# MANAGING LEARNER MISCONDUCT IN NTOANE VILLAGE SECONDARY SCHOOLS

by

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# DEDICATION

To my beloved late father, Phineas Masenko Lekganyane, this is for you. I will forever cherish your love for education.


Thank you!

# DECLARATION

I declare that **MANAGING LEARNER MISCONDUCT IN NTOANE VILLAGE SECONDARY SCHOOLS** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SIGNED                                                                    DATE

(Miss S.A Lekganyane)

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# SUMMARY

The purpose of this study was to investigate the misconduct of learners in secondary schools in the Ntoane village.

It served to determine the

- extent  to which teenage fall pregnant;

- the intensity in which teachers tackle gender violence in schools;

- the manner in which the parents' culture and values are enforced by the teachers.

Recommendations are made on how to overcome these barriers and to improve the level of misconduct.

A literature study was carried out to gain an understanding of misconduct, and covered the following issues:

- What is misconduct?
- The causes of misconduct.
- An overview of learner misconduct.
- The origins of learner misconduct.
- Manifestations of learner misconduct in the classroom.
- The factors which cause learner misconduct.

A qualitative research method was used in this research. The targeted population groups are teenagers in grades 9 and 10 in the Ntoane village.

Interviews were conducted at two schools in the Ntoane village where educators, the school governing bodies and members of the representative council of learners were interviewed.

The findings were discussed at length to determine the research objectives. Conclusions were drawn after analysing these findings, and recommendations were formulated.

Key terms:

Misconduct, teenage pregnancy, gender violence, pro-social behaviour, parents' culture/values, drug-abuse, peer pressure, aggression, behavioural techniques, discipline.

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# CHAPTER 1

# INTRODUCTORY ORIENTATION

## 1.1    INTRODUCTION

Learner misconduct in South African secondary schools is a major concern. There is an increase in public concern about the misconduct of learners at Ntoane village. The main concerns are the late-coming of the learners, absenteeism, fighting, bullying, and teenage pregnancy. Learner misconduct is not unique to South Africa. In American public schools, for example, learner misconduct has for many years been the most serious school-related concern. Each year since 1969 the lack of discipline in schools has been named in public surveys more frequently than any other problems faced by the American public schools (Rose & Gallup 1999:42).

In order to understand the causes of learner misconduct in Ntoane secondary schools, parents, educators and learners will be interviewed.

The aim of the study is to reduce learner misconduct in the schools. In order to solve this problem a survey is going to be made at Ntoane village. This method of investigation will involve the participation of two secondary schools at Ntoane village. Interviews will be conducted with the parents, the educators and the learners.

In this chapter the study problem, the aim of the study and the research methodology will be presented.

## 1.2 BACKGROUND TO THE STUDY

Learner misconduct is one of the major issues within the managerial task system that both perceive and in-service teachers' encounters (Luke, 1989:66). Some teachers

have even attributed unsuccessful teaching to the amount of misconduct with which they have been confronted (Fernandez–Balboa 1991:69). The higher the rate of misconduct that the teachers were faced with, the less successful they felt.

Teaching successfully with a low rate of misconduct *(i.e.,* maintaining order) is the aim of most teachers. Even though the absence of misconduct does not guarantee high student achievement, it allows an opportunity for learning to take place. Some teachers are aware of this and are adamant to succeed by minimizing misconduct. In contrast, other teachers do not think addressing misconduct is part of their teaching responsibilities; as a result, they struggle, and continue to look for appropriate strategies for handling misconduct throughout their teaching careers (Fernandez-Balboa, 1991:63).

What causes learners to misbehave is unclear and researchers do not yet have enough information to explain the causes from the students' points of view (Stinson, 1993:219). Learners may or may not perceive misconduct in the same ways as their teachers. Therefore it is imperative to learn more about misconduct from the students' perspectives. Such information could promise a better understanding of the reasons why students misbehave, and could help the teachers to prevent and handle misconduct more effectively.

In the United Kingdom the evidence that the Eton Commission received from the seven major professional associations representing teachers revealed that their members saw the behaviour problems of their learners as a serious problem (Department of Education and Science and the Welsh Office, 1999:57). In their survey of teachers' perceptions, the Commission found that one in six secondary and one in ten primary schools teachers thought that the disciplinary problems in their schools were "serious" (Department of Education and Science and the Welsh Office, 1999:62). In a recent survey in the United Kingdom it was established that 50% of primary school teachers and 50% of secondary school teachers spend extraordinary amounts of time controlling learners (Fields, 2000:84).

In spite of encouraging signs of a decrease in incidents of misconduct (Hyman & Snook, 2000:449), both the Gallup and the Langdon surveys indicate that the lack of discipline in schools in the United States of America constitutes a major problem, according to the teachers as well as the broader community (Fields, 2000:76). The country-wide Langdon-poll, for example, reported that 58% of the teachers' classes are regularly disrupted by misconduct (Fields, 2000:80).

Recent research has pointed to the important value of teacher interventions in the deterrence of student misconduct, with special reference to teacher interventions that are caring interventions (Astor, *et.al* 1999:26) yet, there is little information available, beyond these results, on the connection between teachers' efficacy and its effect on learner behaviour.

Learner misconduct is an increasing concern in South African schools (Botha 1995:86; Burnett 1998:789; Straker 1996:62; Van Eeden 1996:11). South Africa has undergone a dramatic transformation over the last 25 years. As a result, its society faces multiple challenges impacting on the education of its young people (Botha1995:88). The problems seem to be experienced most severely in Black schools and in townships.


## 1.3    THE PROBLEM STATEMENT

The purpose of this study is to investigate learner misconduct in secondary schools. The following research questions will be a guide in conducting the research:

- To what extent do teenage girls fall pregnant in schools?
-  How do teachers tackle gender violence in schools?
-  How are the parents' cultures and values enforced by the teachers?
- How do the parents teach pro-social behavior at home?
- How do the teachers deal with learner aggression in the classroom?

**1.4    THE AIM OF THE STUDY**

The aim of this study is to reduce the misconduct of learners in the classroom.  In order to attain the aims/ objectives the following questions need to be addressed:

(1)  How do parents teach pro-social behaviour in the homes?
(2)  How do teachers deal with learner misconduct in the classrooms?


**1.5    THE RESEARCH METHODOLOGY**

Qualitative research is the method which is going to be used in this study. This is a research method which investigates data which are in the form of words rather than numbers (Bogdan & Biklen 1992:64).The qualitative research approach often requires the use of interactive methods of data collection, such as interviews and observations. In this research interviews and observations will be used.

Qualitative inquirers believe that it is impossible to develop a meaningful understanding of human experience without taking into account the interplay of both the inquirers and participants' values and beliefs (Aray, Jacobs & Razavieh1999:446).  This suggests that the researcher needs to experience what others are experiencing.

McMillan and Schumacher (1993:372) indicate that qualitative research requires a plan for choosing the sites and the participants before the commencement of the data-collection.  In this research two secondary schools at Ntoane village will be targeted as samples for this research.

The other method used by the researcher is a study of the literature of local and international sources on learner misconduct. This literature study will focus on the South African education situation in general. Sources such as journal articles, dissertations and books will be consulted to investigate what has already been written on learner misconduct.

Unstructured interviews will be used because, according to McMillan and Schumacher (1993:362) as well as Aray, *et.al* (1999:448) they ensure that all the relevant and important information is not forgotten.

The researcher will also make use of observations. Observations focus on, among other things, the way educators, parents and learners perceive reality, their actions, words, feelings and beliefs, in this case, in respect of learner misconduct (Fields 2000:76)

Purposeful sampling will be used in this study to select information. Three education specialists, three members of the School Governing Body (SGB) and three members of the Representative Council of Learners (RCL) will be used as the samples in this study.

The study will conduct face-to-face interviews to collect the data. According to Leedy (1993:158), the primary advantage of conducting face-to-face interviews is flexibility: the researcher can easily shift his/her focus as new data come to light. Face-to-face interviews with 9 persons per school will yield sufficient information to ensure a well-balanced view on the study.

In–depth qualitative interviews will be conducted with education specialists, members of the School Governing Body and members of the Representative Council of Learners. In–depth interviews are usually comprised of open–response questions to obtain the data from the participants, meaning how they conceive their worlds and how they explain or make sense of the important events in their lives (McMillan & Schumacher 2001:443). The use of in–depth interviews is expected to yield a rich degree of data.

These interviews will be the culmination of the present investigation, hopefully yielding findings that may help to identify ways that the teachers, the parents and the learners can prevent and lessen the effects of learner misconduct.

## 1.6    DELIMITATION OF THE PROBLEM

The approach   by Vital and Jansen (1997:35) will be used to acknowledge the limitations of the research. This will empower the researcher to appreciate what constraints will be imposed on her study and to understand the context in which the research claims are set.

## 1.7    POPULATION AND SAMPLE

### 1.7.1  Population

Walsh and Ollenburger (2001: 3) 'explain that population' does not necessarily mean a body of people, and indicate that 'population' refers to 'all cases about which a researcher wishes to make inference'.

The researcher's interest in studying certain variables is connected to specific people who have some of the variables or characteristics that they want to know about (Bernstein, *et.al*. 2005: 40).In this study the researcher is interested in the effect that learner misconduct has in secondary schools around Ntoane.

A population is the total collection of elements about which the researcher wishes to make some inference (Cooper and Schindler 2001: 163). The population is 'the study object , which may be individuals, groups, organizations, human products, and events, or the conditions to which they are exposed' (Welman and Kruger, 1999: 47).

