



Cape Peninsula
University of Technology

**MANAGEMENT OF STUDENT MISCONDUCT AT A TVET COLLEGE IN THE
WESTERN CAPE**

by

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2018-09-25

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ABSTRACT

Technical Vocational Education and Training (TVET) colleges play an important role in providing a competent workforce that can contribute to the economic development of South Africa. TVET Colleges also provide an alternative pathway for students who have not completed grade 12. TVET Colleges have seen many changes during the past decades and have reportedly been underperforming in various areas, including academically. Student misconduct may, amongst other factors, have a determining influence on the poor performance of TVET Colleges.

Student misconduct comprises the nature of student misconduct, factors leading to student misconduct and management of student misconduct. The nature of student misconduct, factors leading to student misconduct and methods used to manage student misconduct at TVET Colleges remain largely unidentified and need to be researched. The purpose of this study is to determine the nature of student misconduct, factors leading to student misconduct and how student misconduct is managed at a TVET College in the Western Cape.

The nature of student misconduct is classified into ordinary student misconduct and serious misconduct. Factors leading to student misconduct are classified into factors related to the management of TVET Colleges, lecturer qualifications and competence and student background and preparedness. Management of student misconduct is classified into reactive methods and preventative methods for managing student misconduct.

The research methodology employed for this study was an explanatory mixed method. The explanatory mixed methodology collects quantitative data first and then, based on the quantitative findings, collects qualitative data to elaborate on the quantitative findings. The major findings of the quantitative phase created topics for further discussion during qualitative interviews.

The study found that the most frequent forms of TVET student misconduct are ordinary forms of student misconduct such as absenteeism, playing with cellular phones in class and arriving late for lessons. The most frequent factors leading to student misconduct were found to be students becoming hungry during lessons, students coming from disadvantaged homes and students finding work too difficult. Students' home environment and level of academic preparedness therefore has an impact on their behaviour.

Students who originate from disadvantaged homes, experience lack of provision in their basic needs, and also a lack of *geborgenheit* which lead to student disciplinary problems. As a counter measure, methods applied in the interest of managing student misconduct should include an atmosphere of *geborgenheit*.

The study indicated that the most effective methods for managing student misconduct are the creation of a friendly classroom atmosphere, lecturer's good subject knowledge, proper lesson preparation and positive student-lecturer relationships. A combination of the above-mentioned methods implies interesting lessons filled with activities that engage students who feel safe, loved and unconditionally accepted in their learning environment. When students feel safe and unconditionally accepted they experience an atmosphere of *geborgenheit*, a pre-requisite for management of student discipline.

Poorly disciplined students, it was found, who display deliberate forms of student misconduct should be disciplined by means of stricter methods such as classroom rules and the disciplinary procedure. Methods applied in the interest of managing student misconduct should, however, be accompanied by an atmosphere of *geborgenheit*. Disciplinary measures should address misconduct from a position of love and unconditional acceptance.

Students with behavioural problems need to be identified and referred to student support services for effective support. It is recommended that an early identification and support system be considered for early identification and referral of students with behavioural problems. Successful implementation of an early identification system should include the involvement health and welfare organisations and religious organisations. Student support services should, in addition, be expanded and posts created for educational psychologists to provide effective counselling to students with behavioural problems.

TVET lecturers need to have workplace experience and qualifications, academic qualifications and teaching qualifications to enable them to present interesting, well prepared lessons using a variety of methodologies. It is recommended that TVET Colleges and the DHET invest in upgrading the qualifications of TVET lecturers through bursary schemes, time off at work and salary scales that are linked to qualification levels.

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DEDICATION

שָׁמַע יִשְׂרָאֵל יְיָ אֱלֹהֵינוּ יְיָ אֶחָד
וְאָהַבְתָּ אֶת יְיָ אֱלֹהֶיךָ בְּכֹל לִבְבְּךָ וּבְכֹל נַפְשְׁךָ וּבְכֹל מְאֹדְךָ
וְהָיוּ הַדְּבָרִים הָאֵלֶּה אֲשֶׁר אֲנֹכִי מְצַוְךָ הַיּוֹם עַל לִבְבְּךָ
וְשִׁנַּנְתָּם לְבִנְיָהּ וּדְבַרְתָּ בָם
בְּשַׁבְתְּךָ בְּבֵיתְךָ וּבְלִכְתְּךָ בַּדֶּרֶךְ וּבְשֹׁכְבְךָ וּבְקוּמְךָ
וּקְשַׁרְתָּם לְאוֹת עַל יָדְךָ וְהָיוּ לְטֹטְפֹת בֵּין עֵינֶיךָ
וּכְתַבְתָּם עַל מְזוֹזֹת בֵּיתְךָ וּבְשַׁעְרֶיךָ

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GLOSSARY

Abbreviations

DHET
NATED
NCV
TVET Colleges

SETAs

Definition/Explanation

Department of higher education and training
National accredited technical education diploma
National certificate vocational
Technical and vocational education and training
Colleges
Sector Education and Training Authorities

CHAPTER 1: ORIENTATION TO THE STUDY

1.1 Introduction

Little information seems to be available on student misconduct at TVET Colleges in South Africa. This study will discuss the different forms of student misconduct as it appears in literature. The presentation of literature will be followed up by determining the nature of student misconduct at a TVET College in the Western Cape after which factors leading to student misconduct become relevant.

A number of factors may lead to the occurrence of student misconduct. Factors leading to student misconduct, as reported in literature, will be analysed and discussed. Factors leading to student misconduct at a TVET College in the Western Cape will be also be determined and discussed in this study. After having determined the nature of and factors leading to student misconduct, methods applied in the interest of managing student misconduct may become relevant.

The management of student misconduct will be discussed in general as it appears in literature. Thereafter, the most effective methods for managing student misconduct at a TVET College in the Western Cape will be determined and discussed.

In this chapter the background, problem statement main aim and objectives of this study will be followed by a literature study that covers the nature, factors leading to and management of student misconduct. The literature study will be followed by a section discussing the research methods applied.

1.2 Background

South Africa's post-school education system comprises public universities, technical and vocational education and training (TVET) Colleges, public adult learning centres, private post-school institutions, and the Sector Education and Training Authorities (SETAs) (SA, 2013:xi-xvi, 8).

The TVET sector is the country's primary vehicle for the provision of vocational education and training, and dates back to the 1880s in what was then known as the province of Natal, and to the 1890s in the Cape Colony and the Republics later integrated into the Union of South Africa in 1910 (Pittendrigh, 1988:108–109). Over the past two decades the TVET College sector underwent major restructuring in 2009 when 50 multi-campus Colleges were established from the merger of 152 technical Colleges(SA, 2012:20).

White Paper on Post School Education and Training, published by the Department of Higher Education and Training (DHET) noted that the Department strives to strengthen and expand TVET Colleges by turning them into attractive institutions of choice (SA, 2013:xi-xvi), including the improvement of management and governance, developing the quality of teaching and learning, improving student support and developing the infrastructure at TVET Colleges.

The Green Paper on Post School Education and Training (SA, 2012:9), the White Paper's precursor, noted that as an element of post-school education, TVET faces a number of challenges, including an inability to absorb an increasing number of students, low throughput rates and poor human and infrastructural resourcing. Ndebele (2016:529-530) provides corroborating statistics, noting that only 7 624 students (34,4%) enrolled for the National Curriculum Vocational (NCV) Level 4 final exams passed at the end of 2014. Evidently academic performance at TVET Colleges is poor nationally and needs to be addressed. Amongst other factors leading to poor academic performance at TVET Colleges, student misconduct may play an important role.

Ehiane (2014:191) argues that student misconduct adversely affects students' academic performance. Manyau (2014:149) in turn adds that educational goals at TVET Colleges are disrupted by student misconduct. Hence student misconduct at TVET Colleges contributes to poor academic performance.

1.3 Problem statement

Inadequate research has been done on the standing of student misconduct at TVET Colleges in South Africa. The nature of student misconduct, factors leading to student misconduct and methods used to manage student misconduct at TVET Colleges remains largely unknown. The main problem statement for this study can be formulated as:

- What is the status of student misconduct and related issues at TVET Colleges?

Critical questions that arose from the problem statement, aim and objectives that gave direction to the study are:

- What is the nature of student misconduct at a TVET College in the Western Cape?
- What are the factors leading to the occurrence of student misconduct at a TVET College in the Western Cape?
- What methods are applied in the interest of managing student misconduct at a TVET College in the Western Cape?

- Which directives can be suggested for interventions to improve management of student misconduct at TVET Colleges?

1.4 Aim and objectives of the research

The main aim of the research is to establish the status of student misconduct and related issues at a TVET College in the Western Cape .

The objectives flowing from this main aim are to determine:

- The nature of student misconduct at a TVET College in the Western Cape.
- The factors leading to student misconduct at a TVET College in the Western Cape.
- How student misconduct is managed at a TVET College in the Western Cape.
- Directives that can be suggested for interventions to improve management of student misconduct at TVET Colleges.

1.5 Literature review

1.5.1 The nature of student misconduct

Smit and Rossouw (2015:63) and Oosthuizen, Russo and Wolhuter (2015:89) differentiate between ordinary forms of student misconduct and other, more serious, forms of student misconduct.

Ordinary forms of student misconduct, Smit and Rossouw (2015:63) point out, include students not doing required tasks, unruly talking and disrupting lessons. Intermittently misconduct of a more serious nature takes place. Oosthuizen *et al.* (2015:89) provide a similar construction of ordinary forms of student misconduct which, as they argue, include late coming, absenteeism, leaving without permission, cheating in tests, and neglecting to do their work.

Smit and Rossouw's (2015:63) list of more serious forms of student misconduct include bullying, gender-based violence, sexual harassment; physical violence and psychological violence. Oosthuizen *et al.* (2015:89) differentiate between ordinary misconduct and serious offences. Ordinary misconduct is disrespect, defiance, rudeness, disruptive behaviour and obscene language. Serious offences include fighting, bullying, intimidation, theft, vandalism, substance abuse and sexual harassment.

Student misconduct is clearly not a single form of negative behaviour. It varies, depending on the form of behaviour, the situation and the seriousness thereof.

1.5.2 Factors leading to student misconduct

The occurrence of student misconduct is caused by a variety of factors. Some are related to the student while others are related to situations in which students find themselves.

1.5.2.1 Institutional management of TVET Colleges

The Green Paper on Education and Training (SA, 2012:20-22) notes that the post-school system is not able to absorb the increasing numbers of students. The post-school system, the Green Paper continues, has poor human and infrastructural resources, and is insufficiently funded.

Institutional inefficiencies are corroborated by independent studies. Van Wyk (2009:96-99) studied the infrastructure and management of a rural TVET College in Northern KwaZulu-Natal and notes several examples of poor infrastructure and mismanagement. Two campuses were previously used as school residences and had a shortage of ablution facilities, workshops and telephone lines. Van Wyk (2009:98) further points out that poor communication between campus management and top management located at the head offices often leads to confusion and lack of responsiveness at campus level. Lack of facilities and poor management therefore contributes to student misconduct

According to Herbert (2005:55-66), poor institutional mismanagement has a negative effect on student discipline. Herbert (2005:59-60) found evidence of management disregarding timetables. Furthermore, the study pointed out the tendency for certain activities to run past the allocated time. Herbert also found evidence of adjustment of timetables, even when measures are put in place, which negatively influences the entire day's activities. Management's disruption of routines and unbalanced management of discipline, Herbert (2005:65) argues, creates dissatisfaction and confusion and frustration among students. Student frustration, Herbert (2005:65) further elaborates, builds up and turns into misconduct.

Herbert (2005:65) also found evidence that punishment was, at times, unfairly administered and inappropriate for the offence committed. Unfair punishment and punishment inappropriate for the offence were found to be the main factors contributing to student frustration and anger.

Vink and Adejumo (2015:3) found that lecturers experience anxiety and feelings of a lack of control when dealing with large groups. The increase in College and class size is a challenge facing TVET Colleges. Staff-student ratios at TVET Colleges increased from 1:38 in 1999 to 1:53 in 2002. During 2013 this ratio jumped up to 1:64 (Wedekind, 2016:19-22).

