the researcher intends to learn sometimes makes up the population. Best and Kahn (1993: 13) defined population as any group of individuals that have one or more characteristics in common that are of interest to the researcher. School Governing Bodies in Senior Secondary Schools in Port Elizabeth constitute the population in this particular instance. The researcher used the parent and teacher components of the School Governing Bodies of the senior secondary schools in Port Elizabeth as subjects from which data would be collected.

3.5 Sampling
According to Leedy (1997: 211) sampling is defined as the process of choosing from a much larger population, a group about which we wish to make generalized statement so that the selected part will represent the total group. This implies that sampling involves selecting a number of individuals for a study in such a way that they represent larger group from which they were selected. The selected individual makes a sample while the larger group makes the population.

In this study simple random sampling is used as a way of selecting subjects. Simple random sampling ensures that every individual in the population has an equal chance to be chosen. The sample was selected from a population of 74 senior secondary School's
Governing Bodies in Port Elizabeth. The researcher visited the Port Elizabeth Department of Education to request a list of senior secondary schools. Some of the senior secondary schools were known to the researcher. The aim was to be certain that there is no school is missed out. That list helped in the sense that there were some schools that the researcher was not aware of their existence. The list received by the researcher from Department of Education was in an alphabetical order. It included both primary and secondary schools. The researcher had to select all of the senior secondary schools because the study is focusing on School Governing Body members in senior secondary schools in Port Elizabeth. The researcher drew the alphabetical list of all the senior secondary schools. These senior secondary schools made a total of seventy four. In that alphabetical list of senior secondary schools a simple random sampling was conducted to select three schools. These three schools had school governing bodies. The members of the school governing body of the sample schools became the subjects of study. The members of School Governing Body were the source from which data was found. The sampled schools in this study are referred to as schools X, Y and Z for confidentiality and anonymity purposes.

3.5.1 List of Senior Secondary Schools from which sampling method conducted.

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>EMIS NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALEXANDER ROAD HIGH</td>
<td>1000021</td>
</tr>
<tr>
<td>ANDREW RABIE HIGH</td>
<td>1000033</td>
</tr>
<tr>
<td>ARCADIA SEC</td>
<td>1000037</td>
</tr>
<tr>
<td>BERTRAM SEC</td>
<td>1000957</td>
</tr>
<tr>
<td>BETHELSDORP COMPRE</td>
<td>100064</td>
</tr>
<tr>
<td>BOOYSEN PARK SEC</td>
<td>100079</td>
</tr>
<tr>
<td>CHAPMAN SEC</td>
<td>100111</td>
</tr>
<tr>
<td>CHATTY SEC</td>
<td>100114</td>
</tr>
<tr>
<td>CHUBEKILE SEC</td>
<td>100118</td>
</tr>
<tr>
<td>CILLIE HIGH</td>
<td>100313</td>
</tr>
<tr>
<td>School Name</td>
<td>Code</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>CINGANI HIGH</td>
<td>100119</td>
</tr>
<tr>
<td>COLLEGIATE GIRLS HIGH</td>
<td>100131</td>
</tr>
<tr>
<td>COSELELENI SEC</td>
<td>100137</td>
</tr>
<tr>
<td>COWAN HIGH</td>
<td>100139</td>
</tr>
<tr>
<td>D.D.T JABAVU HIGH</td>
<td>100145</td>
</tr>
<tr>
<td>D.F MALHERBE HIGH</td>
<td>100165</td>
</tr>
<tr>
<td>DAVID LIVINGSTONE SEC</td>
<td>100151</td>
</tr>
<tr>
<td>DOUGLAS MBOPA SEC</td>
<td>100177</td>
</tr>
<tr>
<td>E.Z KABANE</td>
<td>100186</td>
</tr>
<tr>
<td>ERNEST SKOSANA SEC</td>
<td>100786</td>
</tr>
<tr>
<td>ETHEMBENI ENRICHMENT</td>
<td>100954</td>
</tr>
<tr>
<td>FRAMESBY HIGH</td>
<td>100230</td>
</tr>
<tr>
<td>GELVANDELE SEC</td>
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<tr>
<td>GQEBERA SEC</td>
<td>100267</td>
</tr>
<tr>
<td>GREY BOY'S HIGH</td>
<td>100277</td>
</tr>
<tr>
<td>HILLSIDE SEC</td>
<td>100308</td>
</tr>
<tr>
<td>ITHEMBELIHLE CAMP</td>
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<td>JAMES JLOBOE SEC</td>
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<td>KHUMBULANI HIGH</td>
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<td>KHEZI LOMSO COMP</td>
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</tr>
<tr>
<td>KWAMAGXAKI SEC</td>
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<td>KWAZAKHELE HIGH</td>
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<tr>
<td>LAWSON BROWN HIGH</td>
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<td>LOYISO SEC</td>
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<tr>
<td>LUNGISA HIGH</td>
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<tr>
<td>LWANDLEKAZI SEC</td>
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</tr>
<tr>
<td>LWAZILETHU SEC</td>
<td>100477</td>
</tr>
<tr>
<td>MASIPHATHISANE SEC</td>
<td>100498</td>
</tr>
<tr>
<td>MASIBAMBAANE</td>
<td>100497</td>
</tr>
<tr>
<td>School Name</td>
<td>Code</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>MFESANE SEC</td>
<td>100509</td>
</tr>
<tr>
<td>MOTHERWELL HIGH</td>
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</tr>
<tr>
<td>MZONTSUNDU SEC</td>
<td>100546</td>
</tr>
<tr>
<td>NASRUDDIN ISLAMIC HIGH</td>
<td>101034</td>
</tr>
<tr>
<td>NCEDO SEC</td>
<td>100555</td>
</tr>
<tr>
<td>NDYEBO SEC</td>
<td>100556</td>
</tr>
<tr>
<td>NDZONELELO HIGH</td>
<td>100558</td>
</tr>
<tr>
<td>NEWELL PUBLIC HIGH</td>
<td>100563</td>
</tr>
<tr>
<td>NEWTON TECH HIGH</td>
<td>100567</td>
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<tr>
<td>OTTO DU PLESSIS HIGH</td>
<td>100607</td>
</tr>
<tr>
<td>PATERSON HIGH</td>
<td>100618</td>
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<tr>
<td>PEARSON HIGH</td>
<td>100619</td>
</tr>
<tr>
<td>PHAKAMISA HIGH</td>
<td>100626</td>
</tr>
<tr>
<td>QAPHELANI SEC</td>
<td>100638</td>
</tr>
<tr>
<td>S.E.K MQHAYI SEC</td>
<td>100670</td>
</tr>
<tr>
<td>SAKHISIZWE SEC</td>
<td>100671</td>
</tr>
<tr>
<td>SANCTOR HIGH</td>
<td>100678</td>
</tr>
<tr>
<td>SOPHAKAMISA HIGH</td>
<td>100716</td>
</tr>
<tr>
<td>SOQHAYISA SEC</td>
<td>100717</td>
</tr>
<tr>
<td>ST DOMINIC’S PRIORY HIGH</td>
<td>100794</td>
</tr>
<tr>
<td>ST GEORGE’S COLLEGE</td>
<td>101033</td>
</tr>
<tr>
<td>ST JAMES (RC) SEC</td>
<td>100735</td>
</tr>
<tr>
<td>ST THOMAS SEC</td>
<td>100745</td>
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<tr>
<td>TAMSANQA SEC</td>
<td>100769</td>
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<tr>
<td>THE HILL</td>
<td>100918</td>
</tr>
<tr>
<td>THEMBALABANTU SEC</td>
<td>100777</td>
</tr>
<tr>
<td>TYHILULWAZI SEC</td>
<td>100799</td>
</tr>
<tr>
<td>VICTORIA PARK HIGH</td>
<td>100823</td>
</tr>
<tr>
<td>VULUMZI SEC</td>
<td>100830</td>
</tr>
<tr>
<td>WALMER SEC</td>
<td>100878</td>
</tr>
</tbody>
</table>
### 3.5.2 Conducting the research