### 1.7.2  Sample

The researcher will, according to Walsh and Ollenburger (2001: 77), have to study small subsets of the population, called 'samples'. From the information derived from the samples, the researcher will draw conclusions about the population from the samples which are taken.

According to Cooper and Schindler (2001: 772), sample is 'a group of cases, respondents, or records comprised of part of the target population, carefully selected to represent that population'. Breakwell, Hammond and Fife-Schaw (2000: 251) define a sample as ' a set of individuals selected from a population and intended to represent the population under study'.

## 1.8    DEFINITIONS OF TERMS

### 1.8.1  Misconduct

The Oxford Dictionary defines *misconduct* as a behaviour that is opposed or contrary to normal social instincts or practices (The Oxford Dictionary1999:48).

### 1.8.2  Teenage pregnancy

According to Lisa (1999:78), teenage pregnancy is when a teenage girl or underage girl (usually within the ages of 13-19) become pregnant.

### 1.8.3  Gender violence

Gender violence is defined as violence against women, especially in the home by a partner (McMillan and Schumacher 2008: 198)

### 1.8.4  Pro-social behaviour

According to Santrock (1998:88), pro-social behaviour is defined as carrying about the welfare and rights of others, feeling concern and empathy for them, and acting in ways that benefit others.

### 1.8.5  Parents' culture values

According to Gerdes (1998: 105), parents' culture values are defined as absolute or ethical values, or assumptions which can be the basis for ethical actions.

### 1.8.6  Drug- abuse

According to Farrell (1998: 56), drug abuse is defined as compulsive, excessive and self-damaging use of habit forming drugs or substances, leading to addiction or dependence.

### 1.8.7  Peer pressure

Peer pressure is social pressure by members of one's peer group to take a certain action, adopt certain values, or otherwise conform in order to be accepted (Fernandez-Balboa 1991:88).

### 1.8.8  Aggression

Aggression is defined as a hostile or violent behaviour or attitudes towards another (Botha 1995: 65).

### 1.8.9  Behavioural techniques

Kerr and Snook (2000: 110), define behaviour technique as any coping strategy in which people are taught to monitor and evaluate their behaviour and modify their reactions.

**1.8.10 Discipline**

Kohn (1996:58), defines discipline as training expected to produce a specific character or pattern of behaviour, especially training that produces moral or mental improvement.

**1.9    THE CHAPTER DIVISION**

The research findings are arranged into separate chapters for the sake of the logical exposition and presentation of data.  However, the chapters are not separate entities as information in one chapter may be linked and related to information in another chapter.

**Chapter 1** contains the introduction, the delimitation of the study, the research problems, background to the study, the aims of the study and the research methodology.

**Chapter  2** presents the theoretical background to the study.  In this chapter a literature review will be given on learner misconduct.

**Chapter 3** the research design is described and the research method(s) is/are explained.  The data from the interviews will be analyzed  by designing questions which focus on the central theme.

**Chapter 4**  the collected information is analyzed, and a discussion of the results is given.  The data collected will be presented and interpreted .

**Chapter 5**  will be the concluding chapter.  In this chapter a summary of the research results will be given, as well as the conclusions,  and recommendations  will be made.

# CHAPTER 2

# LEARNER MISCONDUCT: THEORIES, CAUSES AND MANIFESTATIONS

## 2.1 INTRODUCTION

An overview of learner misconduct in the classroom constitutes the main focus of this study. The Oxford Dictionary defines *misconduct* as a behaviour that is opposed or contrary to normal social instincts or practices (The Oxford Dictionary1999:48). The South African Schools Act 84 of 1996 defines learner misconduct as a serious misbehaviour or committing an offence by a learner within the designated place of learning. The issue of discipline, or keeping order in schools and classrooms, repeatedly arises in discussions with educators, parents and learners. The theoretical information will be contextualized with regard to the prevalence of the problem as it occurs in selected secondary schools. The study focuses on rural and disadvantaged secondary schools in the Limpopo Province in South Africa.

A number of theories regarding learner misconduct will be discussed in brief, followed by a discussion of the causes of the phenomenon as it occurs among adolescents. Key aspects among the causes are those pertaining to the family, the community and the school.

The study will attempt to identify and describe the specific ways in which the problem may manifest itself among school-going adolescent learners. Furthermore, the study will unravel some behavioural acts that could be associated with the misconduct of learners.

## 2.2    AN OVERVIEW OF LEARNER MISCONDUCT

### 2.2.1  Scientific management theories

The evolution of leadership theories clearly shows a convergence of ideas over more than two centuries into the mainstream theories of today. The first main convergent of ideas came in the 1970s with the contingence theories. The theories combined new ideas with elements of past theories that had been discarded as invalid or inapplicable. These theories contain elements of the Great Man and Traits theories, behavioural theories, influence-based and situational theories (Van Seters  & Field, 1990), but remained stand-alone theories.

The second main convergence of theories came with the transactional and transformational leadership theories. Not only did these theories contain elements from past theories but they were well-integrated and could easily be applied to today's organizations. Wren (2005:454) stated, "Leadership theories cycled from traits through contingency notions and back to leader styles and leader-member relations in transformational, charismatic, transactional, and leader-member exchange theories".

### 2.2.2  The human relations era

Bhindi and Duignan (1997:119) argued that no matter whether in educational, religious, public service or business organizations, authentic leaders encourage and support ways of thinking and doing that are ethical and people-centred. They proposed that leaders in the new century will need to be more sensitive and caring in their attitude and relationship and more adaptable and flexible in their practices, if they are to release the potential, and tap the diversity of talents of those who work with them ( Bhindi and Duignan 1997:119 ).

### 2.2.3 The behavioural scientific

Many learners seem to have difficulty working for extended periods of time on a task. The level of intelligence of these learners do not differ significantly from that of other learners. The learners' approach to school-work is often negative and undisciplined, resulting in chronic underachievement. They experience not being loved or cared for, being rejected or abandoned, being incompetent and depressed. These learners may hit, kick, get into fights or verbally threaten or insult others. These bahaviour patters may cause experiences of frustration when teachers try to control the learners, and this may be disapproved by peer group members. When assisting learners with behaviour problems, the learning environment which suits the learner should be taken into account. The teacher should acquire an understanding of the diverse emotional needs of the learners with behaviour problems (Kerr & Nelson 1998:13).

### 2.2.3.1 Classroom management, behavioural techniques and social learning

Techniques which are successful with specific problems of behaviour, however, may well have implications for the management of the classroom in general. These, in turn may make it possible to prevent behaviour problems from occurring in the first place (Charlton & David 1999:141).The literature on classroom management has not, for the most part, been carried out within a specifically behavioural framework. However, its findings (Emmer 1997:48) suggests that many of the elements of behavioural approaches could be extremely relevant. The following are particularly notable.

- Behavioural approaches describe the problem behaviour and the alternative behaviours which should replace it. Thus, the research on classroom management finds that the effective teacher makes it clear to the pupils from the start what behaviour is expected from them. Procedures and routines are established for all classroom activities and there are clear rules of conduct.
- Behavioural approaches attempt to use antecedents and consequences systematically to influence behaviours. The effective teacher makes sure that

the class room is arranged to allow movement without disruption. Behaviour that interrupts, slows down or deflects the progress of the lesson is avoided. The pupils' problems are anticipated.

- Behavioural approaches measure the occurrence of specific behaviours to assess the effectiveness of intervention. Though effective teachers have not been shown to do this, they do monitor behaviour carefully, moving round the classroom to see what is happening, and ensuring that requirements and deadlines for work and assignments are adhered to.

Skinner (1986:98) contends that one does not learn by doing alone but instead learns as the result of the consequences that follow what one does. Hence, to teach to discipline, is to arrange such consequences (Skinner, 1986:85). According to him (1986:15), "It is the teacher's duty to contrive conditions under which learners learn." Teachers cannot, Skinner argues, abrogate their responsibility to control these consequences. Skinner's work with human subjects convinced him that humans respond better to rewards than to punishment. Research shows that punishment can motivate good behaviour and suppress bad behaviour, but it has its dark sides.

The goals of classroom behaviour management are to develop stimulus-control over pupil behaviour and to prevent crisis situations from occurring (Kerr & Nelson 1998:157). These must be accomplished in group settings where the teacher is responsible for delivering instructions.

### 2.2.3.2    Classroom management with a preventative approach

Learners possess an inner desire to become the best persons they are capable of becoming - to "self-actualize" (Rogers 1977:30). For Rogers human beings are endowed with an actualizing tendency to grow, to develop, and to create. To ignore the learner's need to self-actualize will produce only inconsequential learning (Rogers 1977:30). The role of teachers, then, is to help facilitate this natural-growth motivation in children. Teachers will have to give away some of their power in order to empower their

learners. Rogers (1977:68) values the concept of learner freedom. He argues that discipline (control) should not be imposed, but that self-discipline, in a Rousseau-like commitment to natural inner forces of creativity and self-determination should prevail. Quality of empathy, honesty, and helpfulness should be consciously developed in both teachers and learners.

Brophy (1979:86) argues that good classroom management implies good instruction. Recent research makes it clear that successful classroom management involves not merely responding effectively when problems occur, but preventing problems from occurring in the first place (Brophy 1979:266). In turn, this prevention is accomplished primarily by good planning, curriculum pacing, and instruction that keep learners profitably engaged in appropriate activities. Furthermore, instruction is involved in much of classroom management, as when teachers provide learners with instruction in and opportunities to practise the procedures to be used during everyday classroom routines.