Lecturers therefore have to deal with ever-increasing class sizes, which have an impact on their teaching, assessment loads and curriculum delivery. Wedekind (2016:19-22) holds that overcrowded classes provide poorly disciplined students with anonymity, which makes it hard to deal with misconduct. Overcrowded classes therefore contribute to student misconduct.

1.5.2.2 Qualifications and competence of TVET lecturers

Vink and Adejumo (2015:2-3) maintain that TVET lecturers lack training in classroom management with a view to keep students engaged. Smit and Rossouw (2015:73) furthermore found that lecturers who are not properly prepared and have poor subject knowledge tend to experience student misconduct more frequently than prepared, competent lecturers.

Smit and Rossouw (2015:73) are convinced that the competence, preparedness and attitude of lecturers are crucial elements in creating an orderly learning environment. Muhammad and Jaafar (2015:143) affirm that the TVET education system emphasizes skills, mastery and competence; they argue that TVET lecturers should have theoretical and practical competence to enable students to integrate technical skills, attitudes and knowledge into the safe use of tools, materials and methods for accomplishing tasks. Lecturers, Muhammad and Jaafar (2015: 143) further argue, are the most important channels in the process of teaching and learning, and particularly in implementing rules and regulations. Lecturers employed by TVET Colleges should therefore ideally be in possession of an academic qualification, teaching qualification, workplace qualification and workplace experience. The Green Paper on Education and Training (SA, 2012:24) affirms that lecturers in the technical fields are largely recruited from industry.

In contrast to what is required of TVET lecturers, McBride, Papier and Needham's (2009:8-9) questionnaire concerning lecturer qualifications and preparedness at TVET Colleges in the Western Cape indicates that many lecturers have workplace experience and knowledge, but little pedagogical training. McBride *et al.*'s (2009:8-9) study found that only 6% of lecturers had an academic, teaching and workplace qualification. A study by Wedekind and Watson (2016:74) used in Gauteng established that only 37% of lecturers had a professional teaching qualification and teaching experience. Significant numbers of TVET lecturers therefore lack the required qualifications for engaging students effectively.

Smit and Rossouw's (2015:73) study found that the most effective way of dealing with student misconduct is proper lesson preparation. Lecturers without a formal teaching qualification have not been trained, and most likely lack the required skills for managing classroom activities effectively, until they have learned these skills through experience. The

lack of classroom management skills, Smit and Rossouw (2015:73) maintain, contributes to student misconduct.

1.5.2.3 Academic preparedness and ability of TVET students

According to the Green Paper on Education and Training (SA, 2012:20-22) the vision of TVET Colleges is to offer vocational and occupational courses to young people mainly 16-24 years old. The main programmes offered to students by TVET Colleges are the National Certificate Vocational (NCV), as well as the National Accredited Technical Education (NATED) certificate and diploma programmes. However, according to the Green Paper on Education and Training (SA, 2012:20-22), TVET Colleges provide programmes for students who did not complete matric or were not accepted for study at university. TVET Colleges therefore provide those students, who did not complete schooling or cannot enter higher education, with an alternative pathway to further studies and intermediate occupations.

Students who did not complete schooling lack the academic preparedness and ability to cope with further studies.

Students with learning disorders and disabilities are also accommodated in TVET Colleges (Makanya, 2015: iv). Makanya (2015: iv) remarks that TVET Colleges experience challenges when including learning disabled students in mainstream classrooms. Students suffering from ailments such as attention deficit disorder (ADD), Asperger's syndrome, and Tourette's syndrome may portray behavioural problems. Examples of behavioural problems, according to Hugo (2011:64), may include stealing, running away from school or home, lying, vandalism and cruelty towards other students. Students with behavioural problems, Hugo (2011:64) argues, have difficulty relating to their parents, educators and peers. They underachieve and produce unsatisfactory work. A student suffering from Asperger's syndrome, for example, experiences sensory overload from incoming visual, auditory and tactile information. Sensory overload, Hugo (2011:65) cautions, may cause the student to fly into passion at the smallest provocation.

Wedekind (2016:19-22) finds that more than a third of the enrolments at TVET Colleges were NC(V) students in 2010, many of whom were excluded from the school system. Vink and Adejumo (2015:4) make the point that such students are not adequately prepared for the workload awaiting them. Hugo (2011:65) holds that students who are unable to keep up with the rest of the class tend to develop behavioural problems in an effort to draw the attention away from their work. Struggling students tend to display behavioural problems. Lack of academic preparedness and ability therefore contributes to student misconduct.

A person's background determines what the person views as morally relevant or not and the extent to which these values will be reflected in the person's personal life, as established by Graham, Meindl, Beall, Johnson and Zhang (2015:4) in their study on the influence people's backgrounds have on their world. Boeree (2006:5) maintains that a person's background may contribute to emotional disabilities and psychological problems. Diversity in student background, Vink and Adejumo (2015:4, 14) argue, contributes to misconduct and tends to lead to conflict.

Many students with socially and financially disadvantaged backgrounds lack strong role models, social interaction skills and respect for lecturers. People who are financially disadvantaged, furthermore often lack healthy food, medical care, adequate clothing and amenities such as electricity (Hugo, 2011:47) and adequate sanitation.

Without proper diet and social role models, as pointed out by Hugo (2011:47), students find it difficult to concentrate in class when they are hungry, as their blood sugar is low. Furthermore, students from disadvantaged communities often have to grapple with criminal elements and gang violence in their neighbourhoods (Hugo, 2011:47).

In addition to a lack of family support, disadvantaged communities lack services such as libraries and photocopying facilities that are required for out-of-class work (Hugo, 2011:47). Furthermore, students commonly have to work in the afternoons and over weekends to supplement their family's income.

While lack of preparedness, behavioural disorder, inappropriate background, lack of proper diet and inadequate social development may contribute to inappropriate behaviour and, as a result, misconduct, many students with such characteristics and backgrounds are not guilty of misconduct. Furthermore, misconduct is a form of behaviour and behaviour is manageable (Davis, Campbell, Hildon, Hobbs and Michie, 2015:1).

1.5.2.4 Management of student misconduct

Russo (2015:5) argues that sound management of student misconduct is essential for optimal teaching and learning. According to Mtsweni (2008:109), it is an important responsibility of lecturers to manage student discipline in the classroom.

Management of student misconduct at TVET Colleges is addressed in various pieces of legislation, including the Constitution, the country's supreme law that validates all laws,

through The Constitution of South Africa (Act 108 of 1994) and the Higher Education Act (Act 101 of 1997).

In terms of Section 29(1) of the Constitution Act (108 of 1994) everyone has the right to basic education, adult basic education, and further education which the State, through reasonable measures, must make available. In terms of Section 33(1) of the Constitution everyone has the right to administrative action that is lawful, reasonable and procedurally fair. This includes teaching and learning procedures in public education and the management of student behaviour.

The Higher Education Act (101 of 1997) makes a number of provisions on the management of student misconduct. According to:

- Section 32(1) of the Higher Education Act, the council of a public higher education institution may make an institutional statute or institutional rules that give effect to the statute.
- Section 32(2) (d) of the Higher Education Act, disciplinary measures and procedures relating to students may only be made after consultation with the SRC and senate of the institution.
- Section 36 of the Higher Education Act, every student at a public higher institution is subject to disciplinary measures and procedures as determined by the institutional statute or rules.

TVET Colleges are therefore responsible for determining their own policies and need to have policies in place for the identification and management of student misconduct. TVET Colleges seem to lack comprehensive legislation that regulates the nature and management of student misconduct (SA , 2012: 20-22).

In addition to the Constitution and the Higher Education Act, according to the Green Paper on Post School Education and Training (SA, 2012: xiii), TVET Colleges are governed by an array of legislation and statutory bodies. Legislation, the Green Paper continues (SA, 2012: 20-22), is riddled with duplication, overlap, incoherence and inconsistencies. A challenge therefore currently facing TVET Colleges is the selection of the most appropriate of content for policies on student misconduct.

Smit and Rossouw (2015:74) differentiate between reactive and preventative measures to deal with misconduct. Reactive methods include meetings with parents, disciplinary hearings, and punishments such as detention, isolation, community service and chores.

Preventative measures, Oosthuizen (2016:152) points out, include effective lesson planning, lecturers' subject expertise and maintaining good relationships with students. A preventative approach, and 'to teach properly', Smit and Rossouw (2015:74) argue, is more effective than reacting to misconduct.

Optimal mediation of learning (good teaching), according to Pienaar (2011:159), is only possible if a classroom's atmosphere is one of support and friendliness and one in which high expectations exist. Well-defined institutional policies, discipline, motivation, and the creation of critical and creative thinking all contribute to a warm, supportive environment. Although the physical settings in classrooms may be similar, Pienaar (2011:160) points out, the atmosphere in one classroom can be warm and friendly, while that in another may be tense and threatening.

Overcrowded classrooms, and classrooms lacking resources, according to Pienaar (2011:160), are possible to overcome. Clean, decorated classrooms with colourful displays, homemade media and resources, in contrast, contributes to building a supportive atmosphere.

Milieu, Pienaar (2011:161) explains, refers to the 'feeling' in the classroom. Highly motivated lecturers and students create a warm, positive classroom atmosphere. Student motivation is supported by lecturers who effectively mediate goal-setting and goal-achieving behaviour by challenging students with interesting, yet demanding tasks. It is particularly important, Pienaar (2011:161) holds, that lecturers should communicate positive expectations to students, and provide constructive, specific feedback on their efforts. Appropriate praise and occasional rewards encourage students. Lecturers should have a caring attitude and students should know lecturers have their interests at heart. Creating a warm, supportive classroom atmosphere therefore discourages student misconduct and encourages harmony. The creation of an atmosphere of harmony, peace and safety in the classroom, according to Oosthuizen (2016:28-29), is best described as *geborgenheit*.

1.6 Research design and methodology

1.6.1 Research design

The conceptual-theoretical framework of this study is embedded in the anthropological theory of *geborgenheit*. According to Oosthuizen (2015:4), the meaning of *geborgenheit* is associated with a feeling of safety, satisfaction and trust. *Geborgenheit* is characterised by a state of unconditional love and acceptance of others. It embodies a sheltered protection in which a person feels that he or she will not be abandoned. Semantically the German word

geborgenheit has a deeper meaning than any English concept (Oosthuizen, 2015:4). The concept *security* is not comprehensive enough to explain its meaning.

An environment of *geborgenheit* not only discourages student misconduct, but also encourages harmonious cooperation in the classroom setting. In addition to the mental and physical *geborgenheit* of students, an environment of *geborgenheit* also enhances an orderly and secure environment for the teaching and learning process. Student misconduct contaminates the peaceable atmosphere of *geborgenheit* which is vital to optimal teaching and learning. Thus the management of student misconduct is not a matter of punishment. On the contrary; it is rather a matter of creating an environment of safety through sound application of education law.

Learners in basic education and students in higher education alike, Oosthuizen (2015:8) affirms, are all entitled to an orderly, secure environment that is conducive to learning and an environment that is safe and accepting. Oosthuizen (2015:8) further argues that educators have a legal duty of care towards learners and students. Lecturers at TVET Colleges are obligated to provide and maintain a safe and accepting environment – one that is free from harassment, bullying, assault and other forms of misconduct to students in TVET Colleges.

By analysing the nature, factors leading to, and methods applied to manage student misconduct, preventative measures can be identified and potentially included in policy on student misconduct.

1.6.2 Research methodology

The research design for this study is explanatory mixed-methods. According to McMillan and Schumacher (2014:431), the explanatory mixed-methods design collects quantitative data first, where after qualitative data are collected to elaborate on and explain quantitative data.

Quantitative data were collected to determine the frequencies of occurrence regarding the nature, factors leading to, and management of student misconduct at one TVET College in the Western Cape. The highest frequencies obtained and items that correlate regarding the nature, causes and management of student misconduct provided topics or themes for the qualitative case study.

The purpose of the qualitative case study was to elaborate on themes that emerged from the quantitative data (McMillan and Schumacher, 2014:431). The detail provided by the qualitative case study enabled the researcher to better understand and elaborate on the viewpoints of participants and how they experienced the nature, factors leading to and

management of student misconduct in the teaching and learning environment at the TVET College. In addition, views and experiences of participants regarding the manner in which student misconduct affects teaching and learning were explored by means of the case study.