The researcher went to the Principals of the sampled schools and schedule dates for meetings. School Governing Bodies were to hold last meetings of the last quarter in a year. This is where plans for the next coming year and the current financial year statements are prepared. These meetings usually take place between October and November of each year. The researcher managed to get those dates scheduled for the meetings from the Principals of school X, Y and Z. The aim was to meet the parent and educator components so as to explain the purpose of the research.

The researcher met the School Governing Bodies and explained the purpose of the study and how important it was to work together. Their rights as research participants were explained and the fact that their names would not be disclosed.

#### 3.5.2.1 Access

The researcher conducted this study in government institutions therefore permission had been requested from the Department of Education and it was granted. The letter asking permission to the District Director was delivered by the researcher into the District Director’s office. In response to the researcher’s letter the District Director permitted the researcher to undertake the study.

The researcher was instructed by the District Director to attach the copy of a permission letter to each letter requesting the permission to the school principals. This made matters to be easy for the researcher, and the principals responded positively. Permission letters were written to the Chairpersons of the School Governing Bodies and letters requesting members of the School Governing Bodies to participate were also
3.5.2.2 Conditions
The researcher targeted the scheduled meetings of School Governing Body as provided by the Principals of the sampled schools. The purpose of the study was explained to them and questionnaires were distributed to each member of the School Governing Body particularly, to the parent and teacher components. This took place after the meetings of the School Governing Body.

One of the conditions given by the District Director was that the tuition in schools should not be interrupted. The participants filled those questionnaires in their spare time but the agreement was that they would not take longer than one week. School Governing Body members of school X and Z sent their questionnaires via the Principals and the researcher received them. Members of school Y gave questionnaires to their Chairperson where the researcher collected them. In total 30 questionnaires were sent out and all of them were received by the researcher. However, it is important to note that the number of questionnaires were different for the various schools in accordance with the number of the members of the School Governing Bodies. This is explained further in chapter 4.

3.5.2.3 Language
The questions were written in English. At first, the researcher explained to the participants that questions were written in English. The participants felt comfortable with the kind of language used by the researcher. The researcher asked if questions can be translated into isiXhosa, the School Governing Body members saw no need as the questions were clear and understandable. The participants agreed that the English used in the questionnaire is simple.

3.5.2.4 Duration of the study
The researcher used questionnaire for obtaining information from the subjects. Constructing the questionnaire has been long and tiring. This was caused by the fact...
that the researcher had to redo the questionnaire as it was turned back by the Ethics Committee. The researcher had to make appointments with the sampled schools so as to meet with members of the School Governing Bodies.

The respondents turned up during our meetings. Questionnaires were distributed and every participant received it. The members of the School Governing Body filled in the questionnaire. Other questionnaires were returned via the School Principals. This process of constructing questionnaires, distributing to all participants and collecting them took four weeks.

3.6 Data Collection
The researcher used questionnaires as a means to collect data. Self constructed questionnaires were distributed to members of sampled School Governing Bodies. Thirty questionnaires that were distributed were all completed and returned to the researcher. The researcher made things easier by personally collecting the questionnaires. The questionnaires were aimed at finding the information regarding the role of School Governing Body in formulating the learners’ code of conduct.

In constructing a questionnaire the researcher has followed the guidelines for designing a questionnaire. Babbie and Mouton 92001: 233) list the following as guides in constructing a questionnaire:

(a) Make items clear
An item achieved clarity when all respondents interpret of in the same way. Questionnaire items should be clear and unambiguous. The researcher has ensured that all the items in the questionnaire are clear and understandable to the subjects. The vague words like few, sometimes and usually have been avoided.

(b) Avoid negative items
Negatively stated items should be avoided because they are easy to misinterpret. Subjects will unconsciously skip or overlook the negative word, so their answers will be
the opposite of the intended. In this study the researcher has avoided negative items in the questionnaire.

(c) Simple items are the best
The questionnaire should be simple and short. Long and complicated items should be avoided because they are more difficult to understand and respondents may be unwilling to try to understand them. The researcher in this study did not use complicated items because the intent was to enable the respondents to read an item quickly, understand its intent and select or provide an answer without difficulty.

(d) Respondents must be competent to answer
In order for the respondents to be able to provide reliable information, they must be competent to respond to the questions. In ensuring the competence of the respondents in answering the questions, the researcher targeted the members of the School Governing Body as the sources of information. They were the subjects from which data would be collected as the main objective of this study was to find out their role in formulating a code of conduct for learners.

When the parent components were briefed about the questionnaire, they did not have a problem as it was written in English as a result their responses were exact. The teacher components in the School Governing Body found it fairly easy to respond on the questionnaire. They also assisted other parents where they needed help.

(e) Questions should be relevant
If subjects are asked to respond to questions that are unimportant to them or about things that have not thought or experienced, it is likely that the subjects will respond carelessly and the result will be misleading. In avoiding this, the researcher focused on the members of the School Governing Body since it is their task to formulate a code of conduct for learners, so that they can respond to questions. The questions were based
on the objective of the study to ensure their relevancy.

(f) **Avoid double-barreled questions**
The researcher ensured that participants are not responding on questions with two or more ideas. Each question is limited to a single idea or concept. Double-barrelled questions and statements can confuse the subjects.

(g) **Respondents must be willing to answer**
When members of School Governing Bodies were briefed about the aims of the research, they showed willingness in answering the questions. They were happy and convinced when told about their rights to stop participating at any time of the research. The researcher told them that the study will help them in formulating a code of conduct for learners.