Wong (1998:208) devotes communicating positive expectations and stressing the importance of the teachers establishing effective classroom management procedures, not just rules! This contrast between procedures and rules is important to Wong, because rules, often seen as a challenge by learners, need to be enforced, often by means of the use of punishment. Tauber (1999:211) argues that there is no doubt that preventing discipline problems before they occur is preferable to correcting them after they have taken place.

### 2.2.3.3    Experiential learning and self-actualization

A good deal of discipline is what we actually say and how we say it. Rogers (1990:68) states that planning even cognitive scripting of what we want to say long before any actual discipline problems occur, can help. It can also help to develop a more positive and assertive style that minimizes stress and enhances a positive working relationship essential to good teaching and learning. Discipline is an essential factor of our leadership in classrooms; students need it. Thoughtfully-planned discipline language will

improve the quality of discipline transactions by reducing unnecessary emotional exchanges and focusing on the primary issues.

### 2.2.3.4    Discipline, and beyond

Kohn (1996:74) challenges our traditional thinking by suggesting that our first question about learners should not be, "How can we make them do what we want?" but rather 'What do they require in order to flourish, and how can we provide those things?". Instead of trying to control learners' behaviour by, say, posting lists of consequences for misconduct on the board, the teacher should focus on nourishing learners' natural curiosity by helping them to develop their problem-solving abilities and by experiencing a sense of community (Kohn1996:1). Kohn criticizes many of the programs that offer what amount to recipes for taking care of discipline problems and for maintaining a controlled environment. Kohn's alternative is to make the classroom a community where learners feel valued and respected, where care and trust have taken the place of restrictions and threats. In this environment learners have a major role in making meaningful decisions about their schooling (Kohn1996:1)

### 2.3    ORIGINS OF LEARNER MISCONDUCT

Sigmund Freud was the founder of the psycho-analytical approach from which the psycho-dynamic model is derived. Freud's theory was based on the assumption that the experiences people have during their early childhood years have a decisive and lasting effect on their behaviour (Thomas 1999:105-129). According to Santrock (1998:34), bad experiences arising from the unresolved conflicts in the unconscious mind determine the behaviour of adolescents. According to Gerdes (1998:9), learner misconduct results from environmental factors such as the family, which may cause delinquency. According to the ecological system approach, (Gerdes (1998:9), delinquency may be caused by the lack of family cohesiveness and by parental rejection (Apter & Conoly 1998:83). Learner misconduct may also originate from child abuse within the family (Carson & MacMurray 1998:113). Child abuse includes physical, emotional and sexual abuse.

Child sexual abuse hurts the child, the parents and the community. The child is in a situation that is very confusing. She may feel both guilty and responsible for what was happening (Carson & MacMurray 1998:113).From a Zimbabwean perspective, Mziramasanga (1999:199) has shown that learner misconduct is usually the result of a problematic home-background, be that of a single parent-situation, unemployment, or the divorce of the parents.

## 2.4    MANIFESTATIONS OF LEARNER MISCONDUCT IN THE CLASSROOM

Learner misconduct, although it manifests in different ways, is experienced in learners of all ages. Montgomery (1998:131) says that learner misconduct is more common amongst secondary school learners than in primary school learners.  He further says that boys are more frequently involved in misconduct than girls.  According to him (1998:132), juvenile delinquency, and violent and criminal activities are manifestations of adolescents rejecting authority within the community. He further indicates that certain forms of behaviours are associated with  one another (for example, aggressive behaviour is associated with truancy), as interdependence among behaviour problems.

According to Houghton, Wheldall and Merret (1998: 309) and Montgomery (1998: 127), talking out of turn and hindering other children are the most troublesome and most frequent misconduct in the classroom, as indicated by secondary school teachers. These frequent misconducts are the main source of problems for teachers.  McNamara (in: Houghton, *et al.* 1998: 309) also identified 'inappropriate talking' as disruptive behaviour.  From a study carried out in England, Montgomery (1998:127) identified the following as the most common forms of learner misconduct.  The information in brackets refers to the percentage of teachers who experienced the problem.

- Attention-seeking behaviour (90%).
- Disruptive behaviour (90%).
- Attention-deficit (40%).
- Aggressiveness (40%).

- Refusal to work or to cooperate with others (10%).
- A lack of motivation and interest (10%).

Attention-seeking behaviour and disruptive behaviour are clearly the most common behaviour problems encountered in the classroom (Chalton & David (1999:18). Houghton, *et al.*(1998:309) and Charlton and David (1999:18) have all indicated that the making of unacceptable noises, laziness and unpunctuality are among the most common forms of misconduct. Houghton, *et al.* (1998:298) found that 62% of the teachers felt that they spend more time in dealing with problems of order and control than they ought to, According to them, talking out of turn, disturbing others, non-attendance and disobedience are the major categories of disruptive behaviour.

In the following section the more frequently occurring forms of learner misconduct will be looked at, as reflected in research on a national level, carried out by Mziramasanga (1999: 293). These will include:

- aggressive and anti-social behaviour;
- disruptive behaviour;
- theft;
- telling lies;
- juvenile delinquency;
- the use of additive substances;

Aggressive behaviour is a means of outward reaction or the acting-out of an inward emotional state (Munsamy 1999:42; Langa 1999:22). Aggressive behaviour manifests in bullying, vandalism, and assaulting others (Kerr & Nelson 1998:265). According to McManus (1999:11), children acquire an attitude of aggression in order to express their deep-seated feelings of dissatisfaction.

Parents are usually upset when they discover that their child has stolen something. Often they need guidance or the help of a counsellor on how to handle the matter

objectively and effectively.  According to Engelbrecht (1998:87), most learners have at some stage taken something that belongs to someone else.

Disruptive behaviour  includes any behaviour or conduct that interferes with or disrupts the learning process in the class (Luckner 1998:24-28).  This form of behaviour includes noise-making, the refusal to cooperate, showing off, uncontrolled behaviour, storming out of the classroom, taking alcohol school, calling-out while the teacher is speaking, abusive language, and making improper noises.  According to Luckner (1998:24-28), the learners who demonstrate disruptive behaviour make it impossible for the teachers to teach properly or to pay the necessary attention to learners, and it affects the  entire environment in the classroom.

Bakwin and Bakwin (1999:586) define *telling lies* as a "…deliberate distortion of the truth in order to mislead people".  During adolescence the assumption is that by the time children enter high school, they will no longer tell lies. Adolescents is able to distinguish between fantasy and fact, and have at this stage already developed moral values (Bakwin and Bakwin :1999).

Van den Aardweg and Van den Aardweg (1998:123) define *juvenile delinquency* as the "…willful and deliberate behaviour of a juvenile in violation of the law and social norms that will bring the youth under legal or social judgment".  It refers to the transgression of the law by the youth, such as taking alcohol at school, or the sexual harassment of other learners.  Gouws and Kruger (1999:134) point out that juvenile delinquency may include truancy, running away from home, drinking, drug-taking, sexual misconduct, lying and other anti-social acts, such as hostility and aggressiveness.  Delinquency is both a psychological and a sociological problem.

Depression in adolescents usually manifests itself in different ways. Depressive conditions may range from relatively undamaging, temporary states of sadness in response to a genuine loss (of a loved one), to severely disturbed psychotic conditions that involve mental as well as emotional impairment (Kerr & Nelson 1998:327).

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Adolescents may commit suicide as a result of precipitating events, such as the break-up or threatened break-up of a relationship, pregnancy, school-failure, conflict with parents, rejection by a friend, and the loss of a parent or other beloved persons (Munnik 1998:73-79).

Addiction is a state of periodic and chronic intoxication, detrimental to the individual and society, and brought about by the repeated consumption of a drug (Gillis 1998:107-108). He further indicates that addiction to drugs or alcohol means that the learner's body can no longer function without these substances.

## 2.5  FACTORS WHICH CAUSE LEARNER-MISCONDUCT IN THE CLASSROOM

Behaviour problems stem from a variety of causative factors, which may include the environment and family background (Gerdes 1998:9). In the literature (Gerdes 1998:9), there is a great deal of speculation about which factors cause learner misconduct. According to Gerdes (1998:9), the environment and family background are the primary causes of learner misconduct. For example, environmental factors such as the family as a system may cause delinquency. According to Carson and Murray (1998:113), child abuse within the family may also cause learner misconduct. Child abuse includes physical, emotional and sexual abuse. Child sexual abuse hurts the child, the parent and the community. The child is in a situation that he or she finds confusing. She may feel both guilty and responsible for what is happening, as indicated before (Carson & MacMurray 1998:113).

### 2.5.1  Intrinsic factors

Various intrinsic factors may give rise to learner misconduct. Intrinsic factors are factors that are situated within the adolescent himself/herself (Carson & Butcher 1998:26).

## 2.5.2  Extrinsic factors.

Lewis (1999:10, 11) argues that intrinsic and extrinsic factors are intertwined and theyinteract. They have an impact on one another as the learner develops.  Lewis supports this when he says "…resilience in children is likely to develop from both internal and environmental factors".  However, neither extrinsic nor intrinsic factors can be pinpointed as the only cause of learner misconduct as they are always in interaction with one another" (Farrell 1998:5).


## 2.6   CONCLUSION

Manifestations of learner misconduct, causative factors of learner misconduct, the characteristics of the learners exhibiting behaviour problems, and theoretical models of human behaviour have been explained in this chapter.

The theoretical models discussed in this chapter are the psycho-analytical model, the ecological systems models, the behaviourist model and the cognitive model. The theoretical models discussed above provide different perspectives on problem behaviours resulting in a more comprehensive understanding of learners with behaviour problems.