1.6.3 Population and sampling

A TVET College in the Western Cape was selected for purposes of this study. The TVET College selected for this study is a rural College which consists of five campuses distributed across a distance of 600 km. The distance between the campuses may have resulted in differences in the characteristics and composition of the students and lecturers. As a result, the opinions and views of students and lecturers at the different campuses may vary. All five campuses were therefore asked to participate in the study. The reason for including all five campuses in the study was to provide an unbiased overview of the opinions of students and lecturers regarding the nature, causes and management of student misconduct and the role it plays in the teaching and learning environment at the TVET College.

The total number of students registered at the TVET College was 4 365 at the time the questionnaire was administered. According to Leedy and Ormrod (2010:214), for a population size of about 5 000 individuals a sample size of 400 may be adequate. For the quantitative study 650 questionnaires were sent out and 587 were received back.

Leedy and Ormrod (2010:209-210) point out that it may not always be feasible to draw up a list of every person living within an area for random sampling if the population is spread across a large area. By using cluster sampling, an area can be subdivided into subgroups or smaller units known as clusters. For the quantitative phase the different class groups at every campus were viewed as clusters and randomly selected for completing the questionnaire. The reason for using cluster sampling was to minimise disturbance to teaching and learning at campuses, and to simplify the process and make it more efficient.

For the qualitative phase purposive sampling was used. According to Creswell (2009:178), reasons for using qualitative research are purposeful selection of participants and sites that will best help the researcher understand the problem and research question. After having conducted analysis of the data collected by means of the questionnaire it was possible to determine which forms of student misconduct, causes thereof and methods applied for managing student misconduct occur most frequently. Themes that emerged from the statistical data became topics for discussion during personal interviews.

Lecturers who are experienced in managing student misconduct were purposefully selected as rich sources of information. The reason for selecting lecturers who are experienced in managing problems with student misconduct was to select a small number of participants

who were rich sources of information and who could elaborate on the different forms of student misconduct, factors leading to it, and management thereof as it emerged from the questionnaire, and also how student misconduct affected teaching and learning.

Students who became chronically absent were purposefully selected for interviews. The reason for selecting these students was to enable the researcher to gather information that represents all opinions and views regarding the nature of misconduct, factors leading to it and methods applied in the interest of managing student misconduct.

1.6.4 Data collection

Quantitative data for this study were gathered by means of a questionnaire. A questionnaire provided numerical ways of measuring and expressing the nature of student misconduct, factors leading to, and methods used for managing student misconduct at the TVET College. Leedy and Ormrod (2010:189) find a quantitative questionnaire with rating scales, or Likert scales, to be useful for evaluating attitudes, behaviours and matters of interest on a continuum of 'not' to 'always', or 'inadequate' to 'excellent'. Hence the quantitative measuring instrument for this research project was a questionnaire (see Appendix D, E and F) with a Likert scale of one to four.

According to Creswell (2009:180-181), qualitative data are collected through observations, interviews, documents and audio visual materials. For this particular study qualitative data were collected by conducting open-ended interviews with participants and requesting them to write an essay on their experiences. Interviews were voice-recorded and notes were taken down during interviews.

The nature of student misconduct, factors leading to it, and methods applied for managing student misconduct that obtained the highest frequencies were of importance to the qualitative study and required further investigation by means of a case study.

A theme that emerged from the statistical data were a high frequency of absenteeism and late coming. Another theme that emerged were a high frequency students who come from disadvantaged homes which contributes towards student misconduct. The importance of well-prepared lessons for managing student misconduct was the third theme that emerged from the statistical data. Interview questions were asked to participants to share their experiences and views regarding the above mentioned themes (See Appendix G).

1.6.5 Data analysis

Quantitative data collected from the questionnaire were captured on SPSS for analysis. The processed data were represented and summarised by means of frequency tables and bar graphs. Qualitative data were collected from participating students and lecturers by conducting personal interviews.

Empirical data were processed by reading responses to the questionnaire into SPSS and performing statistical analysis. Qualitative data were analysed by means of thematic analysis. Henning (2004:127) sees thematic analysis to involve taking apart paragraphs, sentences and words in order to make sense of, interpret and theorise data. Qualitative data gathered were analysed by taking paragraphs apart and grouping data that belong under appropriate headings after which data was interpreted and presented. Critical statements made by participants were directly quoted and discussed in the qualitative phase.

Themes that emerged from the statistical findings were elaborated upon by conducting interviews with participants. The aim of the interviews was to determine the experiences and views of participants and to elaborate on statistical data.

1.6.6 Validity and trustworthiness

According to Pietersen and Maree (2014:216-217) the validity of a quantitative instrument refers to the extent to which an instrument measures what it is intended to measure. Different types of validity that exists are face validity, content validity, construct validity and criterion validity. Face validity, as explained by Pietersen and Maree (2014:216-217), is ensured by scrutinising a questionnaire to determine whether it measures what it is supposed to measure.

For this study face and content validity of the questionnaire were ensured by examining the questionnaire to determine whether the questions were relevant and measured what they were supposed to measure. Construct validity was tested by applying statistical factor analysis by comparing inter-item correlations of the results from the questionnaire. Items, or questions that obtained similar means, were grouped under representative headings.

Pietersen and Maree (2014:216) explain that quantitative reliability is the extent to which a measuring instrument is repeatable and consistent. If the instrument is used at different times, or on different subjects, the findings should be the same. For internal reliability a high degree of similarity should prevail among items since they are supposed to measure a common construct.

The Cronbach Alpha coefficient, Pietersen and Maree (2014:216) explain, measures inter-item correlations. If items strongly correlate with each other, the internal consistency is high and the alpha coefficient is close to one. Poorly formulated items do not correlate strongly, resulting in an alpha coefficient close to zero. The quantitative reliability of the questionnaire was tested by means of the Cronbach Alpha coefficient. The Cronbach's Alpha coefficient for the statistical findings was 0,901.

Creswell (2009:190-191) explains that qualitative trustworthiness and credibility are ensured by comparing data with codes to make sure there is no drift in the definition of the codes. Codes should therefore be cross-checked by other researchers. Trustworthiness of the findings is ensured by using member-checking, using thick, rich descriptions, using multiple methods of data collection, and spending prolonged time in the field. The credibility of this study was determined by comparing the data with codes, and drawing in other researchers to cross-check the codes. Trustworthiness of the findings was ensured by member-checking, using thick, rich descriptions of the setting and spending prolonged time in the field. Participants to interviews were asked to verify the information represented in the qualitative phase and prolonged time was spent in the field.

1.6.7 Ethical considerations

According to Creswell (2009:88-89), ethical practices involve more than following a set of guidelines provided. Researchers should anticipate and address ethical dilemmas that may arise in the research. These issues arise when specifying the research problem, identifying the purpose statement and research questions, and when collecting data and noting down the results. When identifying the research problem it is important to ensure that already marginalised groups are not further disadvantaged by the research. Deception occurs when participants misunderstand the purpose while the researcher has a different purpose in mind. It is also important for researchers to identify the sponsorship for the study by using cover letters for questionnaire research. Data collection should not put participants at risk. To prevent such risks, research plans should be reviewed by the institutional review board at their institution. In addition, researchers should develop a letter of informed consent which participants sign before they engage in the research.

Each questionnaire provided a note, ensuring participant confidentiality. Each person interviewed was briefed and provided with a letter of informed consent (Appendix H), which needed to be signed prior to the interview being conducted.

In addition to individual approval, the Cape Peninsula University of Technology research committee (see Appendix A) and principal of the TVET College (see Appendix B) granted approval for this study to be conducted. In addition to the above-mentioned:

- Ethical clearance was sought from Cape Peninsula University of Technology (CPUT)
- Pseudonyms were used
- The purpose of the study was explained to all participants
- Participants were given the freedom to withdraw at any point.
- Permission for this study was obtained from DHET and the College principal.

1.6.8 Contribution of the study

This study determined the influence, nature and factors leading to student misconduct, and the most effective methods for managing student misconduct at a TVET College in the Western Cape. The results will enhance an understanding of student misconduct at TVET Colleges, and contribute to providing an orderly, safe learning environment.

1.7 Structure of the study

Chapter one – Orientation to the study

Chapter one provides a general overview of the study. The research problem and questions that guide the study are stated. The objectives of the study are delineated and the significance of the study discussed. The research methodology is explained and the chapter concludes by outlining the study.

Chapter two – Literature review: The nature of student misconduct, factors leading to it and management thereof

Chapter two focuses on the nature of student misconduct globally and locally, as it is experienced at different education institutions. The chapter also focuses on the factors leading to student misconduct at TVET Colleges.

Chapter two also examines the different methods applied in the interest of managing student misconduct. Reactive and preventative methods are investigated and discussed. Methods as determined by past research are discussed and analysed for best practices and with a view to determine how student misconduct was best managed in past research.

Chapter three – Research methodology

In this chapter the research methodology employed in this study is explained. The research objectives, methodology, and research tools used are discussed. Critical questions associated with the study are reviewed. Interview questions posed to stakeholders from industry, lecturers and students are also discussed.

Chapter four – Research findings

Chapter four provides an analysis and interpretation of the data gathered. Results are presented in table format. The data in this chapter are discussed in relation to the problem statement, research aim and objectives, questions and information provided in the literature review. This chapter also discusses findings of the secondary research obtained by following the qualitative approach. The results obtained from administering questionnaires and conducting interviews are compared with the literature study.

Chapter five – Conclusion and recommendations

Chapter five draws conclusions from the research and provides recommendations regarding the main research question.

1.8 Summary

This study focuses on the nature of student misconduct, factors leading to the occurrence thereof and methods applied in the interest of managing student misconduct. The TVET College sector can learn more about issues surrounding student misconduct so as to enhance the creation of a peaceful learning environment and improve success rates of students. By means of a questionnaire it is possible to generalise on topics surrounding student misconduct. By conducting personal interviews as follow-up to the questionnaire, an open dialogue can be created to ask questions about topics that emerge from the data obtained from the questionnaire.

Management of student misconduct is important not only for the creation of a learning environment free from distractions, but also for the formation of disciplined graduates who add value to the workforce of industry. Furthermore, it is important to diagnose underlying problems that may exist in the TVET sector that may lead to student misconduct. Once identified, possible solutions to these problems can be recommended.

Research done on the nature of student misconduct, factors leading to it and methods applied in the interest of managing student misconduct will be discussed in Chapter 2.

CHAPTER 2: STUDENT MISCONDUCT, FACTORS LEADING TO IT AND MANAGEMENT OF STUDENT MISCONDUCT

2.1 Introduction

This chapter discusses the nature of student misconduct and its occurrence, both globally and nationally. Factors leading to student misconduct follow the discussion on the nature of student misconduct which, in turn, is followed by a discussion on methods applied in the interest of managing student misconduct.

As will be seen in the chapter, the nature of student misconduct, both globally and nationally at different education institutions are commonly classified in terms of seriousness, including ordinary forms of student misconduct and more serious forms of student misconduct, and even criminal activities. Factors leading to student misconduct differ from person to person and are influenced by circumstances.

Factors related to the management of TVET Colleges that may lead to student misconduct, as will be illustrated, include poor infrastructure, poor institutional management, poor time-tabling and overcrowded classes. Training and mentoring of poorly qualified or underperforming lecturers are the responsibility of managers. However, a lack of training and mentoring programmes for lecturers may also lead to student misconduct, as lecturers' qualifications and competence may determine the effectiveness of lesson delivery. Lecturer qualifications and experience at TVET Colleges may also contribute to student misconduct. Ideally TVET lecturers should have an academic qualification, teaching qualification and workplace qualification or experience. Lecturers lacking any of these qualifications may lack the necessary knowledge and skills for keeping students engaged.

The background of students registered at TVET Colleges, as will be illustrated, may lead to misconduct. The academic preparedness of students and students with learning disabilities may lead to misconduct. Furthermore, the socio-economic status of students and their family background may affect their behaviour and their psychological condition. Methods of managing student misconduct, as will be illustrated, can be classified into reactive and preventative methods.