3.6.1 **General questionnaire format**
Babbie and Mouton (2001: 239) stated that the format of a questionnaire is just as important as the nature and wording of the questions asked. The questionnaire is spread out and uncluttered. The respondents could not miss questions and were not confused by the layout of the questionnaire. A well-done format and appearance provides a favorable first impression and can result in co-operation and serious, conscientious responses.

According to McMillan and Schumacher (1993: 242) the rules the researcher should adhere to are:
- Carefully check grammar, spelling, punctuation and other details.
- Make sure printing is clear and easy to read
- Make instructions brief and easy to understand
- Avoid cluttering the questionnaire by trying to squeeze many items onto each page
- Avoid abbreviated items
Keep the questionnaire as short as possible
Provide adequate space for answering open-ended questions
Use a logical sequence, and group related items together
Number the pages and items
Put important items near the beginning of a long questionnaire
Be aware of the way the positioning and sequence of the questions may affect the responses

The questionnaire included closed-ended questions and open ended questions. The aim of using closed-ended questions was to get the uniformity of responses. The respondents were asked to select an answer from among a list provided by the researcher. In open ended questions the respondents were asked to give their own responses to the questions. The aim is to determine what can be done in order to improve the role of school governing body in formulating the code of conduct for learners. The researcher tabulated the responses and reported in the form of percentages.

The researcher wrote letters requesting permission to conduct the research in schools in Port Elizabeth to the District Director, Principal of the sampled schools, Chairpersons of the sampled School’s Governing Bodies and to the School Governing Body members requesting them to participate in the study. All the letters are attached at the back of this document.

Each letter entails: The institution of the researcher and Course
   : Objectives of the research
   : The subject of the study
   : The ethical right of the research subjects
   : Permission letters to conduct the research were granted
   : The permission letters are attached at the back of this document
3.6.2 Pre-testing the questionnaire

In an attempt to find out whether there was any ambiguity to questions, pre-testing for the questionnaire was conducted. Babbie and Mouton (2001: 244) are of the view that no matter hoe carefully one designs’ a data-collection instruments such as a questionnaire, there will always be the possibility of error. Pre-testing is important in the case where more than one cultural or language group is included in the study. The surest protection against such errors is to pre-test the questionnaire in full.

In ensuring that there is internet consistency and the elimination of statements that are ambiguous, the researcher gave the questionnaires to members of the School Governing Body who were not part of the sample school. The researcher distributed the questionnaires to these members. The members of the School Governing Body were told about the aims of the pre-testing on that it aimed at finding any error or ambiguity in the questionnaires and the researcher personally collected eight completed questionnaires. The other two members who were the educators were not there. It was found out that there was no ambiguity of the statements in the questionnaires.

3.7 Ethical considerations

The researcher is ethically responsible for protecting the rights and welfare of the subjects while conducting a study. This study focused on human beings particularly the members of School Governing Body. When the researcher administered the questionnaire, ethical issues were considered. The Researcher met with the members of the sampled School Governing Bodies particularly the parent and teacher components. The objectives of the research were also explained. These rights include: Anonymity, and confidentiality, privacy, right to withdraw at anytime and right not to be intimidated.

The study was undertaken by the researcher fully aware of the ethical principles of the research. According to American psychological association in 1983, the principles include:
• The primary investigator of a study is responsible for the ethical standards to which the study adheres.

• The investigator should inform the subjects of all aspects of the research that might influence the willingness to participate and answer all inquiries of subjects on features that may have adverse effect or consequences.

• The investigator should be as open and honest with the subject as possible.

• Subjects must be protected from physical and mental discomfort, harm and danger. If any of these risks is possible, the researcher must inform the subject of these risks.

• The investigator should secure informed consent from the subject before they participate in the research. Informed consent is achieved by providing subjects with an explanation of the research, an opportunity to terminate their participation at any time with the no penalty and full disclosure of any risks associated with the study.

• Information obtained about the subjects must be held confidential. This means that no one has access to individual data or the names of the participants except the researcher and the subjects know before they participate who will see the data. Confidentiality is ensured by making certain that the data cannot be linked to individual subjects by names. This can be accomplished in several ways, including: Collecting the data anonymously; using a system to link names to data that can be destroyed; using a third party to link names to data and then give the result to the researcher without the names; asking subjects to use numbers and reporting only group, not individual results.

• For researcher conducted through an institution, such as a university or school system, approval for conducting the research should be sought from the institution before collecting any data.

• The investigator has a responsibility to consider potential misinterpretations and misuses of the research and should make every effort to communicate results so that misunderstanding is minimized.
• The investigator has the responsibility of recognizing when potential benefits have been withheld from a control group. In such situations, the significance of the potential findings should be greater than the potential harm to some subjects.
• The investigator should provide subjects with the opportunity to receive the result of the study in which they are participating.

The researcher ensured that the names of the schools and participants who answered the questions were not disclosed in this study. The information that has been acquired has been kept confidential and has only been used for the purpose of this study. The researcher reported the findings based on data collected in an honest manner without distortion.

3.8 Conclusion
This chapter dealt with the way the researcher conducted his study. The manner in which data was collected and methods used to collect data were explained. Sampling procedures were explained in details. The ethical issues that were taken into consideration by the researcher in the study were discussed. The next chapter will be dealing with the analysis of data and interpretation.
Chapter 4
Data analysis and interpretation

4.1 Introduction

In chapter three the researcher dealt with research methodology and procedures that had been followed to collect data. This chapter focuses on analyzing the data that was gathered from the members of School Governing Bodies of the three sampled schools. In order to test the responses, percentages were used to analyze results. The three schools are referred to as school X, Y and Z. The total number of participants who are members of the school governing bodies is 30.

4.2 Analysis of results

Table 1: Frequency table reflecting members of the School Governing Body per sampled school.

<table>
<thead>
<tr>
<th>School</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>11</td>
</tr>
<tr>
<td>Y</td>
<td>10</td>
</tr>
<tr>
<td>Z</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

The School Governing Body is comprised of parents, educators and learners. It is stated that educators should be two, learners should be two, but the parent components should be in the majority. In this study the focus was on parent and educator components. In school X, Y and Z more parents were added as additional members. For instance, school X is comprised of two educators and nine parents, school Y is comprised of two educators and eight parents and school Z is comprised of two educators and seven parents.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Percentage</th>
<th>No. of response</th>
</tr>
</thead>
</table>

1. Are there any cases relating to the conduct of learners in the school which have been reported to you in the last six months?

| Yes | 73.3 | 22 |
| No  | 26.7 | 8 |
| No response | | |

1.1 If Yes, are the cases relating to a good or bad conduct of learners?

| Good | 3.3 | 1 |
| Bad  | 26.7 | 8 |
| Both Good and Bad | 70 | 21 |

2. How do you normally get information about the conduct of learners in the school?

| Informal communication | 40 | 12 |
| SGB meetings | 50 | 15 |
| Other | 10 | 3 |