Teachers and parents should understand the causative factors of learner misconduct so that they can be in a position to offer appropriate assistance to those learners with behaviour problems.

In the following chapter the research design to investigate the above-mentioned issues will be discussed. The methods of data collection will also be explained.

# CHAPTER 3

# RESEARCH DESIGN AND METHODS

## 3.1    INTRODUCTION

The literature study, as indicated in chapter 2 provided a comprehensive overview on the causes and manifestations of learner-aggression. It became clear to the researcher that aggression is a serious behavioral problem in secondary schools.

This chapter will describe, explain and justify the research design that was considered appropriate in collecting data for this study. The research design was influenced by the research problem as stated in chapter 1 which states: To what extent do teenage girls fall pregnant in schools? This is a more suitable approach to select for this study as it focuses on how teachers manage learners in their school setting (Winter, 2000: 7)

This chapter covers the research design, the research methodology, data collection techniques, and the ethical considerations.

## 3.2    RESEARCH DESIGN

A research design is a plan of procedures for the collection and analysis of the data that were collected to evaluate a particular theoretical perspective (Miller 1999:92). McMillan and Schumacher (1993:34) maintain that the design describes the procedures for conducting the study, including when, from whom, and under what conditions the data will be obtained. In other words, design indicates how the research is set up: what happens to the subjects and what methods of data collection are used. The purpose of research design is to provide the most valid and accurate answers possible to the research questions.

The descriptive method was employed so as to identify the role and significance of socialization  of learners by educators and parents. The descriptive method is then appropriate as this can allow the identification of the similarities and differences of the respondents' answers. Interviews will take place within the natural setting of the school. Natural setting is important in conducting the study as this will present a formal atmosphere where participants will be more relaxed and free to participate (De Vos 1998: 65).

Leedy and Ormrod (2001: 101) describe qualitative research as means to understand social phenomenon of participants. By using a qualitative approach, an attempt was made to understand the factors responsible for learner misconduct in secondary schools.

The researcher regards qualitative methods as important because most of descriptions and interpretations in this study have been portrayed verbally rather than numbers as it is done in quantitative research ( McMillan and Schumacher 2001: 98). Qualitative method is important because also it includes an in-depth verbal description of observed phenomenon (McMillan and Schumacher 2005:130). The goal is to capture the richness and complexity of the behaviour that occurs in a natural setting, from the participant's perspective.

The researcher regards qualitative research as the best approach for this study because it enables the researcher to understand the social phenomenon from participants' perspectives. Understanding was acquired by analyzing contexts of the participants and by narrating participants' meanings which include their feelings, beliefs, ideas, thoughts and actions, (McMillan and Schumacher 1997:500).

Social phenomena includes all behavior which influences or is influenced by organisms sufficiently alive to respond to one another. This includes influences from past generations. Developments in social study which furnish a basis for this concept are the

behavioristic trend and the emphasis upon the objective nature of social lives study of groups and group life and environmental study (John Markey 1999:139)

The researcher used a qualitative design because it is a form of social inquiry that focus on the way people interpret and experience events and the world in which they live. According to McMillan and Schumacher (1993 :373), a number of different approaches exist within the wider framework of qualitative research and the most these have the same aims, namely, to understand the social reality of individuals, groups and cultures.

Holloway (1997:58) manages to explain some of the complex concepts and assumptions surrounding qualitative research. In addition to this, she also puts forward supporting arguments to justify the methodology, research design and research procedures. Links are made within the descriptions, so that the reader can follow line of inquiry.

In quantitative design, data are collected to test previously stated hypothesis models and theories. All the analytical strategies of quantitative research are deductive in nature whereas all analytical strategies of the qualitative research such as ground theory and discourse analysis are inductive (McMillan and Schumacher 1993: 201).
Ground theory is a systematic methodology in the social sciences emphasizing generation of theory from data in the process of conducting research. It is mainly used for qualitative research (McMillan and Schumacher 1993: 196). Ground theory is used in this study as there will be free interaction between the interviewer and the interviewee. The researcher will allow opportunities for clarification to participant so that the relevant data is captured.

### 3.2.1  Main research question

The main research question for this study is:
In your school ,do  you have school girls falling pregnant? How do teachers deal with learners' sexual misconduct?

**Sub-research questions**

- In an attempt to answer the main research question the following questions are pertinent: How are teachers prepared in their training to deal with sex education?
- How do parents deal with sexuality with their children?

## 3.3    RESEARCH METHODOLOGY

The study follows a qualitative approach. Strauss and Corbin (1990:17) define qualitative as any kind of research that produces findings not arrived at by means of statistical procedures or other means of qualification.

According to Leedy (1993:140), qualitative research is a creative, scientific process that necessitates a great deal of time and critical thinking, as well as emotional and intellectual energy. Qualitative research is interpretative in character, meaning that the enquirers try to account for what they have given an account of. It displays the use of expressive language and gives attention to particulars.

De Vos (1998:252) indicates that the terms *qualitative* and *quantitative* methods differ inherently, and that a qualitative research design does not provide the researcher with fixed steps to follow. For this reason, the researcher will, in the next section, discuss characteristics which serve as reasons for the choice of qualitative research.

This research is focused on ground approach.  A ground approach study is a form of qualitative study and its interpretation is derived from raw data. According Merriam (Creswell, 2002: 22) a ground approach study is important for this study because the researcher begin with a broad topic, then use qualitative methods to gather information that defines a  research question.

This  approach is important in this study because instead of formulating specific question the researcher will interview learners, parents, and teachers and the process

of developing themes from reading the text by coding specific examples of where respondents mentioned common answers.

The researcher selected ground theory as it offers researchers access to people's ideas, thoughts and memories in their own words, rather than in the words of the researcher. It is also used to determine how participants experience and respond to events.

### 3.3.1  Research population

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research (McMillan and Schumacher 2001:169). They further indicate that this group is also referred to as the *target population* or *universe.* The target population is often different from the list of elements from which the sample is actually selected, which is termed the *survey population*  McMillan and Schumacher 2001:169).

The target group in this study are selected from  grade 9 and 10 learners, teachers and parents in Ntoane village, a low socio-economic community. From the population, the researcher has selected a small sample of learners, teachers and parents.

### 3.3.2  Sampling procedure

Best and Kahn (1993:24) define sampling as a deliberate method of selecting respondents for observation and interviews. It helps the researcher to infer conclusions about a specific population. In this study, the researcher will use purposeful sampling, which is sometimes. Purposeful sampling means that the researcher selects particular elements from the population that will be representative or informative about the topic of interest (McMillan and Schumacher 1997: 167).

### 3.3.3  Sample size

Sample is a small portion of the total objects, events or persons, which together comprise the subject of the study ( McMillan and Schumacher, 2001:177).
The researcher must determine the size of the sample that will provide sufficient data to answer the research question. In this study, three education specialists, three members of the School Governing Body and three members of the Representative Council of Learners will be interviewed in schools A and B .

This implies that a sample is a number of individuals elected from a population of study to represent a large group from which it was drawn. This sample was comprised of three members of The School Governing Body, three educators , three learners from two schools , total of 9 participants.

### 3.4    DATA COLLECTION TECHNIQUES

LeCompte and Preissle (1993:58) maintain that data are any kind of information which can be identified and accumulated by the researcher to facilitate answers to their queries. Qualitative researchers are often described as being the research instruments because the bulk of their data collection depends on their personal involvement (interviews, observation in the setting (LeCompte, Millroy and Preissle (1992:19-29). Holloway (1997:68) states that data collection in qualitative research involves the gathering of information for research project through a variety of data sources. Qualitative researchers sometimes reject the term, collection of data. They use instead the term "generating" data. This term is considered more appropriate in qualitative approaches because researchers do not merely collect and describe data in a natural and detached manner, but are involved in a more creative way (Holloway, L .1997).  In this study, focus- group, individual interviews will be used. This research method enabled the researcher to gather valuable data on the role parents and teachers in managing learner misconduct.

### 3.4.1 Interviews

Qualitative researchers collect data by means of interviews. According to Van Wyk (1996:131) the aim of interviewing is to enter into the other person's perspective. In the same vein, Patton (1990:278) maintains that, interviews are conducted as to collect data. The purpose of interviewing is to find out what is in or on someone else's mind.

### 3.4.1.1   Focus-group interviews

Qualitative researchers have become interested in the use of focus-groups to collect data. Krueger (1988:18) defines a *focus-group interview* as follows, "It is a carefully planned discussion designed to obtain a perception of a defined area of interest in a permissive, non-threatening environment". In this way, focus-group interviews bring the researcher and the subject together. The purpose of focus-group interviewing is not to put things in someone's mind but to assess the perspective of the person being interviewed.

Krueger (1988:18) indicates that "…focus-groups interviews are conducted with approximately seven to ten people by a skilled interviewer". However, Burgess (in: Van Wyk 1996:134) argues that focus-group interviews can comprise of as few as three participants.

In this study, focus-group interviews will be conducted with teachers, learners and parents. In the focus-group interviews with teachers and parents interview guides will be used. However, these interview guides will be used only as guidelines and will in no way prevent participants from discussing issues they consider important. The interviews will take the form of conversations, with the participants being encouraged to talk without restraint.

For the purpose of this study, the researcher conducted a focus group interview with three members of School Governing Body, teachers and learners. Focus group interviews enabled the researcher to gather valuable data on the effect of parents and teachers in managing learners misconduct.