2.2 The nature of student misconduct

According to Smit and Rossouw (2015:63) and Oosthuizen, Russo and Wolhuter (2015:89), student misconduct can be classified into ordinary forms of student misconduct and serious forms of student misconduct.

Oosthuizen *et al.* (2015:89) note ordinary forms of student misconduct as occurrences such as arriving late, absenteeism, truancy, not submitting work, neglect of work, disrespect, rudeness, forgery, disruptive behaviour, obscene language and using mobile phones in class. More serious forms of student misconduct, Oosthuizen *et al.* (2015:89) explain, include fighting, bullying, threats, extortion, intimidation, theft, vandalism, substance abuse, sexual harassment and gang activities. The above-mentioned forms of student misconduct may differ in frequency and intensity, depending on the specific situation.

Studies of student misconduct in other countries indicate forms similar to the classification commonly used in South Africa. Lozano and Kizilaslan's (2015:51) study of student misconduct in Turkey identified a rather vague list of behaviour, including misconduct regarding academic tasks, inappropriate behaviour, attitudes towards educators and towards peers and disregarding institutional policies. A study on student misconduct in China by Shen, Wang and Zhang (2015:23) found that the most frequent form of student misconduct in China is not paying attention in class. Ordinary forms of misconduct, Shen *et al.* (2015:23) points out, include disruptive behaviour in class, skipping class, swearing, vandalism, disobedience, intimidation and harassment of other students. More serious forms of misconduct in China are alcohol abuse, fighting, cheating in tests and stealing. Student misconduct in China corresponds with student misconduct globally.

Squelch (2015:12) reports that ordinary forms of student misconduct in Australia include late coming, disruption of classes and insubordination. More serious forms of misconduct include fighting, theft, vandalism, bullying, truancy, possession of illegal drugs and dangerous weapons. Ordinary forms of student misconduct in Australia seem more directed towards disruption of lessons. Student misconduct in Australia generally corresponds with student misconduct globally. In the United Kingdom, Walker (2015:74-75) identified bullying as the most common form of student misconduct. Bullying results in damage to the mental health of both the perpetrator and victim. In addition to physical bullying nearly one in every five youngsters in the United Kingdom has been a victim to cyber bullying, with female students affected more than male students. The high occurrence of bullying and cyber bullying in the UK seem to occur more frequently compared to other countries. Bullying is a serious form of student misconduct that infringes the rights of other students and results in psychological damage to victims.

Student discipline in Malaysia, according to Tie (2015:38-39), is an increasing problem. Students from low income, densely populated areas are most at risk. At risk students, Tie (2015:39) explains, tend to rebel, break rules and regulations, desire attention, and are susceptible to negative peer influences. According to Tie (2015:38), truancy and

absenteeism, bullying, theft, gangster activities, disruptive behaviour and insubordination are the most predominant forms of student misconduct encountered in Malaysia. Student misconduct in Malaysia corresponds with student misconduct elsewhere in the world. Identifying the risk of students from low income groups to become involved in student misconduct in Malaysia is an important finding which will form part of the investigation to determine the effect of income on TVET College students.

In a study on student misconduct in Singapore, Teh (2015:54-55) found that student misconduct is not only confined to the classroom, but also extends to cyber bullying. Trends in student misconduct in Singapore comprise online offences in the form of slandering by using blogs, emails and text messages. Other forms of student misconduct, Teh (2015:54-55) explains, are bullying in the form of fighting, extortion, theft, disrespect towards educators, disobedience, forging parents' signatures, sleeping in class, possession of drugs, and truancy. Student misconduct reported in Singapore differs from elsewhere in the world in the high occurrence of cyber bullying.

Research done into serious student misconduct in the Free State, Eastern Cape and Vaal Triangle by Wolhuter and Van Staden (2007:359) ranked theft first, violence second, vandalism third, alcohol abuse seventh, harassment eighth, drug abuse ninth and pornography tenth. Research in the North West by Oosthuizen (2008:4) ranked violence first, theft second, vandalism third, drug abuse sixth, alcohol abuse eighth, harassment ninth, and possession of pornography tenth. Research by Serami, Oosthuizen and Wolhuter (2013:65) into serious forms of student misconduct in Jouberton ranked theft first, vandalism second, violence third, drug abuse sixth, alcohol abuse seventh and sexual harassment ninth. The nature of student misconduct in South Africa corresponds with student misconduct globally and may be used to guide the quantitative investigation in this study. Student misconduct in South Africa, in general corresponds with student misconduct globally. The nature of student misconduct has been determined on a global and national level. The focus will subsequently shift to student misconduct at TVET Colleges.

According to the West Coast College (WCC) code of conduct for students (WCC, 2013:8-9) category A infringements include unsatisfactory work, failure to hand in assignments, absence without notification, late coming and disruptive behaviour during class time. Category B infringements (WCC, 2013:8-9) include rudeness, arrogance, bullying, chronic absence and not sitting in tests. According to the code of conduct (WCC, 2013:6) cellular phones should be switched off during class time. Student misconduct prohibited by the student code of conduct at the West Coast College compares well with student misconduct elsewhere in the world. As with other forms of human behaviour, student misconduct may

arise from differing factors or motivations, depending on the circumstances in which a transgressing student find him or herself. .

2.3 Factors leading to student misconduct

According to Van Der Westhuizen (2011:194-195), human actions require motivation or reason for its occurrences. Student misconduct thus occurs as a result of personal or external factors that motivate students to transgress. Factors leading to student misconduct can be classified into factors related to managing institutions, lecturer preparedness and competence, and factors related to student preparedness and background (Van Wyk, 2009:53; Manyau, 2015:65; McBride, Papier and Needham, 2009:8; Smit and Rossouw, 2015:74;Teh, 2015:55; Hugo, 2011:47).

2.3.1 Management of TVET Colleges and student misconduct

2.3.1.1 Infrastructure management

Infrastructural challenges are not uncommon at TVET Colleges. Van Wyk's (2009:53) study of challenges faced at a TVET College in KwaZulu-Natal found significant infrastructural challenges. At the time one of the campuses had only eight toilets available for 1700 students. The campus had no library or resource centre, and internet was only available in one classroom. Another campus had only five classrooms and four toilets available for 282 students. The classrooms had been constructed as residence rooms but were converted into classrooms, and four of the classrooms could only accommodate 15 students at a time. The campus had no internet connection or telephone line available (Van Wyk, 2009:54-55).

Smit and Rossouw (2015:66) found evidence that poorly kept and maintained facilities encourage vandalism, graffiti and ordinary forms of student misconduct. Measures for addressing ordinary forms of misconduct and maintaining clean and tidy facilities have led to reduction in both ordinary and serious forms of student misconduct (Smit and Rossouw, 2015:66). Poorly kept facilities seem to create an impression of negligence on TVET College management's side which may lead to carelessness in students' attitude towards discipline. Poor infrastructure may indirectly give rise to student misconduct.

Lack of facilities may lead to overcrowded classes or too few available classrooms. According to Vink and Adejumo (2015:3), their research has shown that overcrowded classrooms provide perpetrators with an opportunity to transgress without getting caught. Furthermore, lecturers not having space to present lesson may lead to students having too much idle time during class time which may lead to student laziness or absenteeism. Poor institutional management may result in lack of facilities and poor coordination on campuses.

2.3.1.2 Institutional management

As with infrastructure, management of TVET Colleges are faced with challenges. According to the White Paper on Post School Education and Training (SA, 2013:2) the education offered at many post school education institutions, which include TVET Colleges, is inadequate. Quality challenges are varied and are related to governance, management, teaching, curriculum, quality assurance, infrastructure and insufficient cooperation between institutions.

According to Van Wyk (2009:66-80) lack of communication and teamwork exist among senior TVET managers. Lecturing staff experience lack of support from senior management and as a result provide poor service to the community. Furthermore, Van Wyk (2009:66-80) found that no job descriptions existed for staff members who were appointed in positions for which they are not qualified. Vacant positions remained open for months after interviews had been conducted. Lack of communication and teamwork among TVET managers may lead to lack of support to lecturers whose work may be negatively influenced as a result. When lecturers are unable to carry out their daily tasks effectively daily campus activities may become disorganised and lead to student misconduct.

A campus, Van Wyk (2009:66-80) asserted, was opened and closed several times. The campus was then closed until further notice. Inconsistencies such as opening and closing campuses may create an impression of poor professionalism to parents and students. As a result students may react by not respecting the student code of conduct.

2.3.1.3 Timetable management

As function of management Herbert (2005:72) stressed the importance of a well-designed timetable for managing day-to-day activities on campuses. At times certain activities exceeded stipulated time allocated which, in turn had a detrimental effect on the timetable for the rest of the day. It is important, Herbert (2005:72) maintains, for management to respect the timetable and keep activities within specified time in order to ensure an orderly, structured learning environment. Poorly designed timetables, and not respecting time allocated to activities on the timetable leads to confusion among students which may lead to student misconduct.

2.3.1.4 Management of student numbers

Wedekind (2016:19-22) found that staff-student ratios increased from 1:38 in 1999 to 1:53 in 2002. During 2013 this ratio jumped up to 1:64. Lecturers have to deal with ever increasing class sizes which have an impact on their teaching, assessment loads and curriculum

delivery. Vink and Adejumo (2015:3) found that lecturers experience feelings of anxiety and lack of control when dealing with large groups. The study found that overpopulated classes provide poorly disciplined students with anonymity, which makes it hard to deal with misconduct. Overcrowded classes, therefore, contribute to student misconduct. TVET lecturers' ability for managing classrooms may have an effect on student discipline, especially if classes are overcrowded.

2.3.1.5 Management's responsibility to train TVET lecturers

According to Manyau (2015:65), the availability of training programmes to facilitate new knowledge with TVET lecturers, such as curriculum training, technical skills training and career development and mentorship, is sporadic and even absent in much of the country. In Manyau's (2015:65) research 59% of lecturers reported no developmental programmes were available. The majority of TVET lecturers who participated Manyau's (2015:65) research received no training for more than two years.

When asked if training, when received was relevant and helpful to their teaching area, Manyau (2015:72) were informed that more than 64% TVET lecturers responded negatively, indicating that training was neither relevant nor helpful to their teaching area. Furthermore, over 61% lecturers complained that they do not get any financial support when they enrol at other institutions to develop their teaching skills (Manyau, 2015:72). This is against a background where responsible higher education managers are expected to formulate workplace skill plans which include the job analysis process, skills auditing, prioritisation, designing skills programmes, implementing and evaluating employee training (Manyau, 2015:82).

The skills development process, another function of management, is therefore not well-coordinated. In certain instances managers are still newly appointed and in other cases they have not yet implemented skills development programmes (Manyau, 2015:76). Informal learning is thus often used to develop the teaching competency of unqualified teaching personnel employed by TVET Colleges. These lecturers, Van der Bijl (2015:2) argues, depend on formal and informal mentoring programmes and coaching by supervisors, peers and themselves to develop their competency as educators. Lack of training and development has a negative impact on lecturers' classroom management skills. Lecturers who fail for managing classrooms effectively may experience difficulty in managing student misconduct. Newly appointed lecturers may lack the qualifications and experience required for managing classes and may require mentoring.

2.3.1.6 Management's task of mentoring TVET lecturers

Van der Bijl (2015:15) describes mentoring as a developmental process that occurs between individuals or between groups. Mentoring is also seen as a path to competency development by some, and a route for social transformation by others (Van der Bijl, 2015:15). Mentoring can therefore be done at different levels in an institution, ranging from formal programmes to self-reflection and self-monitoring. Mentoring on a professional level, Van der Bijl (2015:50) argues, integrates a person into the profession and on a broader level integrates a person into a specific socio-cognitive paradigm.

According to Mmako and Schultz (2016:8) employee engagement programmes, which includes mentoring, depends on several factors. Recognition, feedback, attitudes towards direct managers, commitment to the institution, and socialisation into the new work environment affects the integration of a new lecturer (Mmako and Schultz, 2016:159). Newly appointed lecturers are in need of mentoring in order to help them change over into a new culture and practice.