3. Are cases relating to the conduct of learners ever reported to the SGB?

| Yes | 96.7 | 29 |
| No  | 3.3 | 1 |

4. Are matters relating to the conduct of learners ever reported to the SGB?

<p>| Yes | 96.7 | 25 |
| No  | 16.7 | 5 |</p>
<table>
<thead>
<tr>
<th></th>
<th>4.1. If Yes how often?</th>
<th>5. Are there any guidelines which are followed by the SGB when dealing with cases of conduct for learners?</th>
<th>5.1. If Yes, which guidelines are followed?</th>
<th>6. Are you aware of the methods used by educators in order to deal with learners who display bad conduct?</th>
<th>6.1 If Yes, can you mention those methods?</th>
<th>7. Are there any guidelines followed by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In all meetings</td>
<td></td>
<td>Code of conduct</td>
<td>Yes</td>
<td>Use of switch</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>In certain meetings</td>
<td>16.7</td>
<td>No response</td>
<td>No response</td>
<td>Give extra work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No response</td>
<td>16.7</td>
<td>Other</td>
<td>No response</td>
<td>No response</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>66.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>16.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>Question</td>
<td>Yes</td>
<td>No</td>
<td>No response</td>
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<tr>
<td>educators when dealing with learners who have bad conduct?</td>
<td>No response</td>
<td>10</td>
<td>3</td>
<td></td>
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<tr>
<td>7.1 If yes, which guidelines are followed?</td>
<td>Code of conduct</td>
<td>26.7</td>
<td>8</td>
<td></td>
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<td></td>
<td>No response</td>
<td>73.3</td>
<td>22</td>
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<tr>
<td>8. Do you have a code of conduct for learners in your school?</td>
<td>Yes</td>
<td>86.7</td>
<td>26</td>
<td></td>
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<td>No respond</td>
<td>3.3</td>
<td>01</td>
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<tr>
<td>8.1 If yes, what does the code of conduct entail?</td>
<td>Responses</td>
<td>90</td>
<td>27</td>
<td></td>
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<td></td>
<td>No responses</td>
<td>10</td>
<td>03</td>
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<tr>
<td>9. Is the code of conduct for learners ever discussed in the meeting of the School governing body?</td>
<td>Yes</td>
<td>80</td>
<td>24</td>
<td></td>
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<td></td>
<td>No</td>
<td>20</td>
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<td>No response</td>
<td>10</td>
<td>03</td>
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<tr>
<td>10. How do members of the school governing body contribute in the code of conduct for learners in the school?</td>
<td>In responses</td>
<td>83.3</td>
<td>25</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>No response</td>
<td>16.7</td>
<td>5</td>
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<tr>
<td>Question</td>
<td>Response</td>
<td>Yes</td>
<td>No</td>
<td>Total</td>
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<td>11. Who formulates the code of conduct?</td>
<td>School governing body</td>
<td>43.3</td>
<td>56.7</td>
<td>13</td>
<td></td>
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<tr>
<td></td>
<td>Other</td>
<td></td>
<td></td>
<td>17</td>
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<tr>
<td>12. Are you aware of any legislation relating to the formulation of the code of conduct for learners in schools?</td>
<td>Yes</td>
<td>43.3</td>
<td></td>
<td>13</td>
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<td></td>
<td>No</td>
<td>56.7</td>
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<td>17</td>
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<td>12.1. If Yes, can you mention such legislation?</td>
<td>South African Act</td>
<td>40</td>
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<td>12</td>
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<td>Other</td>
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<td>No response</td>
<td>56.7</td>
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<td>17</td>
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<td>13. Is the school governing body supposed to play a role in the formulation of a code of conduct for learners?</td>
<td>Yes</td>
<td>90</td>
<td></td>
<td>27</td>
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<tr>
<td>13.1. Why do you say that?</td>
<td>Its legislated</td>
<td>3.3</td>
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<td>01</td>
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<td>Other</td>
<td>93.4</td>
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<td>28</td>
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<td></td>
<td>No response</td>
<td>3.3</td>
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<td>14. Can you make any suggestions for improving the role of the school governing body in</td>
<td>Suggestions</td>
<td>86.7</td>
<td></td>
<td>26</td>
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<td></td>
<td>No suggestions</td>
<td>13.3</td>
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4.3 The legislation relating to the code of conduct for learners

In terms of Section 8 of the South African Schools Act, 1996 (Act 84 of 1996) the School Governing Body of a public school has to formulate a code of conduct for learners. The code of conduct must be subject to the Constitution of the Republic of South Africa, 1996. This implies that the code of conduct should contain a set of moral values, norms and principles which the school community should uphold. However, the code of conduct is only enforceable against the learners.

It is stated that the code of conduct should aim at establishing a disciplined and a purposeful environment to facilitate effective education and learning in schools. The code of conduct should inform the learners of the way in which they should conduct themselves at school in preparation for their conduct and safety in civil society. It should set a standard of moral behaviour for the learners and equip them with the expertise, knowledge and skills they would be expected to evince as worthy and responsible citizens. The code of conduct should not be punitive and punishment oriented but facilitates constructive learning.

Each school should develop its own code of conduct. In formulating a code of conduct as a consensus document, the School Governing Body should involve the parents, learners, educators and non-educators at school. Porter (2000:279) views the involvement of stakeholders in the educational process as significant as the parents will be empowered to act in their children's interests, the educator will be empowered to meet the learner’s needs at school and learners will be empowered to contribute to problem-solving situations. The code of conduct should clarify the roles and responsibilities of various stakeholders in the creation of a proper learning environment.
in schools.

### 4.4 The role of the School Governing Body in promoting good conduct to the learners

Members of the School Governing Body were asked to indicate whether there were cases related to the conduct of learners in school which were reported in the last six months. 73.3% of the respondents indicated that there were cases that were reported, this means that out of 30 respondents 22 respondents indicated with Yes while 26.7 respondents indicated that there were no cases reported to them which means out of 30 respondents 8 members indicated with No. This indicated that there were cases that the School Governing Body has to deal with as governors of the schools.

The School Governing Body members indicated that the cases that are reported are bad and some are both good and bad. The question that was asked was to indicate whether the cases reported were good, bad or both good and bad. 21 respondents indicated both good and bad which is 70%. 8 members responded by indicating bad which is 26.7% and only one member indicated with good which is 3.3%. This implies that the School governing body has to play a role in promoting good conduct to the learners as it is indicated that most of the cases that are related to conduct of learners are reported.