### 3.4.1.2    Observation

In this study, direct observation is used. Best and Kahn (1993: 151) define direct observation as a method in which a researcher observes and records behaviour, events, activities, tasks and duties while something is happening. During direct observation it is important for an observer to be present. Notes will be written regarding activities which will be observed. Direct observation will be used so that the researcher is able to observe misconduct which is made by learners. The researcher will take two weeks to observe

Best and Kahn (1993:198) maintain that observation in qualitative research "…consists of detailed notation of behaviours".  The aim of observation will be to get a general feeling of what is happening at schools. In this study, the researcher is interested in viewing each participating school as a separate cultural site.  As such, the researcher will spend time in each school observing what is taking place at those schools.

### 3.5    DATA ANALYSIS

The analysis of data in qualitative research involves an examination of words rather than numbers as is done in the quantitative studies. After data is collected, the information gathered is analyzed with the aim to gain a new understanding of the situation and process being investigated ( Creswell, 2002 : 132). Qualitative research requires logical reasoning and it makes considerable use of inductive reasoning, organizing the data into categories and identifying patterns (relationships) among the categories White ( 2002:82). It makes many specific observations and then draws inferences about larger and more general phenomena. After identifying a theme in their

data using inductive processes, qualitative researchers move into a more deductive mode to verify or modify  it with additional data ( White 2002:83).

In this study, data were analyzed for parents, educators and learners( White 2002: 96 ). Open coding is the process of selecting and naming categories from the analysis of data. It is the initial stage in data acquisition and relates to describing overall features of the phenomenon under study. ( McMillan and Schumacher 2002:195). During open coding the data that is collected will be divided into segments and they are scrutinized for commonalities.

The procedures begins with naming and categorizing of phenomena through close examination of data. ( McMillan and Schumacher 2002:  199 ) confirm that qualitative data analysis takes the form of written language.   In this study, the report of the results was presented in a descriptive or narrative form supported by direct quotations from the raw data . This means that this study, verbatim accounts on conversation, transcripts and direct quotations were highly valued as data as they indicated the understanding of the participants.

## 3.6    ETHICAL CONSIDERATIONS

Struwig and Stead (2007: 66) propose that research ethics "provide researchers with a code of moral guidelines on how to conduct research in a morally accepted way." Written permission was thus obtained from the Limpopo Department of Education (Appendix C) and thereafter written and verbal permission were sought from principals (Appendix D) and teachers before conducting the study. I respected the rights and dignity of the respondents by explaining that their participation was completely voluntary and that they could refuse or withdraw from taking part at any time.

All participants were assured of complete confidentiality and that their names and institutions would remain anonymous. Permission was also obtained from teachers before recording them.

Qualitative researchers need to be sensitive to ethical principles because of their research topic, face–to–face interactive data collection, an emergent design, and reciprocity with participant ( McMillan and Schumacher 1997:418). Because qualitative researchers become involved in the settings and the everyday lives of participants, these researchers are often drawn into morally problematic situations (McMillan and Schumacher 1993:419). They further indicate that most qualitative researchers devise roles that elicit cooperation.

## 3.6.1 Validity

Being on the research sites was a powerful technique for validating and gaining insights into the nature of human affairs. Although validity was usually associated with quantitative research, they also apply to qualitative research (Bailey 1994:298).

In this research, *validity* refers to the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and disinterestedness or objectivity of the researcher (Cohen, *et. al.* 2000:105).

## 3.6.2 Reliability

*Reliability* is "…a measure of consistency over time" (Cohen, *et. al.* 2000:117). It is associated with the stability, accuracy, consistency over and repeatability of the research ( Niemann 2000:203). The researcher upheld the principle of reliability to minimize the threats on authenticity and trustworthiness of the research results.

### 3.6.3  Trustworthy

Terms such as trustworthiness, credibility, confirmability, consistency or dependability are key areas within qualitative research; dependability in qualitative research closely matches the notion of reliability in quantitative research (Golafshani, 2003: 601). As my study is qualitative in nature I emphasize trustworthiness and dependability. I enhanced trustworthiness (validity) of the research by recording each session which provided an accurate account of the interviews (McMillan and Schumacher, 2001:410).Respondents were allowed to obtain a copy of their own transcribed interview for perusal in order to establish and confirm accuracy of information. They were also allowed to comment on the interpretations. Babbie and Mouton (2001: 277) refer to this as 'member checking' which allows the researcher to go back to the respondents in order to verify authenticity of information. This strategy made the data dependable as participating teachers were in a position to confirm or disapprove of the interpretations made. In an attempt to minimize bias I used the same questions, and the same wording; the venue was at their school premises and teachers were interviewed in their classrooms. I made every attempt to remain objective and neutral, not letting my experience as a teacher influence the interpretations of the responses, which enhanced dependability of the interpretations.

### Data analysis procedures

The data were transcribed and kept in a computer file. The transcriptions were then given to a colleague who checked for any inaccuracies. The transcription was analyzed using the grounded theory method. According to Glaser and Strauss (in Van Rensburg, 2001: 16) grounded theory is used by interpretivist researchers who want to "let the theory emerge from the data". The figure below explains grounded theory formulation.

**Figure 3.1: Grounded Theory Process**

Interviews Literature Review

Data Collected

Data Analyses

Categories and Coding

Emergent Theory

Adapted from Chetty (2007:7)

I aimed at studying the data and letting themes emerge in order to reveal how the teachers deal with learners' social problems. The data were grouped and developed into categories and themes (Struwig and Stead, 2007: 169). For example, categories such as the social problems that schools and teachers are experiencing and indicators of social problems were identified. From these categories, drugs addiction, single-parent households, poverty, illicit sexual behaviour, disciplinary problems, inattention and lack of concentration were some of the themes that emerged.

## 3.7 CONCLUSION

In this chapter I explained the research design and the process used to collect the data. The method of data collection employed was described in detail. The advantages and disadvantages of the data gathering technique were discussed in relation to the aims of the research problem and the procedures used for the collection of data. Concepts such as ethics and trustworthiness were explained in the context of this research study. Chapter 4 will concentrate on the results of the collected data. The findings of the research will be presented. The data explain the knowledge and understanding of how teachers deal with learners' social problems.

*Interviews*

According to Fraenkel and Wallen (2005: 455), interviewing is the most important data collection method that a qualitative researcher uses. I used interviews as the method of collecting data. The aim of the interview is to discover what teachers think, feel and know (Henning, 2004: 9). This type of method is best suited for the study in order to gain deeper knowledge and understanding of how teachers deal with learners' social problems on a daily basis (Kvale, 1996: 105). As with any research method, there are advantages and disadvantages attached. Bell (2005: 157) lists the following as advantages of interviewing:

• Interviews can yield more rich in-depth knowledge;

• Gestures, tone and facial expressions can be observed which contribute significantly to the interview process;

• Interviews are adaptable, allowing the interviewer to follow up ideas, probe responses and investigate feelings and emotions; and

• Responses can be developed and clarified during the interview process.

Wiersma (1980: 142) agrees and indicates that interviews are flexible and usually open ended ensuring that participants can respond freely. Where necessary, I probed the respondents and asked them for an elaboration or clarification of their responses.

The following points are regarded as disadvantages of interviewing, according to Bell (2005: 157):

• Only a relatively small number of respondents can be interviewed, limiting me to interview four teachers; and

• Interviews are time consuming and expensive. I encountered the latter when I first visited the principals of each school. I decided to visit each school before the July vacation in order to explain my research study and ask if I could conduct my research at their school. Once they agreed, each principal had to identify a teacher at their school who fitted the sample criteria as discussed above. However, this was not a simple task as some principals, due to their busy schedules, referred the matter to another teacher and thus I had to re-explain my study. This matter was then referred back to the principal in order for him/her to give verbal permission. In such cases I had to wait even

more than a week and also had to make follow-up phone calls to the principals to inquire whether permission was granted. Once the principals or teacher identified a


respondent, I had to meet with each teacher in order to ask them if they would agree to participate in the study. All of these logistical arrangements were established before the July vacation, which was a month before the interviewing took place. This meant that I had to travel several times back and forth to the same school that was costly.
Due to the fact that the interviews were quite lengthy, as each interview lasted approximately thirty to sixty minutes, I employed someone to transcribe the interviews. This was an expensive process, as noted by Kvale (1996: 103). I made sure that the transcriptions were reliable by listening to the audio-recordings again to confirm if the transcriptions were accurately transcribed. Another way for ensuring reliability was to ask another colleague to confirm accuracy of the transcriptions.

### *Semi-structured interviews*

For the purpose of the study, semi-structured (semi-standardised) interviews were used. Using this type of data-gathering technique ensured that I gained an in-depth understanding of how teachers deal with learners' social problems. A semi-structured interview is a more appropriate form of data-gathering technique as I was able to "respond to the situation at hand, to emerging worldviews of the respondent, and to new ideas on the topic" (Merriam, 1998: 74). It consisted of a mixture of more or less structured questions (Merriam, 1998: 74). The semi-structured interview schedule included a list of pre-determined questions concerned with aspects such as management of social problems, knowledge of procedures that are followed, as well as support given to learners when they encounter social problems (See attached Appendix A). The interviews were conducted from July to August 2008. Teachers were interviewed individually. The interviews were scheduled at a time that were convenient for the teachers to avoid disruption of their daily activities. I found that interviewing respondents early in the morning rather than later in the school day elicited a greater depth of information as some teachers who were interviewed during the end of the

school day were tired and less likely to respond in greater depth, requiring me to probe more deeply.