Obstacles to mentoring, Van der Bijl (2015:8) points out, include lack of formal mentoring programmes and broadness in definition. New lecturers are mentored in the posts they fill but mentors are not formally allocated, and no reciprocal or systematic mentoring takes place (Van der Bijl, 2015:8). The success of a mentoring programme requires that managers hold regular one on one meetings with lecturers, showing genuine care and concern for them, and provide constructive, specific feedback (Mmako and Schultz, 2016:154). Lack of mentoring programmes implies that new lecturers are left to their own devices when managing classes.

In Van der Bijl's (2015:50, 131) study no evidence could be found for the existence of structured mentoring programmes at TVET Colleges in the country. It may therefore be that no clear mentoring practices have evolved, been recognised or developed in South African TVET Colleges (Van der Bijl, 2015:50, 131). It is therefore important that TVET management take steps to implement a formal mentoring programme for lecturers who are poorly qualified, or who underperform.

According to Van der Bijl (2015:132), the absence of a formal mentoring programme was not seen as a shortcoming and when TVET lecturers were interviewed, they were of the opinion that they should take responsibility for their own mentoring. Apparently, lecturers at South African TVET Colleges see themselves as their own mentors (Van der Bijl, 2015:132). Therefore it is clear that TVET lecturers are left to improve their subject knowledge and teaching skills without the assistance of management. Lecturers who lack academic qualifications, teaching qualifications or workplace qualifications may lack the skills

and knowledge to plan and present lessons to effectively engage students. Research has shown that poorly presented lessons lead to student misconduct (Smit and Rossouw, 2015:73). These lecturers will thus require mentoring from qualified, experienced managers to assist and guide them in managing classes.

A mentoring programme is important for passing on subject knowledge and best teaching practices to lecturers. Without a structured mentoring programme TVET College lose out on the opportunity for managers and lecturers to share their knowledge and experiences, which includes management of student misconduct. When TVET management do not exercise their functions effectively it may therefore indirectly lead to student misconduct. TVET lecturers are in direct contact with students on a daily basis. TVET lecturer competence therefore has a direct influence on student behaviour. The level of lecturers' qualifications may be an indication of their competence and skills when presenting lessons.

2.3.2 The TVET College lecturer and student misconduct

In Malaysia Teh (2015:55) found that students expect lecturers to be experts in their respective fields. In this age of major technological advances information is readily available. Students, Teh (2015:55) warns, show contempt if they believe that lecturers are not as knowledgeable as students believe themselves to be. Lecturers who display lack of subject knowledge may lose the respect of students which may lead to student misconduct. The policy on TVET lecturer qualifications (SA, 2013:12-31) regards TVET lecturers as fully qualified if they have academic, teaching and workplace qualifications. Lecturers who lack one or more of these qualifications may not be adequately equipped for managing students and present lessons effectively.

2.3.2.1 The qualification framework of TVET lecturers

The Green Paper on Education and Training (SA, 2012) has shown that lecturers in the technical fields are largely recruited from industry. Some lecturers have workplace experience and knowledge, but little pedagogical training (SA, 2012:24). TVET lecturers are required to have an academic qualification, a teaching qualification and a workplace or occupational qualification and experience, depending on their field of work.

The policy on professional qualifications for lecturers in technical and vocational education and training (SA, 2013:40) specifies the minimal set of competences required of TVET lecturers. Newly qualified lecturers should have a sound knowledge base of their subject of specialisation, and need to be professionally qualified for managing teaching and learning environments effectively. According to the Policy (SA, 2012:40) professionally qualified lecturers must also be familiar with the workplace demands of business and industry.

Lecturers should be able to use the subjects they teach to help equip students for the workplace.

McBride *et al.*'s (2009:8) research in the Western Cape found that only 6% TVET lecturers had an academic qualification combined with a teaching qualification and a workplace qualification or experience. More than 90% of the lecturers who participated in the study thus did not have the desired combination of academic, teaching and workplace qualifications (McBride, 2009:8). It therefore implies that TVET lecturers need to progressively engage in relevant studies to upgrade their qualifications (Wedekind, 2016:22). Smit and Rossouw (2015:73) found that the best way for managing student discipline is to plan and teach effectively. Lecturers who lack qualifications may fail to teach effectively, and as a result experience problems with student misconduct.

2.3.2.2 Academic qualifications of TVET lecturers

Manyau's (2015:60) research in the North-West Province found that 5% of lecturers only had certificates as their highest qualification. A total of 47% lecturers had a diploma while 36% lecturers that participated in the study had a degree. In contrast, McBride *et al.*'s(2009:8) research in the Western Cape found that 50% of lecturers had an academic qualification. TVET lecturers may therefore lack the necessary subject knowledge to provide them with additional content for presenting information rich lessons and provide background on theory that is presented.

2.3.2.3 Teaching qualifications of TVET lecturers

According to Petersen and de Beer (2014:5) South African education is to a great extent still characterised by transmission mode teaching in spite of curricula that stipulates otherwise. The challenge, Petersen and de Beer (2014:5-6) explain, lies in developing lecturers' content knowledge and their use of inquiry-based approaches. Lecturers who do not possess sufficient content knowledge may, as a result, resort to lecturer-centred methods. Lecturers with limited subject and pedagogical content knowledge have limited understanding of the subject they teach and therefore find it difficult to introduce student-centred methods. According to Smit and Rossouw (2015:74) lecturers ill-prepared for lesson presentation tend to have more frequent and serious student discipline problems.

Manyau's (2015:62-70) research indicated that 78% TVET lecturers had no teaching qualification, 11% TVET lecturers had a diploma in education, while 4,4% TVET lecturers had an Advanced Certificate in Education or Postgraduate Certificate in Education. It is clear that most TVET lecturers faced challenges related to their teaching skills and that 50% needed training in teaching strategies. According to Van der Bijl (2015:2) a substantial number of

TVET lecturers work without a professional teaching qualification as required by state policy. Most TVET lecturers, Manyau (2015:75) maintains, need further development in their teaching skills such as learning facilitation skills, assessment and moderation.

Again, in contrast, McBride *et al.*'s (2009:8) study noted that 65% of lecturers had a teaching qualification. Of these lecturers 17% had a teaching qualification without an academic qualification or workplace qualifications and experience. A total of 29 % lecturers also had an academic qualification while 12% had a teaching qualification with workplace qualifications and experience. The absence of a formal teaching qualification for lecturers implies that College lecturers have to develop their teaching competencies elsewhere (Van der Bijl, 2015:4-5). Lecturers lacking teaching qualifications may lack the skills and knowledge required to keep students engaged, and manage student misconduct effectively.

According to Lozano and Kizilaslan (2015:59) minor misbehaviour problems among students in Turkey exist as a result of a lack of stimulating, thought-provoking, learning environments. Educator programmes in Turkey, Lozano and Kizilaslan (2015:59) assert, do not address the practical concerns related to individual learning styles for students or the management of student misconduct. Lecturers who lack teaching qualifications therefore lack the skills required of them to teach lessons effectively which leads to students becoming bored and disrespectful towards lecturers. Bored or disrespectful students may become restless or disrupt lessons, be late for lessons and provide substandard work.

2.3.2.4 Workplace qualifications and experience of TVET lecturers

According to Manyau (2015:75) it is generally accepted that TVET College lecturers need technical and industry-related exposure and skills. Manyau's (2015:63) research established that 2, 1% TVET lecturers had less than one year work- or industry experience, while 49,5% had between two and four years of work or industry experience. The proportion of lecturers who had five to seven years work experience were 25,3% while 16,5% lecturers had eight to ten years work experience. Manyau (2015:75) found that a total of 51 (6%) lecturers had less than five years' work experience, or exposure to industry.

McBride *et al.*'s (2009:8) study found that 37% TVET lecturers had workplace qualifications and experience by around 2009. A total of 14% of these lecturers only had a workplace without an academic qualification or teaching qualification, while 4% also had an academic qualification and 12% had a workplace qualification with teaching qualification (McBride *et al.*, 2009:8). Lecturers who lack work related experience and qualifications may therefore not understand practical application of subject knowledge or how to prepare students for industry. Lessons may be boring being void of examples from the workplace. In addition,

lecturers who have no experience from industry may not know the level of discipline expected of students who enter the workforce.

2.3.3 Background and preparedness of TVET students

Factors leading to student misconduct that can be attributed to TVET students may be the misuse of electronic media and narcotic substances, poor academic preparedness of students and learning disabilities. The socio-economic status of students' families and family backgrounds may indirectly contribute to student misconduct. As a result of low socio-economic status and problems at home students may suffer from low motivation to do academic work or have emotional disturbances.

2.3.3.1 Electronic media and misuse of narcotic substances

Electronic media is an influential factor related to student absenteeism and misconduct (Suhid, Aroff and Kamal, 2012:345). Students, Suhid *et al.* (2012:345) note, spend up to 28 hours a week watching television. Students also find electronic gaming entertaining and a means to reduce stress. Electronic media may have a negative impact on students' concentration span. These students may also prefer playing games instead of studying.

In the USA research found that students who are chronically absent lack motivation and inner drive (Dexter, 1982:56-59). Students with low levels of motivation are easily distracted to watch television at home, socialise with friends or abuse alcohol and drugs. The use of marijuana, Dexter (1982:57) points out, adds to the students' lack of inner drive. In fact, in chronic cases the use of marijuana appears to be the main cause of lack of motivation.

The study also found that students have a difficult time understanding the relevance of class assignments to their personal needs (Dexter, 1982:58). Students who abuse drugs or alcohol may have concentration problems, low motivation and behavioural problems which may lead to misconduct. Students who displayed the above-mentioned behaviour may also enter TVET Colleges with an academic disadvantage as a result of their poor academic progress at school.

2.3.3.2 Academic preparedness of students

According to Teh (2015:55) one of the factors leading to student frustration is the inability to meet high academic standards. The frustration experienced by academically poor students often express itself in aggression towards clever students. Behavioural problems, Hugo (2011:65) explains, often occur as a result of a student's intellectual inabilities. Students who are unable to keep up with the rest of the class often develop behavioural problems in an attempt to draw attention away from their work.

In addition, Hugo (2015:64) explains, gifted students often become bored, and frustrated with work that demands too little of them. The frustration experienced by gifted students also leads to different forms of misconduct (Hugo, 2015:64). Students who fall behind may display disruptive behaviour in order to draw attention away from themselves in contrast to gifted students who become bored and become restless. Some students may also be academically behind as a result of learning disabilities.

2.3.3.3 Students with learning disabilities

According to Teh (2015:55) students with special education needs such as dyslexia or autism are often targets of bullies. According to Hugo (2011:65) research has shown that students with special education needs are at greater risk to be bullied or become bullies themselves. Besides their obvious vulnerability, their social circumstances such as lack of friends contribute to their victimisation. Some students with special education needs, Hugo (2011:65) warns, may act aggressively, which makes them provocative victims.

Students with special education needs often have poor interpersonal and problem solving skills which result in them being rejected by peers. As a result, Hugo (2011:64) explains, some students with special education needs may suffer from anxiety and depression and most often have a poor self-image. Students with special education needs tend to have negative behaviour patterns which disrupt their own learning and that of the rest of the class (Hugo, 2011:64). Students from communities with low socio-economic status who have learning disabilities may, due to lack of finance, not receive the assistance they require to succeed in their studies.

2.3.3.4 Socio-economic status of students

In a study in the USA Young, Johnson, Arthur and Hawthorne (2011:38) found that the practices and interpretations one's culture and background can support, hinder or be unrelated to academic motivation and achievement. The study determined that both culture and socio-economic status play a role in students' motivation and achievement (Young *et al.*, 2011:38).

According to Hugo (2011:47) there is a strong link between students' achievement and the socio-economic status of their community. In South Africa, the socio-economic status of the majority of students is low. Students from lower socio-economic households, Hugo (2011:47) explains, do not have healthy food, medical care, sufficient clothing or electricity.

Students from low socio-economic neighbourhoods often have to cope with gang violence and criminal elements in their neighbourhoods (Hugo, 2011:47). In addition, students from low socio-economic households have no place where they can do homework in peace and quiet, and often have to work during afternoons and over weekends to supplement the family's income. These students may become chronically absent, disrupt classes or submit poor work. Difficulties experienced as a result of the socio-economic status of students' communities may therefore contribute to student misconduct. Students from families with low socio-economic status may experience problems in their families resulting from financial stress. These students may also become chronically absent when they have to work to earn wages for the survival of themselves and their families.