In ensuring whether the School governing body is taking part in promoting good conduct to the learners, the question that was asked was whether there are any guidelines which are followed by the School governing body when dealing with cases of conduct for learners. 23 respondents (76.7%) out of 30 indicated that they do follow guidelines. 7 members (23.3%) indicated that there were no guidelines that are followed when dealing with cases of conduct to learner. When members were asked which guidelines were followed 6 members (20%) were able to tell that they followed the code of conduct for learners, 15 members (50%) gave no response on the question and 9 members (30%) gave other responses other than the code of conduct. This indicated that the School governing bodies were aware of guidelines that were supported to follow but the
majority did not know or did not mention the guidelines that are supported to be followed. This is indicated by the fact that 23 members (76.7%) agree that there are guidelines that are followed but some members in these 23 members (76.7%) were unable to tell which guidelines are followed in dealing with cases of conduct to learners.

The researcher wanted to find out whether the respondents are aware of the methods used by the educators in dealing with learner’s bad conduct and of possible to mention such methods. 18 respondents (60%) indicated by yes while 12 (40%) respondents indicated with No. When asked to mention those methods used by educators 17 respondents (56.7%) gave no response and 13 respondents (43.3%) mentioned other means or methods dealing with bad conduct learners. There were few respondents who mentioned the use of switch and other respondents mentioned detention and giving extra-work to learners. This implies that the School governing body has to increase its effort in promoting good conduct to learners. They were supposed to be able to know and tell which method used by educators in dealing with bad conduct to learners, however not all of the were unable to tell he methods used by educators as some respondents indicated the use of code of conduct as a reference for any bad conduct shown by learners.

4.5 The assessment of the level of awareness of the School governing body members about their respective role in the formulation of a code of conduct.

The members were asked whether there is a code of conduct for learners in their schools. 26 respondents (86.7%) indicated the availability of code of conduct in their schools by Yes, 3 respondents (10%) indicated No and 1 respondent (3.3) gave no response. This gave a deduction that most senior secondary schools in Port Elizabeth do have code of conduct for learners.

In finding out about the role of School Governing Body in the formulation of a code of conduct, the question that was asked was who formulates the code of conduct for learners? 17 respondents (56.7%) mentioned variety of responses such as the Principal, the educators and the Department of Education, 13 respondents (43.3%)
were able to tell that it is the School Governing Body that formulates the code of conduct for learners. This indicates that the majority of School Governing Bodies in Senior secondary schools in Port Elizabeth are not aware that it is the primary duty of the School Governing Body to formulate the code of conduct for learners as this legislated in the South African Schools Act of 1996 Act(48 of 1996).

The respondents were further asked to mention the legislation related to the formulation of a code of conduct for learners at school. 12 participants (40%) responded by indicating the South African School Act of 1996, 17 participants (56.7%) gave no response and one participant (3.3%) mentioned the Constitution of the Republic of South Africa of 1996. It can be deduced that as much as the members of School Governing Body are aware of their role to play in the formulation of a code of conduct for learners, many members of the School Governing Body are not aware of the legislation relating to the formulation of a code of conduct.

4.6 The skills required by the members of School Governing Body in order to have meaningful contribution towards the formulation of a code of conduct.

The question asked to determine the skills required by the members of School Governing Body in order to have meaningful contribution towards the formulation of a code of conduct, was how do members of the School Governing Body contribute in the code of conduct for learners in the school? 25 members (83.3%) responded writing various ways of contributing, for instance, through attending School Governing Body workshop, through the meetings and through the conversations with educators and learners. These responses showed that School Governing Body members acquire skills from these meetings and are able to open and analyze the situation at the school. This equipped then with knowledge so as to impact it in the formulation of a code of conduct for learners. 5 members (16.7%) indicated no response. This showed that some members of School Governing Body do not know how possible the can contribute in the formulation of a code of conduct for learners.
The ability to learn and understand the legislation relating to the formulation of a code of conduct for learners is the utmost requirement skills needed by the members of the school governing body. On the question of whether the school governing body is supposed to play a role in the formulation of a code of conduct, 27 (90%) indicated Yes but when asked why do they say Yes only one member (3.3%) gave a reason that it is because it is legislated in the South African Schools Act of 1996, 28 members (93.4%) many reasons such as: Members should play a role because they are governors: They are part of the school so they cannot be excluded and one other response said it is their responsibility. 1 member (3.3%) gave no response.

A level of education in which members will be able to read, analyze and interpret Education policies is required. This is indicated by the question that was asked to members of school governing body to suggest what can be done to improve their role in the formulation of a code of conduct for learners. 26 members (87.6%) gave suggestions; the common suggestion was the attainment of certain qualification. Others suggested Grade 9 and others suggested Grade 10 as a minimum qualification that the member of School Governing Body required to be able to play a meaningful role in the formulation of a code of conduct for learners. 4 members (13.3%) gave no suggestions. It can be deduced that members of the School Governing Body are confronted with paperwork that, most of the time, is in English and Education policies are written in English therefore, members felt that a certain level of qualification in a member will add value in the formulation of a code of conduct for learners.

4.7 The role of the code of conduct for learners in schools
The aim of the code of conduct is to maintain the disciplined and purposeful school environment that exists at school. It gives a direction to learners in the sense that learners may know what is expected of them, for instance learners are expected to come to school regularly if failed to come a proof of evidence should be produced. The code of conduct promotes self discipline and constructive learning. The role and responsibilities of learners are highlighted. The code of conduct gives learners a clear
picture of what they should or should not do and which channels of communication they should use, as well as grievance procedures to follow in the event of misconduct. The presence of a code of conduct in school creates harmony in schools as everyone has a role and responsibility to play.

4.7.1 **Roles and responsibilities for learners**

4.7.1.1 School and classroom rules

School rules are designed to regulate the management of the school, and the relationships between the principal, educators and learners. Classroom rules should give effect to the relationship between educators and learners in the classroom. All rules should be consistent with the overall code of conduct. Learners should be involved in the formulation of school rules and are expected to conform to such rules.

Classroom rules should be placed in a visible position or each learner should possess a copy of such rules. The consequence for breaking the rules should be included. The punishment should fit the offence and be graded to make provision for repeated offences. Learners should be expected to know and adhere to school and classroom rules.

4.7.1.2 Learning and school work

Learners should commit themselves to do their school work properly. When failed to do so they should face the consequences as stated in the code of conduct.

4.7.1.3 Security and care of school property

Learners have the right to security of oneself and one’s possessions. They also have the responsibility to respect other’s personal safety and property. They have access to basic learning materials and the responsibility to look after school property. According to the Policy handbook for Educators (1996:38) the parent or legal guardian of anyone who intentionally misuses, damages or defaces any school property should replace it or pay for the property damaged.
4.7.1.4 School attendance

Learners have the right to basic education. This goes along with the obligation of attending school regularly during school hours. If a learner is absent at school, a proof of certificate from the doctor or a notification by a parent or legal guardian should be provided. Learners have the responsibility to learn and develop their full potential. They should actively participate in the learning process and decision-making.