The length of the interview was dependant on each respondent. At the start of the interview, I gave some introductory remarks and explanations of the procedure to be followed. I also provided the teachers with a copy of the interview schedule in order to indicate the areas to be explored during the course of the interview. The interviews were also audio-recorded. The advantages of audio recording are that it keeps an accurate account of what was said and I was able to listen several times to the conversation when transcribing the data. However, there are some disadvantages when using audio recorders, such as the possibility of a malfunction. It was therefore useful to have two audio-recorders in case this occurred. In addition, I made notes about teachers' feelings, body language and other observations during the interview that contributed to the credibility, richness and accuracy of the interview when transcribing and analysing the data (Fraenkel and Wallen, 2005: 431).

# CHAPTER 4

# THE PRESENTATION AND ANALYSIS OF THE FINDINGS

## 4.1    INTRODUCTION

In chapter 2 an overview of learner misconduct, the origins of learner misconduct, and its manifestations in secondary school learners were discussed, as well as factors which cause learner-misconduct.

In chapter 3 the research design, the research methodology and data collection techniques were discussed, including also the ethical considerations that have to be adhered to.

The purpose of this chapter is to analyze, to categorize and to interpret the data gathered from the interviews with the educators, parents and learners. The data were organized in such a manner that overall patterns became clear. The emphasis here was on presenting the participants' views as vividly as possible. In this regard, the researcher quoted their responses and attempted to present them in a coherent, integrated and systematic way. In order to uphold issues of confidentiality and anonymity, the schools were identified as school A and school B.

Firstly, a presentation of Ntoane village, the characteristics of the schools, as well as the characteristics of the participants will be given.

When the participants answered in their local vernacular, specifically the parents on the School Governing Bodies, their responses were translated into English by the researcher. Care was taken in the translation not to loose the meaning of the words or the remarks made.

## 4.2 NTOANE VILLAGE

Ntoane village is situated in Dennilton, in the Limpopo Province. The research was done at the rural secondary schools situated in this village.

There is electricity here, but the village lacks running water in the homes. There are taps, but there is no running water. The people rely on water which is delivered by trucks. Most families use pit toilets. These are usually located in one of the four corners of the yard.

Most roads leading to secondary schools and also found in this village are gravel roads, and are in a poor condition. Learners walk along these dusty roads to and from school in the morning, during breaks and after school.

## 4.3 THE CHARACTERISTICS OF THESCHOOLS

This section presents the characteristics of schools that are included in the research. These characteristics are presented in Table 4.1.

## TABLE 4.1: THE SELECTED SCHOOLS

|  | SCHOOL A | SCHOOL B |
|---|---|---|
| Ethnic group | Setswana | Setswana |
| Number of learners | 638 | 867 |
| Number of teachers | 21 | 28 |
| Number of classrooms | 13 | 18 |
| Telephones | No | No |
| Electricity | Yes | Yes |
| Water | No | Yes |
| Toilet | Pit-toilet | Yes |

Both these schools are constructed of face bricks. School A has a soccer field, but school B does not. The toilets at school A are pit toilets, whereas school B makes use of flush toilets. Although the communities served by the two schools are similar, these schools differ as far as resources are concerned. This is because school B has running water, which school A does not have.

## 4.4    THE CHARACTERISTICS OF THE PARTICIPANTS

Participants present their responses in this section which are related to their personal characteristics. The above characteristics of schools should be read in conjunction with those of the participants.

The participants are from the two schools visited by the researcher. The heads of departments, the parents on the Governing Bodies as well as on the Representative Council of Learners served as participants. They were selected because the researcher felt they were information-rich and could discuss learner misconduct in detail.

### 4.4.1  The educators interviewed

This section summarizes the characteristics of the educators interviewed in this research. These characteristics are included in Tables 4.2. and 4.3, and are included so that the participants may be known to the reader without their identity being compromised.

**TABLE 4.2: THE TEACHERS AT SCHOOL A**

| TEACHERS | I | II | III |
|---|---|---|---|
| Gender | Female | Female | Male |
| Teaching experience | 10 years | 15 years | 8 years |
| Marital status | Married | Married | Single |
| Home Language | Sepedi | Isizulu | Sepedi |
| Highest qualification | B.A. Ed. | STD | B.A. + HED |

**TABLE 4.3: THE TEACHERS AT SCHOOL B**

| TEACHERS | I | II | III |
|---|---|---|---|
| Gender | Male | Male | Female |
| Teaching experience | 7 years | 12 years | 11 years |
| Marital status | Married | Married | Married |
| Home Language | Tswana | Tswana | Ndebele |
| Highest qualification | STD | B. Ed. | HONS. |

The majority of the teachers interviewed have many years of teaching experience. Teachers were interviewed in a suitable class during the afternoon so as not to disturb teaching and learning.

### 4.4.2  The parents interviewed

The parents who are members of the School Governing Bodies were interviewed as part of the research. The researcher interviewed the parents on the SGB because she felt that they are in a better position to discuss learner misconduct.

**TABLE 4.4: THE PARENTS ON THE SGB AT SCHOOL A**

| PARENTS | I | II | III |
|---|---|---|---|
| Gender | Female | Female | Male |
| Marital status | Married | Married | Married |
| Children at this school | 2 | 3 | 1 |
| Highest qualification | Std 6 | Std 10 | Std 8 |
| Currently employed | No | No | Yes |
| No. of years on SGB | 1 | 4 | 2 |
| Position held on SGB | Secretary | Treasurer | Chairperson |

**TABLE 4.5: THE PARENTS ON THE SGB AT SCHOOL B**

| PARENT | I | II | III |
|---|---|---|---|
| Gender | Male | Male | Female |
| Marital status | Male | Male | Female |
| Children at this school | 4 | 3 | 1 |
| Highest qualification | Std 10 | Std 10 | B.A. + HED |
| Currently employed | Yes | Yes | Yes |
| No. of years on SGB | 3 | 1 | 1 |
| Position held on SGB | Deputy-chairperson | Secretary | Chairperson |

The six parents are comprised of two males and four females. All of the parents are married. All the members of the SGB who were interviewed are literate. Although all the SGB members had attended a workshop on School Governing Bodies, advice on how to tackle learner misconduct was not included.

Although all the parents were able to speak English, they felt that they could better express themselves in their home language. Thus the interviews were conducted in Setswana and later translated into English.

## 4.5   PARENTAL INVOLVEMENT IN ISSUES OF TEENAGE PREGNANCY

In the two schools visited there was no indication of parental involvement in issues of teenage pregnancy. The parents of both schools indicated that they do not discuss sexual topics with their daughters. Thus, when they are called to school with regard to such cases they do not see the reason why they have to attend.

A teacher at school A said that when parents are invited to school to discuss the high rate at which their daughters get pregnant the turn-out is very poor.  This indicates that they are not interested in what is to be discussed.

A teacher at school B indicated that parents come to school only if there is a function at the school where refreshments are going to be served. Apart from that, the parents  are not keen to attend any meeting called by the school.

A parent at school A argued, "I don't see the reason why I must attend meetings on teenage pregnancy because I don't discuss such issues with my children."

A parent at school B said, "I don't discuss sexual topics with my daughters because I believe by so doing I will be encouraging them to be engaged in sexual activities.  Thus, when parents are called to discuss such issues I don't attend."

A teacher at school B said, "Parents don't talk to their children about pregnancy and other aspects such as HIV/AIDS. They don't subject teenagers to any difficult challenge. They don't equip them with the realities of adult life, and they are likely to overprotect

them. Sometimes parents end up with awful relationships with their children if something happens but, it's the parents who must be blamed for this."

**DISCUSSION**

It is very important for parents to be involved in issues regarding teenage pregnancy because this might reduce the rate at which teenagers get pregnant. However, the parents interviewed did not seem to be taking this seriously.

## 4.6   CAUSES OF TEENAGE PREGNANCY

The researcher asked the participants at the two schools what they thought the causes were of teenage pregnancy. I wanted them to decide what they preferred to talk about regarding teenage pregnancy, and asked, "What do you think the causes of teenage pregnancy are?"

The participants responded as follows:

### 4.6.1   The lack of sex-education at home

A learner at school A indicated, "I think one of the causes of teenage pregnancy is the lack of sex-education at our homes. My parents never talk to me about sex. Thus, I think, because of that I may end up doing things that can result in me being pregnant at an early age."

A learner at school B argued, "When I ask my mother questions about sex she becomes angry and says that I don't respect her. She says that, according to her culture, it is wrong for parents to discuss sex issues with their children."

A teacher at school B said, "We try by all means to educate the learners about sex issues, but it is so difficult because this is not being done at their homes. I was once approached by a parent who accused me of teaching her child to be engaged in sexual activities because of educating them about sex. She said that if her child should fall pregnant I will be held responsible because I taught her to be involved with boys.

### 4.6.2  The child-support grant

A learner at school A said, "Many teenage girls are crazy about the child-support grant to such an extent that they think of falling pregnant again. They think that by having more babies they will get more money."

A learner at school B argued, "I am a girl of 17 years and I have a 2 year-old child. I am getting the support grant for my child and when we go and collect the money there are a lot of discussions. Girls normally ask one another as to how many children they have. Those who have many children boast to those who only have one child that they are getting more money.  Thus we who have only one child feel that we are getting little money. I am also thinking of having another child so that I can get more money."

A learner at school B said, "I am 15 years old.  Two of my friends have children and they laugh at me saying that I am a fool because I don't have a child, and I cannot get the child-support grant. Every time when they come back from collecting the money they boast about it. I am now thinking of having my own child."