2.3.3.5 Family background of students

In Singapore Teh (2015:61) identified lack of parental guidance as the most prominent Factors leading to student misconduct. Home break ups often cause students to lose motivation to behave. Furthermore, career-minded parents are so busy with work that they simply do not have time to spend with their children, or discipline them. When parents do see their children, Teh (2015:61) explains, parents over-compensate for the neglect by giving in to the children's demands. Students who experience problems at home may, for example, disrupt lessons to draw attention, be chronically absent or submit poor work.

According to Walker (2015:74) the underlying causes of student misbehaviour in the United Kingdom are societal, and usually originate in the family environment. Risk factors in students' lives can impact on their cognitive, behavioural and emotional development, as well as their mental health. Disruptive behaviour, Walker (2015:82) explains, is often a cry of fear, or a cry for help. Intervention strategies should focus on students and the families of students who misbehave. Students who lack parental guidance and have family problems may display disruptive behaviour more often because they lack discipline or want to draw attention to themselves.

Students from families with low socio-economic status and who have problems at home may experience low motivation in academic work as their lower level needs may not be satisfied.

2.3.3.6 Motivation of TVET students

Drawing on Maslow's hierarchy, Taormina and Gao (2013:156-162) explain that humans have basic needs that are hierarchically arranged. Biological, safety, love and esteem needs must first be satisfied before the need for self-actualisation will become apparent. Lower needs in the hierarchy are more urgent and must first be satisfied before needs on higher

levels will appear. When a specific set of needs are regularly satisfied, the next level of needs becomes dominant (Taormina and Gao, 2013:156-162).

Self-actualisation needs, Tormina and Gao (2013:159) argue, will only appear when the lower levels of needs are regularly satisfied. The motivation required for TVET students to attend classes and improve themselves may depend on the level of satisfaction they experience at their lower levels of motivation. Students experiencing problems at home, lack food, or feel unsafe may find it difficult to stay motivated to attend classes and further their studies. These students may disrupt classes, be late for classes, be absent or submit poor work. These students may also experience emotional problems resulting from traumatic experiences.

2.3.3.7 Students with emotional problems

Boeree (2006:4) explains that a disturbed or neurotic person's needs are more intense than those of a normal person, which result in deep anxiety if the needs are not met. Affection, Boeree (2006:4) further expands, has to be shown at all times by all people, or the panic sets in. Neurotic needs are too central to his or her existence. Neurotic need, Boeree (2006:4) explains, is an unhealthy need for affection and approval, a need for power or control over others, and to exploit others and an unhealthy need for social recognition and prestige. An unhealthy need for self-sufficiency and independence or a search for complete autonomy has also been identified as a neurotic need (Boeree, 2006:4).

The neurotic needs, Boeree (2006:4) further explains, have been clustered under three coping strategies, namely compliance, aggression and withdrawal. When faced with social difficulties, Viljoen (1990:121-122) explains, a compliant person will submit to others in order to receive acceptance while an aggressive person will defend him or herself aggressively and even exploit others to his or her own advantage. Someone who withdraws when faced with social difficulties draws into him or herself and strives towards self-sufficiency and independence. A normal person, Viljoen (1990:121-122) points out, makes use of all three strategies as the need arises while a neurotic person becomes fixated on one of the coping strategies. Students with emotional disorders may therefore display controlling behaviour, disrupt lessons in order to draw attention or become aggressive. In contrast, other students with emotional disorders may be elusive and withdrawn.

According to Boeree (2006:5), some individuals that had been abused as children suffer from neurosis. However, not all neurotic individuals had been abused as children. Rather, it depends on the child's perception. Well-intentioned parents may unintentionally show

indifference to their children by showing preference, or blame a child for something he or she did not do, or neglect to fulfil promises.

Boeree (2006:6) points out that a child's first response to parental indifference may be anger, also described as basic hostility. Some children find hostility effective and over time the hostility becomes a habitual response. Most children, Boeree (2006:6) argues, find themselves overwhelmed by basic anxiety and, as a result, experience feelings of helplessness and fear of abandonment. In order to survive the basic hostility is suppressed and the parents win over, which leads to the adoption of the compliance coping strategy.

For some children aggression or compliance are not effective coping strategies. As a result, Boeree (2006:6) explains, some children resort to withdrawal in order to cope with the perceived indifference of their parents. Students registered at TVET Colleges who had experienced a troubled childhood may therefore portray any of the above-mentioned personality disorders. If left undiagnosed, lecturers may incorrectly interpret the behaviour of students who had experienced a troubled childhood. Students with emotional disorders may therefore display controlling, aggressive behaviour, be overly submissive or be withdrawn. The behaviour of these students may lead to disruption of lessons, harassment of other students, absenteeism, and other forms of student misconduct.

Parental indifference, lack of warmth and affection during childhood and even early sexual experiences can be overcome, Boeree (2006:5) asserts, if the child feels loved and accepted. Neglected children may have other family members who love them and take care of them and protect them from further injury. Neglected children, as explained by Boeree (2006:5), may grow up and be healthy, happy adults as a result of the love and acceptance experienced from other family members during childhood. TVET College students from families with low socio-economic status or who experience problems at home may have had traumatic childhood experiences, and as a result experience psychological disorders. Lecturers employed at TVET Colleges may, from their *in loco parentis* position, provide warmth and love to students with a troubled childhood and thereby act as catalysts in their healing. Poorly qualified lecturers may, however, not be equipped to diagnose emotional disorders or help these students.

2.4 Methods for managing student misconduct

The management of student misconduct can be seen in terms of reactive methods, and preventative methods (Oosthuizen *et al.*, 2015:91). Reactive methods such as reprimands, oral and verbal warnings and detention may be effective, depending on the circumstances.

However, the best method for managing student misconduct is by preventing it from occurring.

Preventative methods for managing student misconduct include giving students a sense of ownership, preparing lessons effectively, collaborating with health and welfare organisations and demonstrating intercultural awareness.

All methods applied in the interest of managing student misconduct have to be subject to legislation and the principles of common law. Any disciplinary action that contradicts the Constitution (Act 108 of 1996) or the principles of common law may be declared invalid by a court of law.

2.4.1 Reactive methods of dealing with student misconduct

According to Oosthuizen *et al.* (2015:91), reactionary methods applied in the interest of managing student misconduct internationally are reprimands, oral and written warnings, detention, additional work, discussion with parents, withholding privileges, disciplinary hearings, suspensions and expulsions. The above-mentioned methods for managing student misconduct may also be used effectively in TVET Colleges.

According to Shen, Wang and Shang (2015:24-25), formal methods applied in the interest of managing student misconduct in China are warnings, severe warnings, documentation of violations, probation, involuntary withdrawal and expulsion. In China, Shen *et al.* (2015:28) emphasise, personal dossiers accompany persons for their entire life, from educational institution to employment. However, the emphasis falls on the educational purpose and sanctions can be removed if students show improvement in their behaviour. Management of student misconduct in China differs from that in other countries in that student records accompany them for their entire life. Keeping record of student misconduct may act as an effective method for discouraging student misconduct and encouraging responsibility.

Shen *et al.* (2015:24-25) hold that normal methods applied in the interest of managing student misconduct are verbal reprimands, time-outs, confiscations and detentions. An array of methods is occasionally used such as requiring students to hand in copy texts or having meetings with parents. It was found that students prefer hand copying texts dozens of times or spending a few hours in detention above meetings with parents. In China, Shen *et al.* (2015:28-29) contend that parents and the community are involved in the education of students, which includes disciplinary matters. At TVET Colleges parents do not seem to be as involved, since TVET Colleges, unlike schools, prepare a more adult student population for the workplace.

Tie (2015:39) points out that in Malaysia, the Federal Constitution is the primary source of law governing the education system. Officials have the authority to prescribe their own rules and regulations to maintain student discipline. However, all rules and regulations are subordinate to the Federal Constitution. All disciplinary actions, Tie (2015:39) asserts, must comply strictly with due process and procedure to ensure that the principles of natural justice are upheld. Students who are truant, absent without excuse or repeatedly guilty of lesser forms of misconduct may be suspended. Expulsions are imposed for major infractions such as violence, theft, assault, possession of a weapon and drug abuse. Disciplinary action against students in Malaysia is, as in South Africa, subject to the National Constitution.

Prior to suspension or expulsion, Tie (2015:44-45) explains, the minimum due process is required to ensure compliance to with the *audi alteram partem* principle. An accused student has to be provided with a written notice of the intended hearing which states date, time, place and nature of the alleged misconduct. Adequate time has to be provided for the student to prepare for the hearing. Disciplinary hearings have to be conducted by an impartial disciplinary committee allowing the accused student to state his or her case, and provide evidence or witnesses. All disciplinary action against students in South Africa, including TVET College students, is subject to the *audi alteram partem* principle. Disregarding the *audi alteram partem* principle may lead to disciplinary action being declared illegal.

Herbert (2005:53) found that expulsions and suspensions in Uganda interfered with students' teaching and learning. Suspended students end up missing lessons, group discussions, tests and exams, which negatively affect their academic performance. Excessive use of suspensions and expulsions as method for enforcing discipline may therefore have a detrimental effect on student development and academic performance.

In Australia Squelch (2015:13-17) identified the methods for dealing with student misconduct as detention, time-out, suspension, exclusion and expulsion. Detentions must be supervised by lecturing staff, and transport must be arranged for the student if the detention is after normal class hours. Time out is defined as giving the student time away from his or her normal routine to a separate area within the classroom or in another supervised area. Students must be engaged in meaningful educational activities and supervised at all times. Expulsions, detention and time out do not seem to be used frequently when managing student misconduct at TVET Colleges.

Suspensions, Squelch (2015:24-26) explains, refer to temporary removal of students up to ten days while exclusions are suspensions of 14 to 20 days. Temporary or permanent

removal of a student is considered a very serious disciplinary measure and is applied for more serious forms of student misconduct. Suspensions, exclusions and expulsions may only be applied after a fair hearing. Having discussed reactive methods for managing student misconduct, preventative methods for managing student misconduct are subsequently investigated.

2.4.2 Preventative methods for dealing with student misconduct

Preventative methods for managing student misconduct include preparing lessons effectively, creating a friendly classroom atmosphere, setting students at ease, collaborating with health and welfare organisations and demonstrating intercultural awareness.

2.4.2.1 Effective lesson preparation and presentation

According to Smit and Rossouw (2015:74), the most efficient approach to managing student misconduct is by acting preventatively by doing proper lesson preparation and by teaching effectively. Even though proper lesson preparation does not seem to address student discipline directly, Smit and Rossouw (2015:74) found that well-prepared lessons contribute positively to the creation of an orderly secure learning environment.

2.4.2.2 Creation of a friendly classroom atmosphere

Pienaar (2011:159) states that optimal mediation of learning is only possible if a classroom atmosphere of support, friendliness and high expectations exists. Well-defined institutional policies, discipline, motivation and the creation of critical and creative thinking all contribute to a warm, supportive environment. Pienaar (2011:160) argues that, although the physical settings in classrooms may be similar, the atmosphere in one classroom can be warm and friendly, while that in another may be tense and threatening. Clean classrooms decorated with colourful displays, homemade media and resources will assist in building a supportive atmosphere.

Milieu, Pienaar (2011:161) explains, refers to the atmosphere in the classroom. Highly motivated lecturers and students create a warm, positive classroom atmosphere. Student motivation is supported by lecturers that effectively mediate goal-setting and goal-achieving behaviour by challenging students with interesting, yet demanding tasks.

It is particularly important, Pienaar (2011:161) emphasises, that lecturers should communicate positive expectations to students, and provide constructive, specific feedback on their efforts. Appropriate praise and occasional rewards encourage students. Lecturers should have a caring attitude and students should know lecturers have their interests at heart. Creating a warm, supportive classroom atmosphere therefore discourages student

misconduct and encourages harmony. The creation of an atmosphere of harmony, peace and safety in the classroom can also be described as *geborgenheit*.

2.4.2.3 Setting students at ease

Nieman and Pienaar (2011:82-83) explain that the human brain consists of three basic functional systems, namely the reptilian brain situated in the centre of the brain, the mammalian brain in the middle region, and the neo-cortex which forms outer layers of the brain. The reptilian brain is the oldest part of the brain. The reptilian brain is concerned with basic human needs such as food and breathing, and decides whether a person fights back or runs away from danger (Nieman and Pienaar, 2011:83).