4.7.2 The roles and responsibilities for educators

The teacher has to make the environment conducive for learning to take place effectively. This includes managing the behaviour of learners who come from different backgrounds and have different experiences. Mokoti (2001:22) argues that teachers are trapped between two different roles where they have to teach and, at the same time, they have to role-play as social workers.

Learners with home-related problems usually showcase these problems in the classroom. It becomes imperative for the educator to understand certain key concepts that might help in building his classroom management plan. These key concepts include understanding the basic principles of behaviour modification, understanding the importance of maintaining high expectations for students' academic and behavioural performance and the importance of building personal relationships with learners.

The code of conduct should spell out to the educators that they have roles and responsibilities with regard to learners. Educators are expected to follow the rules, procedures and codes of conduct of the school, government and the South African Council of Educators. According to the South African Council for Educators Act of 2000 (Act 31 of 2000) an educator should:

- Respect the dignity, beliefs and constitutional rights of learners;
- Acknowledge the uniqueness, individuality, and specific needs of each learner, guiding and encouraging each to realize his or her potentialities;
• Strive to enable learners to develop a set of values consistent with the fundamental rights contained in the Constitution of South Africa;
• Exercise authority with compassion;
• Avoid any form of humiliation, and refrains from any form of abuse, physical or psychological;
• Refrains from improper physical contact with learners;
• Promote gender equality;
• Refrains from any form of sexual harassment of learners;
• Refrains from any form of sexual relationship with learners at school;
• Use appropriate language and behaviour in his or her interaction with learners, and act in such a way as to elicit respect from the learners;
• Take reasonable steps to ensure the safety of the learner;
• Not abuse the position he or she holds for financial, political or personal gain;
• Not be negligent or indolent in the performance of his or her professional duties;
• Recognize, where appropriate, learners as partners in education.

4.7.3 The roles and responsibilities of parents
It is expected that parents will support the school, and require learners to obey all school rules and regulations. They will accept the responsibility for any misconduct on their part. They have to take an active interest in their children’s school work and make it possible for the children to complete assigned work.

Parents should attend meetings that the School Governing Body convenes for them. Attending these meetings ensures that parents are participating in the life of the school as provision is made for the democratic governance of schools.

4.7.4 Dealing with misconduct
The code of conduct should spell out as to how misconduct to learners will be dealt with. The School Governing Body should grade them according to their levels of seriousness. This is aimed at showing learners, parents and educators what action will be taken to learners violating school code of conduct.
The South African Schools Act of 1996 (Act 84 of 1996) empowers school authorities to discipline learners. Every educator is responsible for discipline at all times at the school. The educators have the responsibility to correct the behaviour of learners whenever such correction is necessary at the school. Serious misconduct should be referred to the higher authority such as the Head of Department, principal or School Governing Body. Any corrective measure or disciplinary action should be commensurate with the offence.

The misconduct that is committed by the learner which the class educator regards as minor will often require small corrective measures. For instance, the learner may fail to be in class on time, bunk classes, fail to finish homework, fail to respond to reasonable instructions, the class educator can correct the misconduct committed by a learner by:

- Verbal warning
- Community service
- Losing credits which have already been gained
- Adding work which is constructive and which possibly relates to the misconduct
- Small menial tasks like tidying up the classroom
- Detention in which learners use their time constructively but within the confines of the classroom (Department of Education 2000: 25)

When the learner committed a serious misconduct, the School Governing Body may recommend suspension of a learner to the Head of Department. The learner may be expelled from a public school only by the Head of Department if found guilty of serious misconduct after a fair hearing. The learner at a public school or parents of a learner may appeal against expulsion to the provincial Minister of Executive Council for education.

According to the Policy Handbook for Educators (1996: 39) offences that may lead to suspension include:

- Conduct which endangers the safety and violates the right of others, possession, threat or use of a dangerous weapon
• Possession, use, transmission or visible evidence of narcotic or unauthorized
drug, alcohol or intoxicants of any kind
• Fighting, assault or battery
• Immoral behaviour or profanity
• Falsely identifying oneself
• Harmful graffiti, hate speech, sexism or racism
• Theft or possession of stolen property including test or examination papers prior
to the writing of tests or examinations
• Unlawful action, vandalism or destroying school property
• Repeated violations of school rules or Code of Conduct
• Criminal and oppressive behaviour such as rape and gender based harassment
• Victimization, bullying and intimidation of other learners

4.7.5 **Code of Conduct ensures fair hearing**

A hearing takes place at school when very serious misconduct occurs. The School Governing Body should make arrangements for a disciplinary hearing. The principal should refer the problem to the School Governing Body, without disclosing the name of the learner. The School Governing Body has to guarantee the learner a fair hearing, because its decisions might be challenged. It may not contravene the Bill of Rights as enshrined in the Constitution of the Republic of South Africa 1996 (Act 108 of 1996) and the provincial education department’s regulations.

Before the hearing, the School Governing Body must appoint one or two people to ascertain whether the case is serious enough to warrant the hearing. If the School Governing Body decides to go ahead, it must appoint in writing a tribunal of three people to the hearing. According to the Department of Education (2000: 27) .These three people do not have to be members of the School Governing Body. They may be outsiders such as a retired magistrate, school principal or attorney but they should be neutral. The tribunal or disciplinary committee should follow due process in conducting the hearing.
4.8 Conclusion
The evidence drawn on the participant’s responses showed that members of the School Governing Bodies are not all aware of the role in the formulation of a code of conduct for learners. There are challenges that impact on them resulting not to actively play in the formulation of a code of conduct for learners. This implies that there is still a lot to be done on equipping these School Governing Body members to play a significant role in the formulation of a code of conduct for learners. Chapter 4 served as a basis for the next chapter which will focus on findings, recommendations and conclusions drawn by the researcher.
Chapter 5

Research findings, recommendations and conclusions

5.1 Introduction
The research findings and recommendations based on chapter four will be made in this chapter. The aim is to highlight what the researcher has found and what recommendations are made in order to improve the role of School Governing Body in formulating the code of conduct for learners in Port Elizabeth Secondary Schools.

5.2 Research findings
This research has been undertaken to investigate the role of School Governing Body in the formulation of a code of conduct for learners with specific reference to selected schools in Port Elizabeth.

It has been discovered that members of the School Governing Body are aware of the availability of the guidelines of the code of conduct. They are not aware of the fact that the learners' code of conduct should be formulated by them. Some members thought that it is government or principal and educators responsibility to formulate a code of conduct for learners. It can be deduced that the members adopted guidelines that have been provided by the Provincial government as the code of conduct for learners.

Members of School Governing Bodies did not realize that they have to formulate a code of conduct for learners based on the context of the school. Some members are not aware of any guidelines that are followed by the educators when dealing with learners who have bad conduct. Most of the members of School Governing Bodies are not aware of the legislation relating to the formulation of the code of conduct for learners.