A teacher at school A mentioned, "I am against the child-support grant because to me this increases teenage pregnancy. These learners simply fall pregnant for the sake of receiving the child-support grant. At my school we experience quite a number of teenage pregnancies every year, and whenever we try to involve the parents to discuss the situation, they never turn up. Every month we experience a huge percentage of absenteeism of girls when it is the date for receiving the child-support grant."

### 4.6.3  Alcohol-abuse

Listening to the participants they indicated that the majority of teenagers are engaged in the   drinking of alcohol, as there are a number of taverns in the area.

A teacher at school A said, "There are a number of taverns in the area and our learners spend most of their time at these places after school and also during weekends. The in-take of alcohol contributes a lot to teenage pregnancy. Meanwhile, as a teenager, you may not be ready for sexual intercourse, but being intoxicated makes you get involved in unintended sexual activity."

A parent at school B mentioned, "I put the blame on the owners of the taverns because they allow children under 18 years in their taverns. They are more concerned about making a profit. They don't care what happens to our children."

A parent at school A said, "I was so shocked one evening when I passed a particular tavern to find a number of teenage boys and girls, during the week, taking alcohol and they were cuddling and kissing. This is an indication that when they leave the tavern they are going to be engaged in sexual activities."

A learner at school B indicated, "Most of the teenagers at this school consume alcohol to such an extent that they regard those who are not drinking alcohol as fools. They get so drunk that they get involved in irresponsible and unprotected sexual activities."

### 4.6.4  Peer pressure

The participants indicated that peer pressure is one of the causes of teenage pregnancy.

A parent at school A said, "Most teenagers imitate their peers when they have babies, and think that it is a good thing to do, and they also fall pregnant. Our children think that

if their peers have babies and they don't, it means they are infertile. Thus they want to prove a point."

A teacher at school B indicated, "There are a number of teenagers at this school who fall pregnant simply because their peers refer to them as being infertile."

**DISCUSSION**

It is very important for parents to involve their children in sex education in order to prevent the high rate of teenage pregnancy. Parents must let their children know of the dangers they are letting themselves in for when they become engaged in sexual activities at an early age.

**4.7    TO WHAT EXTENT DO TEENAGE GIRLS FALL PREGNANT?**

The participants of the two schools were asked about  the rate at which teenage girls fall pregnant and this was their respond:

A teacher at school A said, "Every year at this school we have about 10 to 15 teenage girls who fall pregnant. This really frustrates us as educators because time which is lost for these learners."

A teacher at school B indicated, "Teenage girls at our school fall pregnant every year. An estimated 15 to 20 teenage girls leave school as a result of pregnancy."

A learner at school B said, "It is like a tradition at our school that every year teenage girls fall pregnant. It is really embarrassing to see the rate at which teenagers fall pregnant. This is an indication that these teenagers do not use protection. The spreading of HIV/AIDS will always increase."

## 4.8  HOW DO THE TEACHERS TACKLE GENDER VIOLENCE IN SCHOOLS?

The participants of the two schools responded this way when they were asked how the teachers tackle gender violence in schools.

A teacher at school B said, "Gender violence is a very serious issue at this school. There is an ongoing bullying of girls by boys at our school. Almost every day girls report being bullied by boys. When this happens we make sure that the parents of the culprits are called to school to address the misconduct of their children, but the problem is that the parents never come when they are called to address these issues."

A teacher at school A said, "There is a high rate of gender violence at our school where the boys bully the girls. As teachers we make a point of it that we address this issue urgently by calling the parents of the boys to school. Most of the parents of the aggressive learners will tell us that they don't believe that their children will make themselves guilty of such kinds of behaviour. Then it becomes a problem for us as educators."

A learner at school A said, "We are being bullied by boys at my school almost every day. We always report it to our teachers and nothing is being done to those boys, thus it never stops."

A learner at school B indicated, "At our school boys are so aggressive that they bully girls almost every day. I can't remember even a single day whereby an incidence of bullying is reported at school and something is being done. The teachers at our school always say that they have reported the matter to the principal, but nothing is being done about the matters."

## 4.9 HOW IS THE PARENTS' CULTURE AND VALUES ENFORCED BY THE TEACHERS?

The participants of the two schools were asked how the parents' culture and values are enforced by the educators, and this is how they responded:

A parent at school A said, "The teachers at this school don't enforce the parents' culture and values. They seem to think that the parents' culture and values are not important. I think culture is very important, and I believe that it must be enforced by the teachers."

A parent at school B said, "The teachers at this school are doing a good job by enforcing the parents' culture and values. Our children are being taught about the importance of culture. This is really making us happy as parents to think that our children will not forget who they are."

A teacher at school B said, "We regard the parents' culture and values as very important. We make a point of it that we as teachers enforce it. We make sure that learners are being taught the importance of their cultures."

A teacher at school A said, "We always tell our learners that culture is very important and we make sure that we enforce it almost every day. Learners must learn their culture from an early stage and thus we continue what they are being taught at their homes."

## 4.10 HOW DO THE PARENTS TEACH PRO- SOCIAL BEHAVIOUR AT HOME?

The participants of the two schools, when asked how the parents teach pro-social behaviour at home, responded as follows:

A parent at school A said, "Pro-social behaviour is not taught at home. We have been called to several meetings at the school to discuss the aggression of the learners. This is an indication that these learners are not taught about pro-social behaviour."

A parent at school B said, "There are a number of reported incidents of bullying at this school, and this is an indication that learners are not taught pro-social behaviour at their homes. Parents don't even bother to come when they are called for this reason."

A learner at school B said, "My parents never teach me pro-social behaviour at home."

A learner at school A said, "I am staying with my siblings, as our parents are working far away from home. They only come home on week-ends. Thus we don't have enough time to talk to them. Our parents don't have time to teach us pro-social behaviour."

## 4.11 HOW DO TEACHERS DEAL WITH LEARNER AGGRESSION IN THE CLASSROOM?

The participants responded as follows:

A teacher at school A said, "Learner aggression is a serious issue at this school. We have experienced a number of incidences where the girls were bullied by the boys. We try with all our means to deal with the issue, but we encounter problems when parents don't want to be involved in solving such problems. We take the learners who are involved in bullying to task, but when their parents are called they never come."

A teacher at school B said, "Almost every day we deal with boys bullying girls in the classroom. We try to address this issue, but is a problem because the parents of the culprits don't attend when they are called."

## 4.12 CONCLUSION

The general opinion, gathered from the responses of the participants, reveals that they are not impressed about teenage pregnancies. The participants feel that teenagers have full sense of responsibility, and are accountable for their actions because they

admitted to wanting to fall pregnant. The participants also reported that the lack of parental involvement is also a serious issue.

The study further revealed that gender violence is not taken seriously. The fact that there is no discipline is the biggest problem experienced by the participants.

The final chapter will provide a summary of the research results, as well as recommendations and conclusions.

# CHAPTER 5

# SUMMARY, FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

## 5.1   INTRODUCTION

The purpose of this chapter is to clarify the findings, to make recommendations and to come to a conclusion regarding learners misconduct in secondary schools.

The researcher provides conclusion and recommendations regarding this phenomenon in secondary schools within Moutse district Schools, Limpopo and gives comprehensive definitions and forms learner misconduct.

The misconduct of disobedient learners should not simply be an issue of getting the parents to come to the school. It also demands an approach of involving the parents as primary educators of the learner in the school as unravel by Freud's theory that the experience people have during early childhood years have a decisive and lasting effect on their behaviour (Thomas 1999: 105-129). Santrock (1998: 34) postulates that parent involvement in the educational affairs of their children results into positive pro-social behaviour in the classroom.

In addition, according to Santrock (1998:34), bad experiences arising from the unresolved conflicts in the unconscious mind determine the behaviour of adolescents. The conflict experienced by disruptive learners can be changed by creating the necessary climate, structures and support mechanisms for endangering genuine participation and parent involvement.

Learner misconduct may also originate from child abuse within the family (Carson & MacMurray 1998:113). The legal duty of a parent is to protect his child against danger and to prevent his child from being prejudiced as acknowledged by section 8 of the South African Schools Act 84 of 1996.

The content of the protective duty of the parent or guardian is that he should protect his child from danger by taking precautionary measures and taking adequate care to prevent injury to the child.

The legal duty of protecting a learner against danger, arises from the delegation of such legal duty by the parent to the educator or the school. The law does not normally expect an educator continually to foresee the grossly unreasonable misconduct between learners. According to authority, the reasonable educator should always intervene during reckless behaviour of a learner.

The role of teachers in reducing learners misconduct is to intervene immediately when misbehaviour occurs and to apply logistical consequences.

## 5.2    SUMMARY

The focus of this chapter is to summarize everything dealt in the previous four chapters. Chapter 1 provided an introductory orientation, and the outline of the entire study. Chapter 2 discussed the theories, causes and manifestations of learner misconduct. Chapter 3 dealt with the research design and research methods. Chapter 4 provided the presentation and analysis of the findings. In chapter 5 the conclusions from the literature study, investigations and recommendations were presented.

Adolescents need knowledge to avoid teenage pregnancy. It is the duty of the parents, teachers and the community to educate adolescents about teenage pregnancy. Teachers and parents need to be empowered to be able to fulfill this role.

The literature says that although learner misconduct manifests in different ways, misconduct is experienced by learners of all ages. It is further said that learner misconduct  is more common amongst secondary school learners than in primary school learners. It has further been found that boys are more frequently involved in

misconduct than girls. The literature further makes mention of the fact that the environment and family background are the cause of learner misconduct. Thus, child abuse within the family may also be a cause of learner misconduct.