The mammalian brain, Nieman and Pienaar (2011:83) explains, controls emotions such as insecurity, frustration and love and also awareness of self. The mammalian brain also control our relations with other people which includes need to belong to a group, to care and protect others. During conversations the mammalian brain, for example, interprets tone of voice rather than the message itself (Nieman and Pienaar, 2011:83).

The neo-cortex or outer part of the brain, Nieman and Pienaar (2011:83) explain, accommodates higher cognitive functions such as knowledge processing, understanding, analysis and synthesis. When students experience high levels of stress, the reptilian brain takes over and employs a fight or flight response, which prevent students from accessing higher-order thinking functions in the neo-cortex (Nieman and Pienaar, 2011:83).

In response, Nieman and Pienaar (2011:83) contend that students may try to escape stressful conditions at their campus through absenteeism, fighting or other forms of misconduct. TVET College students may display similar reactions to threatening situations. It is therefore important that TVET lecturers minimise the levels of stress experienced by students.

According to Nieman and Pienaar (2011:83), levels of stress experienced by students are reduced when students have their own personal space in the classroom and know that certain routine or ritual tasks will be completed. Students experience immediate gratification from participating in routine tasks, and their reptilian brain becomes passive (Nieman and Pienaar, 2011:83). TVET College students need to have their own seating space in every class and need to know what to expect from lessons. Overcrowded classes may prevent students from having personal space, and poor timetabling or poorly qualified lecturers may create uncertainty in students.

The mammalian brain, Nieman and Pienaar (2011:84) explain, should be satisfied through activities, for example group work. Lecturers should enable students to succeed and should avoid frustrating the students. Students should be praised regularly in order to eliminate insecurity. Only when the reptilian brain is passive and mammalian brain satisfied will the neo-cortex function optimally. Lecturers at TVET Colleges should therefore employ teaching strategies such as routine tasks, group work, enabling students to solve problems successfully and praising students for their accomplishments (Nieman and Pienaar, 2011:84). Praising and encouraging students regularly requires friendly student-lecturer relationships. Lecturers who establish friendly student-lecturer relationships not only set students at ease but also earn their trust and respect.

2.4.2.4 Collaboration with health and welfare organisations

In Singapore, Teh (2015:63) explains, collaboration exists among education institutions, welfare organisations, the medical profession and the Nation Council of Welfare Services also known as the Response, Early intervention and Assessment in Community, or REACH initiative. The REACH initiative aims at identifying and supporting students with emotional and behavioural problems, as well as related mental health problems. The programme has reportedly seen positive progress in students. According to the Institute of Mental Health (2018:1) the REACH team provides support to students with emotional, social and behavioural issues by working closely with student counsellors. Currently no programmes aimed at identifying and supporting students in collaboration with health and welfare organisations exist in South Africa.

2.4.2.5 Inter-culture and inter-discipline awareness

Whisker and Claesson (2013:33) point out that, as educators and lecturers, we are translators of experiences between individuals and contexts, and of the experiences of others into our own. In developing context of cross- and multi-disciplinary work we need to be familiar with different paradigms to enable enriching mixtures of styles and forms of knowledge construction. Development programmes for educators, including TVET lecturers, should work across disciplinary boundaries and enable enriching mixtures of styles and forms of knowledge construction. Discussions, as recommended by Whisker and Claesson (2013:33), should explicitly focus on differences in culture which, in turn, makes each participant simultaneously aware of his or her own culture and of other cultures. Lack of cultural awareness at TVET Colleges may lead to misunderstandings and unnecessary conflict. All methods applied in the interest of managing student misconduct need to be consistent with the Constitution of South Africa (1996) and in consideration of legislation.

2.4.2.6 Classroom rules

Oosthuizen (2016:154-155) points out that classroom rules help students to understand what is expected of them, and what is considered unacceptable behaviour. Student participation in setting classroom rules gives them a sense of ownership and enhances their acceptance of the rules. Classroom rules should be in written format and placed in an easily accessible section of the classroom. The content of classroom rules, Oosthuizen (2016:154) argues, should be repeated to students at regular intervals, seeing that students tend to forget the rules.

2.5 Legal considerations

According to Kotze, Du Plessis and Barnard-Naude (2013:121), primary sources of legislation regenerated by institutions with law-making authority such as parliament and provincial legislatures. Secondary sources of law, Kotze *et al.* (2013:121) explain, provide further information on primary sources of law. Secondary sources of law could be descriptive, explanatory or evaluative, since they reflect on primary sources of law.

Kotze *et al.* (2013:121) also describe the primary source of law as a codified legal system, or law books. An un-codified legal system has not been systematically recorded. South Africa also has an un-codified legal system which originates from a wide range of sources including the Constitution, statutes, juridical precedent, customary law, common law and indigenous law (Kotze *et al.*, 2013:124-125).

2.5.1 Legislation

In terms of Section 2 of the Constitution Act (108 of 1996) the Constitution is the supreme law of the Republic. Hence any law or conduct inconsistent with the Constitution Act (108 of 1996) is invalid. In terms of Section 33(1) of the Constitution Act (108 of 1996) everyone has the right to administrative action that is lawful, reasonable and procedurally fair. Parliamentary legislation, subordinate legislation, TVET College rules for students and disciplinary action taken against a student should therefore be consistent with the stipulations as set out in the Constitution.

In terms of Section 3(1) of the Promotion of Administrative Justice Act (3 of 2000) administrative action that adversely affects the rights or legitimate expectations of any person has to be procedurally fair. All disciplinary action taken against students has to be procedurally fair, or in accordance with the rules of natural justice.

In terms of Section 3(2) of the Promotion of Administrative Justice Act (3 of 2000) for administrative action to be fair, adequate notice of the nature and purpose of the action must

be provided. An accused should receive reasonable opportunity to make representations. A clear statement of the administrative action or judgement should be given and adequate notice to the right to appeal. TVET College students charged have to receive timeous, adequate notice of a disciplinary hearing. The notice concerning a disciplinary hearing has to contain an explanation of the nature and purpose of the intended disciplinary action.

In terms of Section 3(3) of the Promotion of Administrative Justice Act (3 of 2000) a person subject to administrative action should be afforded an opportunity of obtaining assistance or legal representation, to present and dispute information, and to appear in person. For disciplinary action to be accepted by the court as procedurally correct, institutions, including TVET Colleges should ensure that the prescribed steps are taken when applying the disciplinary procedure in cases of serious student misconduct.

In terms of Section 32(1)(b) of the Higher Education Act (101 of 1997) the council of a public higher education institution may create institutional rules to give effect to the institutional statute. Creation of an institutional statute in connection with student disciplinary measures and procedures may not be made without consultation with the senate and the student representative council. TVET Colleges therefore have to create institutional rules in connection with student discipline.

In terms of Section 36 of the Higher Education Act (101 of 1997) every student registered at a public higher institution is subject to the disciplinary measures and procedures as determined by the institutional statute. TVET students are legally under obligation to obey institutional rules and regulations.

According to the Public Further Education and Training College Attendance and Punctuality Policy (2013:1) the DHET expects TVET Colleges to enforce high levels of student attendance and punctuality. High levels of attendance and punctuality, according to the Public Further Education and Training College Attendance and Punctuality Policy (2013:1), not only improve students' chances of succeeding, but also prepare them for the professional culture at the workplace. The Policy (2013) also explains the procedure to be followed. At TVET College student attendance receives high priority.

According to the Public Further Education and Training College Attendance and Punctuality Policy (2013:4) no more than three warnings should be issued for absenteeism during stage one before moving on to stage two. During stage two a formal review should be held to investigate students' on-going absenteeism with the academic manager and a disciplinary warning should be issued where appropriate. According to the policy no more than two

reviews should be held before moving on to the third and final phase. Should a student reach below 80% attendance rate despite warnings and absence reviews, it is expected of the academic manager to have a formal hearing with such students (Public Further Education and Training College Attendance and Punctuality Policy, 2013:5).

According to Memorandum (46 of 2016), students at TVET Colleges will only be allowed access to the national exams if their class attendance is above 80%, and their ICASS, or term mark, is above the specified pass percentage for a subject. Policy provided by DHET strictly regulates student attendance and requires 80% attendance from TVET students.

According to the code of conduct for students (WCC, 2013:8-9) students committing ordinary forms of misconduct should receive counselling, verbal warnings or written warnings, depending on the seriousness of the misconduct. Students committing serious forms of misconduct should receive final written warnings or appear before a disciplinary committee (WCC, 2013:8-9). A student charged to appear in a disciplinary hearing should receive written notice at least three days in advance with detailed descriptions of the allegations and time, date and venue where the hearing will take place (WCC, 2013:11). The student has to acknowledge receipt of the notice to attend a disciplinary hearing and be informed of his or her right to be represented in the hearing. Having discussed legislation the discussion will subsequently focus on common law principals that serve to strengthen and supplement legislation.

According to the student code of conduct (WCC, 2013:10-11), campus managers should investigate serious forms of student misconduct and issue a notice to attend a disciplinary hearing within 48 hours. Campus managers may also remove students who present a risk to the safety of other students or staff.

2.5.2 Common law

Roos, Oosthuizen and Smit (2015:127) remind the reader that the South African legal system rests on various common law principles stemming from the seventeenth century Roman-Dutch and nineteenth century English law. The South African Constitution recognises common law to the extent that it is consistent with the Bill of Rights. The most important common law principles related to student discipline are the *in loco parentis position* of lecturers and the rules of natural justice. The rules of natural justice, Roos *et al.* (2015:133) point out, are the *audi alteram partem* and the *nemo iudex in propria causa* principle.

Roos *et al.* (2015:147) describe *in loco parentis* as 'in the place of the parent'. The *in loco parentis* position of educators, which includes TVET lecturers, arises from parents' lack of

professional skills and specialised knowledge to effectively teach their children. Lecturers equipped with the necessary professional training, Roos *et al.* (2015:147) explain, possess the required knowledge and skills for educating and training students. Hence educators receive their *in loco parentis* position from the authority delegated by parents as well as a primary authority. The *in loco parentis* position gives lecturers autonomous right to maintain authority and exercise discipline over students. Lecturers are also obligated to caring supervision for the psychological and physical welfare of students. In other words, the educator has a legal duty of care towards students under his or her authority

Audi alteram partem means 'to hear the other side'. In terms of the *audi alteram partem* doctrine, as explained by Roos *et al.* (2015:134-140), a student suspected of misconduct should be afforded a fair opportunity of being heard. An opportunity to be heard includes timely notice of intended action, personal appearance and an opportunity to state his or her case, provide evidence, cross examination and the right to legal representation (Roos *et al.*, 2015:134-140). Roos *et al.* (2015:135) point out that a notice of intended action, or a disciplinary hearing, should give a student accused of misconduct sufficient time to prepare for a disciplinary hearing. The notice to attend a disciplinary hearing should contain the date, time and venue of the intended disciplinary hearing, as well as the allegations made against the student (Roos *et al.*, 2015:135).

A student accused of misconduct, Roos *et al.* (2015:136) warn, should be afforded the opportunity of appearing personally, state their case and be heard by the decision maker. For the accused student to be heard, the student should be allowed to present and dispute information and arguments and be given the opportunity to make representations in order to satisfy the *audi alteram partem* principle (Roos *et al.*, 2015:137). According to Roos *et al.* (2015:139) a student accused of misconduct should be afforded the opportunity of examining evidence, question witnesses, provide his or her own evidence and call upon his or her own witnesses. Roos *et al.* (2015:139) offer the advice that a student accused of misconduct should be afforded the opportunity of having legal representation. Factors that should be considered are the nature of the alleged misconduct, complexity of legal questions, seriousness of consequences of potential conviction and the availability of a legally qualified student or staff member (Roos *et al.*, 2015:139). When TVET students are disciplined in a disciplinary hearing, adhering to the *audi alteram partem* principle is important so as to ensure legal fairness.