Meetings to discuss cases relating to learners 'code of conduct are held. These cases are discussed in certain meetings. Members agreed that they do get reports about the conduct of learners as they said some reported cases are both bad and good. Although
members of School Governing Body are aware of their role to play in the formulation of a code of conduct for learners, there are some challenges they are faced with that make them to have little or no contribution in the formulation of a code of conduct for learners. For instance, some members lacked the necessary skills required to be able to formulate the code of conduct for learners. They are able to identify their problems and solutions to these problems as some members required some training in order to be able to play a meaningful role in the formulation of a code of conduct for learners.

Some parents are stuck in the past methods in dealing with bad conduct of learners. For instance, when asked on what methods are used by educators in dealing with bad conduct in learners, they reported that learners are beaten with a switch. This indicates that parents are not aware of the South African Schools Act of 1996 (Act 84 of 1996) in which corporal punishment is banned.

The educator component of the School Governing Bodies is not doing enough to educate the parent component. They are supposed to play a leading role in as far as policy interpretation is concerned. The parent and educator components normally meet to discuss specific issues. There should be some arrangements to be made where educators will, firstly, interact intensively with parent component before any formal issue is discussed.

Some members within the parent component are dominating the discussions as a result they leave others behind. This is inevitable in meetings where decisions regarding the code of conduct for learners have to be taken.

The members of the School Governing Bodies in Port Elizabeth have English language proficiency. This has assisted them in filling in the questionnaire as they responded accurately on the questions that were asked. They did not bother the fact that the questionnaire was in English.
5.3 Recommendations

5.3.1 Training for School Governing Bodies
The members of the School Governing Body should be trained by the Education Department. Training should include, *inter alia*, how to formulate the code of conduct for learners, the areas that need to be covered when formulating a code of conduct for learners. They should be discouraged in adopting the Provincial guideline as the code of conduct; however, they need to select certain aspects that are relevant for their particular school context.

There are several ways in which School Governing Bodies can be trained to do their tasks, particularly in formulating the code of conduct for learners. Many local authorities have been running workshops for School Governing Bodies. Some last half or a whole day, others spread over a long period. Workshops usually, invite one or two members of School Governing body. Usually, it is the chairperson and his or her secretary who attend these workshops. In these workshops the following should be considered:

**(i) Invite members as many as possible**
Training courses which only allow one or two persons to attend from each School Governing Body will take a long time to spread and will never reach most people. The running of these workshops should take place in schools. Schools can group themselves. For instance, all School Governing Bodies of New Brighton High Schools should meet in one of the schools. The organizers or trainers should come to these schools.

**(ii) Involve the profession**
People expect that they will be equipped with skills, knowledge and expertise in these meetings. Trainers should acquire the relevant knowledge, skills and expertise so that they can offer them to the School Governing Bodies. Sometimes, it happens that the trainer lacks skills to deliver which in turn will impact negatively to the School Governing Body members.
(iii) Make it practical
Let the School Governing Bodies see curricular materials, tackle real cases which have come before governors, and role play imaginary meetings.

(iv) Provide back-up material
Often people attend the training courses and then find they cannot recall the details. A small resource booklet or pamphlet summarizing the conference, a set of guidelines, letters of information or news sheets will give people a useful record of proceedings to which they can refer.

(v) Follow through
Training courses should be continuous. They should not take place once a year. At least once per semester will be better. This is aimed at ensuring that the School Governing Bodies are on par in as far as the courses are concerned.

5.3.2 Familiarizing with the Education policy
The School Governing Bodies should be exposed to the South African Schools Act of 1996 (Act 84 of 1996). If they can be educated in this Act it will help them and equip with the legislation related to the formulation of a code of conduct. The educator component within the School governing body should play an active role in terms of educating the parent components

The attendance of workshops by the School Governing Bodies may assist them to acquire more knowledge. The Department of Education could convene workshops that are solely focusing on the role of the School Governing Body in the formulation of a code of conduct for learners. The School Management Team of the concerned school should also assist the School Governing Body in interpretation of education policies.

One of the criteria that need to be used in order for one to be a member of School Governing Body is the ability to read, interpret and analyze the education policies since
education policies are written in English.

5.3.3 Co-opting
The School Governing Body members may recruit people who have a special role they play in the community. The School Governing Body should look at what skills are they lacking at. For instance, they need someone who will assist in the formulation of a code of conduct for learners.

The member of a community who happen to be a professional, for example, a lawyer, magistrate or any member who works or has an experience in legal matters may be recruited. Co-opted members may bring a dimension to the School Governing Body which other members cannot readily give. It is important that such members use their strengths for the benefit of the school.

5.3.4 Educators in promoting good conduct to learners
Educators are more close to the learners than any other school governor. They are the ones who experience bad conduct of learners. Most of the disciplinary challenges are taking place in the classroom and in school. The educator has to play a leading role in promoting good conduct to the learners. For instance, by implementing a proactive approach, educators can put things in place, which will safeguard the culture of learning and teaching in their classrooms, for example by:

- Preparing for lessons;
- Exercising self-discipline;
- Ensuring that teaching and learning take place consistently;
- Establishing class rules with learners;
- Ensuring that class rules are congruent with school code of conduct;
- Building positive relationships with learners.

These are all strategies which will set the stage for a positive learning environment and can significantly reduce problems with discipline in the classroom.

(a) Establishing ground rules
The educator has to set class rules together with his or her learners at the beginning of
the year. The involvement of learners ensures that everybody understands the logic behind each rule. These rules should be placed where they can be seen.

(b) Consistent implementation of the rules
The rules should be applied to everybody in class. The educator has to make sure that any disciplinary action in carried out firmly but fairly.

(c) Focusing on relationship building
A relationship of trust should be built in which learners will feel respected and understood. The learners will in turn, trust the educators back. Channels of communication should be open so that learners can feel free to air their views.

(d) Be inclusive
The approach of the educator should be inclusive so that no learner may feel left out. The use of pictures, language, posters and magazines should reflect the diversity of the class.

(e) Allow learners to take responsibility
A space for learners to be responsible should be provided. For instance, learners will be required to take care of the apparatus for Science subject. Being responsible for the day to day events that take place in the class will develop their sense of self-worth, as well as their ability to take responsibility for themselves and their communities.