Schools and teachers deal with learner misbehaviour by not giving them what they are demanding(this I do not understand – *who* must give *what* to *whom*?). They must let the teenager experience the consequences of misbehavior. The teachers must stop criticizing as this won't accomplish anything positive.

The South African Schools Act 84 of 1996, section 8 relate specifically to learner discipline. Discipline is directed primarily at correction and not retribution. Retribution implies punishment, which in turn implies the concept of harm and pain (Van der Westhuizen & Theron 1990: 12). Correction in educational context is directed primarily at spiritual development. The South African Schools Act, Act 84 of 1996, relating to discipline, promotes the establishment of a secure environment within which education and learning can take place in schools.

According to the SASA a learner found guilty of misconduct may after a fair hearing, be suspended by the Governing Body from attending school as a correctional measure for a period of not longer than one week. If a learner is found guilty of a serious misconduct he/she may be expelled from the school by the Head of Department after a fair hearing.

## 5.3    LIMITATIONS

On contemplation of the nature of learner misconduct in public secondary schools, it is clear that most educators lack the basic knowledge of implementing discipline in schools. The word *discipline* means systematic training in "…obedience to regulations and authority,... punishment or chastisement" (Collins Dictionary 1986:439). For example, section 8 of the South African Schools Act relate specifically to discipline and punishment and form the basis of a school's disciplinary policy (Code of Conduct). Discipline contributes to the spiritual development of a learner. These regulatory acts

are described in the South African Schools Act. The educator has to rely on a variety of disciplinary measures to maintain order.

I think most educators understand various forms of discipline even though they overlook these as there are still those educators who discipline learners by applying corporal punishment. These educators seem to forget that corporal punishment is a serious misconduct and if found guilty of this misconduct an educator can be expelled.

## 5.4    THE FINDINGS

Stopper (2000:102) says that it is accepted universally that the development of a child's capacity to do well in school is heavily reliant on the support and encouragement of the parents. In Bloom's retrospective study of highly achieving adults, as quoted by Stopper (2000:102), there was strong evidence that these learners received sustained environmental support, such as nurturance and a wide range of experience, which was initially rooted in the family influences, values and pro-social behaviour that discourages a promiscuous lifestyle, and that stressed the importance of doing well in school

From the interviews with the   parents, educators and learners, the following summary of findings confirmed the statements.

**Parents**

| Totally disagree | 0.0% |
|---|---|
| Disagree | 5% |
| Totally agree | 65% |
| Agree | 30% |

Summary of findings – parents

**Educators**

| Totally disagree | 0% |
|---|---|
| Disagree | 0% |
| Totally agree | 85% |
| Agree | 15% |

Summary of findings – educators

**Learners**

| Totally disagree | 5% |
|---|---|
| Disagree | 5% |
| Totally agree | 65% |
| Agree | 25% |

Summary of findings – learners

## 5.5    RECOMMENDATIONS

### 5.5.1  Recommendations to parents

Parental involvement in dealing with learner misbehaviour in the classroom/ school has been identified as one of the critical factors leading to learner pro-social behaviour and a successful schooling experience. Dreyer (2008:71) stresses that an essential factor is the involvement of and support provided by parents in the education of learners.

The researcher recommends that parents must be involved in dealing with learner misbehaviour in the classroom, as this will alleviate the problem which schools are encountering.

The function of parents could be to be involved and provide support to their children's education.

Parents must be involved in the education of their children so that there  may be a long-lasting relationship between the school and the parents.

### 5.5.2  Recommendations to educators

The researcher recommends that educators must provide guidance to the learners with regard to their behaviour in the classroom. Educators should relate more positive rs reports or comments to the parents, as parents who only expect to hear from educators if there is trouble, are encouraged by hearing about success. Educators are encouraged to find out more about the children's home background, their community, neighborhood and available resources.

Educators should encourage parents to participate fully in the program of managing learner misconduct. Educators should therefore be aboveboard with parents, even if they have to say things parents may not want to hear.

### 5.5.3  Recommendations to the School Management Team

The researcher recommends that the School Management Team must make sure that there a healthy relationship exists between educators and learners, and that educators guide learners with their behaviours in the classroom.

## 5.6    CONCLUSION

The literature study provided key information concerning adolescents' aggressive behaviour and the contributory factors. The information obtained from the literature study was used for the compilation of the interview questions.

In chapter 2 (section 2.3 bad experiences arising from the unresolved conflicts in the unconscious mind determine the behaviour of adolescents. Learner misconduct may also originate from child abuse within the family. Child abuse includes physical, emotional and sexual abuse.

Learner misconduct, although they manifest in different ways, are experienced by learners of all ages. Learner misconduct is more common amongst secondary school learners than in primary school learners.

In chapter 2 (section 2.5 ) the  factors which cause learner aggression were indicated as the environment and the family environment. Environmental factors such as the family may cause delinquency. Child abuse within the family may also cause learner aggression.

The interviews indicated that there exists a problem of teenage pregnancy in the schools.

In section 4.6.1 it was revealed that sex education is often not given at home, and this may result in teenage pregnancy. The interviewees confirmed that teenagers fall pregnant because they lack sex education at homes .

In section 4.6.2 it was indicated that the child-support grant is the cause of teenage pregnancy. It was also  indicated that alcohol abuse and peer pressure (sections 4.6.3 and 4.6.4) expose adolescents to teenage pregnancy.

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# APPENDIX A

# INTERVIEW QUESTIONS

The interviews for the research were formulated as follows:

**Group 1- Learners**

Are there any girls falling pregnant in your school?

What do you think are the causes of teenage pregnancy in your school?

Do your parents discuss sex issues with you?

How do your teachers deal with sexual education?

How do learners deal with issues of teenage pregnancy?

**Group 2- Teachers**

Do you have school girls falling pregnant in your school?

How do you tackle teenage pregnancy in your school?

To what extent do teenage girls fall pregnant?

Are parents engaged in teenage pregnancy issues?

How do you deal with learners' sexual misconduct?

How do you enforce parents' culture and values in your school?

How do you manage learner misconduct in your school?

**Group 3- SGB Members**

How is the rate of teenage pregnancy in your community?

How do you manage teenage pregnancy in your community?

Do you discus sex issues with your teenage girls?

What do you think are the causes of teenage pregnancy in your community?

How do you deal with sexuality with your teenage girls?

Do you teach pro-social behaviour at home?

# APPENDIX B

## OBSERVATIONS GUIDE CHECKLIST

| Behavior Intervals | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Attentive | | | ✓ | | | | | | | |
| Competing | | | | | | ✓ | | | | |
| Cooperating | | | | | ✓ | | | | | |
| Demanding | | | | | | | ✓ | | | |
| Dependent | | | | | | ✓ | | | | |
| Disruptive | | | | | | | | ✓ | | |
| Exploring | | | | ✓ | | | | | | |
| Helping Others | | ✓ | | | | | | | | |
| Imitating | | ✓ | | | | | | | | |
| In Transition/Changing | | | | | | ✓ | | | | |
| Inappropriate | | | | | | | ✓ | | | |
| Independent | | | ✓ | | | | | | | |
| Recalls Routine | | | | | ✓ | | | | | |
| Initiates Activity | | | ✓ | | | | | | | |
| Intent | | | ✓ | | | | | | | |
| Leading/Demonstrating | | | ✓ | | | | | | | |
| Making Choices | | | | ✓ | | | | | | |
| On-lookers | | | | | ✓ | | | | | |
| Participating Requesting Help | | | ✓ | | | | | | | |

# APPENDIX C

## REQUEST PERMISSION TO CONDUCT A RESEARCH

| | | |
|---|---|---|
| **Enquiries:** | Lekganyane S.A | 106 Aquavilla |
| **Cell:** | 0827519679 | 128 Bourke Street |
| **Fax:** | 0865457435 | Sunnyside |
| **E-mail:** | sejal@vodamail.co.za | 0002 |

The District Senior Manager

Moutse East Circuit

Private Bag 8605

Groblersdal

0470

RE: A REQUEST TO CONDUCT RESEARCH STUDY FOR MASTERS DEGREE

Dear Sir

I would like to request your permission to conduct a research study in your circuit. The research title is as follows: **MANAGING LEARNER MISCONDUCT IN NTOANE VILLAGE SECONDARY SCHOOLS.**

Your co-operation in this regard will be highly appreciated

Yours Faithfully

Lekganyane S.A

# APPENDIX D

## APPROVAL TO CONDUCT RESEARCH

# LIMPOPO PROVINCIAL GOVERNMENT
# DEPARTMENT OF EDUCATION

Next to Sanel
Passing Magistrate Office
SEMPUPURU
Dennilton
1030

Private Bag x 8605
GROBLERSDAL
0470
Tel: (013) 980 0765/7/8
Fax: (013) 980 0769

## MOUTSE EAST CIRCUIT

Kgoro ya Thuto          Umnyango wemfundo          Department van Onderwys

### SEKHUKHUNE DISTRICT OFFICE

ENQ: STEWART B.Z

The District Senior Manager
Sekhukhune District Office
Department of Education
P/Bag x 70
LEBOWAKGOMO
0737

## TO WHOM IT MAY CONCERN

Dear Madam

With reference to the letter received, you are given permission to conduct your research study to secondary schools of your choice in Moutse East circuit.

Yours faithfully

Steward B.Z

(District Senior Manager)

_____