5.4 Conclusion
Members of the School Governing Bodies should actively play a role in the formulation of a code of conduct for learners. In order for them to be able to contribute positively they require some interventions from the Department of Education, Educators and School Management Team. They should be given an opportunity to exercise their role in formulating the code of conduct for learners knowing fully that it is their responsibility to formulate it.
If the code of conduct for learners is clear and enforced schools will produce good outcomes for learners:

- School effectiveness will be enhanced;
- Parental involvement will be increased;
- Few or less disciplinary problems will occur;
- Co-operation among stakeholders will be enhanced.
References
RoutledgeFalmer.
Appendix A

10708 Vakaza Street
Site & Service
Kwazakhele
P.E
6205

The Chairperson
School Governing Body
School X

Dear Chairperson

REQUEST FOR PERMISSION TO UNDERTAKE RESEARCH

I am currently registered for the degree of Master of Public Administration at Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic: *An investigation into the role of School Governing Body in the formulation of the code of conduct for learners with specific reference to selected schools in Port Elizabeth.* The main purpose of this study is to find out the role of SGB in the formulation of a code of conduct for learners.

I would like to request the members of the School Governing Body to participate in this research by completing a questionnaire. Participation is voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation.

Their responses will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that they cannot be identified. Therefore, the final report will not include identifying information.
They are not obliged to answer all questions. If they feel uncomfortable to answer any question, they may not answer it. By participating in this study, they would contribute towards the improvement of the role played by School Governing Bodies in formulating a code of conduct for learners.

The research findings will be disseminated to the Department of Education and schools which will participate in this study.

Your positive response will be appreciated.

Yours faithfully

M.F. KHOBOKA
Appendix B

10708 Vakaza Street
Site & Service
Kwazakhele
Port Elizabeth
6205

The District Director
Department of Education
Western Region
Port Elizabeth
6200

Dear Sir/Madam

REQUEST FOR A PERMISSION TO UNDERTAKE RESEARCH

I am currently registered for the degree of Master of Public Administration at Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic: **An investigation into the role of School Governing Body in the formulation of a code of conduct for learners with specific reference to selected schools in Port Elizabeth.** The main purpose of this study is to find out the role played by School Governing Body in formulating a code of conduct for learners.

I would like to request School Governing Bodies of certain schools in your district to participate in this study. Participation of the respondents will be voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation. An informed consent will be requested before
the respondents’ participation in the process.

Confidentiality will be ensured. Information obtained will be used in such a way that the respondents cannot be identified. Therefore the final report will not include identifying information.

Questionnaires will be used to collect data from School Governing Body members. Respondents will be informed that they are not obliged to answer all the questions if they feel uncomfortable to answer certain questions they may not answer them.

By participating in the study, respondents could contribute towards the improvement of the role played by School Governing Bodies in formulating code of conduct for learners.

The research findings will be disseminated to the Department of Education and schools which will participate in the study.

Yours Faithfully

……………………………

Mzikayise F.Khoboka
Appendix C

10708 Vakaza Street
Site & service
Kwazakhele
Port Elizabeth
6205

The Principal
School Y
P.E

Dear Sir/Madam

REQUEST FOR A PERMISSION TO UNDERTAKE RESEARCH

I am currently registered for the degree of Master of Public Administration at Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic: **An investigation into the role of School Governing Body in the formulation of a code of conduct for learners with specific reference to selected schools in Port Elizabeth.** The main purpose of this study is to find out the role played by SGB in formulating a code of conduct for learners.

I would like to request members of the School Governing Body of your school to participate in this study. Participation of the respondents will be voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation. An informed consent will be requested before the respondents’ participation in the process.
Confidentiality will be ensured. Information obtained will be used in such a way that the respondents cannot be identified. Therefore the final report will not include identifying information.

Questionnaires will be used to collect data from School Governing Body members. Respondents will be informed that they are not obliged to answer all the questions, if they feel uncomfortable to answer certain questions they may not answer them.

By participating in the study, respondents could contribute towards the improvement of the role played by School Governing Bodies in formulating code of conduct for learners.

The research findings will be disseminated to the Department of Education and schools which will participate in the study.

Yours Faithfully

Mzikayise F. Khoboka
Dear Sir/Madam

**AN INVITATION TO PARTICIPATE IN RESEARCH**

I am currently registered for the degree of Master of Public Administration at Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic: *An investigation into the role of School Governing Body in the formulation of a code of conduct for learners with specific reference to selected schools in Port Elizabeth.* The main purpose of this study is to find out the role played by SGB in formulating a code of conduct for learners.

I would like you, as a member of School Governing Body, to participate in this study. Participation of the respondents will be voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation. An informed consent will be requested before the respondents’ participation in the process.

Confidentiality will be ensured. Information obtained will be used in such a way that the respondents cannot be identified. Therefore the final report will not include identifying
information.

Questionnaires will be used to collect data from School Governing Body members. Respondents will be informed that they are not obliged to answer all the questions, if they feel uncomfortable to answer certain questions they may not answer them.

By participating in the study, respondents could contribute towards the improvement of the role played by School Governing Bodies in formulating code of conduct for learners.

The research findings will be disseminated to the Department of Education and schools which will participate in the study.

Yours Faithfully

…………………………….
Mzikayise F.Khoboka
Appendix E

QUESTIONNAIRE
TO MEMBERS OF THE SCHOOL GOVERNING BODY

1. Are there any cases relating to the conduct of learners in the school which have been reported to you in the last six months?
   YES  NO

1.1 If Yes, are the cases relating to good or bad conduct of learners?
   GOOD  BAD  BOTH GOOD & BAD

2. How do you normally get information about the conduct of learners in the school?
   Through Informal communication   Through SGB meetings   Other
   (please specify)

3. Are cases relating to the conduct of learners ever reported to the School Governing Body?
   YES  NO

4. Are matters relating to the conduct of learners ever discussed in the meetings of the School Governing Body?
   YES  NO

4.1 If Yes, how often?
   In all meetings in certain meetings

5. Are there any guidelines which are followed by the School Governing Body when dealing with cases of conduct for learners?
   Yes  No

5.1 If Yes, which guidelines are followed?
   .................................................................................................................................................................

6. Are you aware of the methods used by educators in order to deal with
learners who display bad conduct?
Yes  NO

6.1 If Yes, can you mention those methods?

7. Are there any guidelines followed by educators when dealing with learners who have bad conduct?
Yes  No
7.1 If Yes, which guidelines are followed?

8. Is the school having a code of conduct for learners?
Yes  No
8.1 If Yes, what does it entail?

9. Is the code of conduct for learners ever discussed in the meetings of the School Governing body?
Yes  No

10. How do members of the School Governing Body contribute in the code of conduct for learners in the school?

11. Who formulates the school code of conduct for learners?

12. Are you aware of any legislation relating to the formulation of the code of conduct for learners in schools?
Yes  No
12.1 If Yes, can you mention such legislation?

13. Is the School Governing Body supposed to play a role in the formulation of a code of conduct for learners?
Yes  No
13.1 Why do you say that?

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

14. Can you make any suggestions for improving the role of the School Governing Body in the formulation of a code of conduct for learners?

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THANK YOU FOR YOUR CO-OPERATION