The rule against bias, Roos *et al.* (2015:141) explain, or the *nemo iudex in propria causa* principle, means no one can be the judge of his or her own cause. The person leading a disciplinary hearing has to be impartial and without bias. If financial interests, family ties,

adverse relationships between decision maker and accused can be proven, the person leading the disciplinary hearing is considered to be biased. Furthermore, Roos *et al.* (2015:142) warn that continuation of the case or discussion thereof in the absence of the accused, or acting in more than one capacity in the case is considered a contravention of the rule against bias. The chairperson at a disciplinary hearing held at a TVET College therefore has to adhere to the rules against bias for a decision to be fair and legal. Case law considers judgements made in higher courts that are binding in lower courts.

2.5.3 Case law

As stated by Roos and Oosthuizen (2015:151), legislation is largely formulated in general terms. How legislation applies to a specific situation is often unclear. In such cases the court will interpret and apply legislation and common law rules to make a finding. Roos and Oosthuizen (2015:152) point out that the *stare decisis* doctrine determines that previous judgements made by a competent court influences judgements made in similar cases. The hierarchy of courts are also important when considering the doctrine of precedents. Judgements made in higher courts should be considered when hearing similar cases in lower courts. Lower courts are bound to adhere to judgements made in higher courts (Roos and Oosthuizen, 2015:151-152). Court judgements on disciplinary action at TVET Colleges that ended up in court may be influenced by decisions made in higher courts.

In the case of Vawda v University of South Africa (2011) Mr Vawda, a student registered at the University of South Africa (UNISA), applied for a review and setting aside of the sanctions brought against him by the university. Mr Vawda was accused and found guilty of misconduct for sending rude emails to lecturers, and was suspended from registering as a student for the year of 2011.

The grounds upon which Mr Vawda applied for setting aside the sanctions were that he was not afforded the required 14 days' notice for his disciplinary hearing. His application to postpone the hearing was refused, as was his request to be represented by a fellow student. Furthermore, Mr Vawda's request for further particulars regarding the case against him was refused. The disciplinary hearing was therefore invalid and unfair, as the rules of natural justice were ignored.

The court found that the refusal of the disciplinary panel to address the issue of postponement of the disciplinary hearing amounted to unfair administrative conduct. The failure to supply Mr Vawda with the full particulars and documents supporting the charges regarding the charges against him were unlawful and constituted an unfair disciplinary process. The conviction and sanction imposed on Mr Vawda was set aside with costs

awarded to UNISA. In this case, the rules of natural justice were ignored and, as a result, the sanctions against the student were set aside. The outcome of this case also applies to TVET Colleges. When initiating disciplinary action against a student the rules of natural justice have to be followed.

In the case of *Terry and Peer v University of Cape Town and Saunders (1987)* Mr Terry and Mr Peer, students registered at the University of Cape Town at that time, organised a political meeting scheduled for lunch hour. On the morning of the day the meeting was scheduled to take place the deputy vice chancellor of the university, Prof Leatt informed Mr Terry that the meeting scheduled for lunch hour had to be postponed as the meeting was not in compliance with certain rules relating to meetings at the university.

In spite of Prof Leatt's instruction the meeting proceeded. While the guest speaker was speaking, the meeting was disrupted by students opposed to the views expressed at the meeting. Violence erupted and spread outside the hall and, as the meeting came to an end with Mr Peer and the guest speaker making a hasty exit.

The following afternoon Mr Terry and Mr Peer received a message from Dr Saunders, the vice chancellor, that they are required to visit Dr Saunders' office at ten o'clock the next morning. The students were called in individually and charged with wilfully disobeying the instructions of Prof Leatt to postpone the meeting. The students were then found guilty and sentenced. According to the sentence the students were suspended from attendance at any course until the end of the year, deprived of the opportunity of using the library, or of participation in any student body. If re-admitted to the university, the students were to be deprived of the right to hold any office in any university association.

Two days later Mr Terry and Mr Peer instituted review proceedings at the Supreme Court against the university. Their application to review the judgement by Dr Saunders was based on the argument that they were sentenced without being afforded a hearing. The rules of natural justice were ignored as there had been failure of timely notice for them to prepare for the hearing. They were not afforded the opportunity of legal representation, or of calling upon witnesses. Furthermore, the accused students were not informed of evidence against them. They further accused the decision maker, Dr Saunders, of bias on the grounds having interests in the matter and being prejudiced.

The court found that the rules of natural justice had been breached and that there had been various violations against the *audi alteram partem* principle. The court found it unnecessary to go beyond the first breach of the *audi alteram partem* principle, namely a failure by Dr

Saunders to provide a fair and reasonable notice of the disciplinary hearing. When the rules of natural justice are disregarded the court will regard any judgements made at a disciplinary hearing as invalid – even in the case where accused students, which includes TVET students, are guilty.

In the case of *Phillips v Manser and Another* (1999) the student, Mr. Phillips, admitted to have assaulted a fellow student. The governing body of Alexander Road High School conducted a disciplinary hearing and, in terms of Section 9(2) of The South African Schools Act (84 of 1996), requested a decision from the head of department to expel Mr Phillips.

The governing body suspended Mr Phillips from attending the school until the decision was made by the head of department whether or not to expel him. The Head of Department delayed the decision and Mr Phillips claimed that his constitutional right to education was infringed by the suspension. Mr Phillips had a history of contravening school rules. He was, for example, caught sniffing chloroform which he stole from the laboratory, and forging letters explaining non-attendance.

The court ruled that the hearing held by the governing body was fair and adhered to the rules of natural justice. In addition, the decision to suspend Mr Phillips was based on fair reasons. The judgement reached in this case illustrates the importance of adhering to the rules of natural justice in disciplining students not only at school level, but also students at TVET Colleges.

In the case of *Jacobs v Chairman of the Governing Body of Rhodes High School and Others* (2011) a female educator, Ms Jacobs, was assaulted by a student, Mr Kunene. As a repeated offender, Mr Kunene had a history of ill-disciplined behaviour. Ms Jacobs was closely involved in his case and counselled him from time to time.

During a class test Ms Jacobs discovered death threats in Mr Kunene's journal. The threats were directed at Ms Jacobs. She immediately took Mr Kunene to the headmaster who told him to wait outside the office. After making a phone call the headmaster found that Mr Kunene was not waiting outside the office as directed. Instead, Mr Kunene went back to Ms Jacobs and had beaten her with a hammer in front of other learners. As a result Ms Jacobs suffered severe injuries and psychological trauma.

The court ruled that the actions of her senior colleagues, including the headmaster, amounted to negligence. Ms Jacobs, being unable to return to the teaching profession, was awarded financial compensation for loss of future and past earnings and non-patrimonial

losses. This case illustrates the importance of maintaining student discipline at all times. If student misconduct turns violent and lecturers or other students get harmed, management of TVET Colleges may be held liable for injuries or damages incurred. However, no policy to date indicates who will be held liable should a lecturer or student be assaulted and get injured at a TVET College.

In the case of *Le Roux and Others v Dey* (2011) the three applicants challenged the correctness of the judgement of the Supreme Court of Appeal that held them liable for damages to the sum of R45,000.00.

During 2006 Mr Le Roux was a student at a high school in Pretoria. Dr Dey was the deputy principal at the time of the incident. Mr Le Roux created a computer image of Dr Dey and the school principal by super imposing their faces on an image of two naked men sitting in a sexually suggestive manner. The picture leaked out and very soon afterwards came under the attention of Dr Dey.

The Constitutional Court ruled that the amount of R45,000 be reduced to R25,000. In addition, the applicants were ordered to provide an unconditional apology to Dr Dey. TVET College students who make themselves guilty of defamation of lecturers may therefore be held liable for their actions in court.

2.6 Summary

The nature of student misconduct at different education institutions can be seen in terms of ordinary forms of student misconduct, and more serious forms of student misconduct, and even criminal activities. Factors leading to student misconduct differ from person to person, depending on circumstances.

Factors related to the management of TVET Colleges that may lead to student misconduct are poor infrastructure, poor institutional management, poor time-tabling and overcrowded classes. Furthermore, training and mentoring of poorly qualified or underperforming lecturers is the responsibility of managers. Lack of training and mentoring programmes for lecturers may also lead to student misconduct, as lecturers' qualifications and competence may determine the effectiveness of lesson delivery.

Lecturer qualifications and experience at TVET Colleges may also contribute to student misconduct. Ideally TVET lecturers should have attained an academic qualification, teaching qualification and workplace qualification or experience. Lecturers lacking any of these qualifications may lack the necessary knowledge and skills to keep students engaged.

The background of students registered at TVET Colleges may lead to misconduct. The academic preparedness of students and students with learning disabilities may lead to misconduct. Furthermore, the socio-economic status of students and their family background may affect their behaviour and their psychological condition. Lecturers who are poorly qualified may be ill-equipped for managing students with psychological disorders. Different forms of student misconduct may arise from varying factors depending on individual students' situations. It is therefore not only important to be familiar with the factors leading to student misconduct, but also with which methods to apply when dealing with student misconduct.

The management of student misconduct can be seen in terms of reactive methods, and preventative methods. Reactive methods such as reprimands, oral and verbal warnings and detention may be effective, depending on the circumstances. The best method, however, for managing student misconduct is by means of preventative methods.

Preventative methods for managing student misconduct include giving students effective lesson preparation, lecturers maintaining friendly relationships with students, collaborating with health and welfare organisations and demonstrating intercultural awareness.

All methods applied in the interest of managing student misconduct have to be subject to legislation and the principals of common law. Any disciplinary action that contradicts the Constitution (Act 108 of 1996) or the principals of common law may be declared invalid by a court of law.

The next chapter will discuss the research methodology that was employed to gather and process data regarding the nature of student misconduct, factors leading to it and methods applied in the interest of managing it at a TVET College in the Western Cape.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter discussed the nature of student misconduct, factors leading to it and methods applied in the interest of managing student misconduct. The research design, methodology and techniques utilised in this study will be explained in this chapter. Relevant data for the study were gathered by employing a mixed-methods approach, using both a quantitative and qualitative methodology. The population, sampling methods applied and techniques for gathering data will be explained and the steps taken to ensure the validity and reliability of the study will also be stated. Lastly, the ethical considerations for the study will be explained.

3.2 Research objectives

The main aim of the research was to establish the status of student misconduct and related issues at a TVET College in the Western Cape.

The objectives flowing from this main aim were to determine:

- The nature of student misconduct at a TVET College in the Western Cape.
- The factors leading to student misconduct at a TVET College in the Western Cape.
- Methods applied in the interest of managing student misconduct at a TVET College in the Western Cape.
- Directives for interventions to improve management of student misconduct at TVET Colleges.

Critical questions that arose from the problem statement, aim and objectives that guided the study are:

- What is the nature of student misconduct at a TVET College in the Western Cape?
- What are the factors leading to the occurrence of student misconduct at a TVET College in the Western Cape?
- What methods are applied in the interest of managing student misconduct at a TVET College in the Western Cape?
- Which directives can be suggested for interventions to improve management of student misconduct at TVET Colleges?

The questions above sought to highlight the opinions of the sample population regarding the nature of misconduct, factors leading to the occurrence of student misconduct and methods applied in the interest of managing student misconduct at TVET Colleges. Responses to these questions provided insight into the situation regarding TVET student misconduct.

3.3 Research design

The conceptual-theoretical framework of this study is embedded in the anthropological theory of *geborgenheit*. The explanatory dictionary (2004:141) describes *geborgenheit* as a feeling of safety and provision. Oosthuizen (2015:4) compares the meaning of *geborgenheit* with feelings of safety, satisfaction and trust. *Geborgenheit* is characterised by a state of unconditional love and acceptance of others and personifies a sheltered protection in which a person feels that he or she will not be abandoned.

According to Cilliers (2017:3), the meaning of the word 'security' does not fully capture the mood of *geborgenheit*, which entails more than just safety, or keeping out intruders. It suggests more than living behind burglar bars or in a gated community. *Geborgenheit*, Cilliers (2017:4) explains, indicates the experience of finding and fitting into one's place in the universe and being comforted and cared for. The latter implies finding a state of healing and happiness.

According to Cilliers (2017:1), the word *geborgenheit* can be expressed as the feeling of coming home in which the home is described as the point of anchoring. The space of home provides a protected, hidden area in which a person can be relieved of continual anxious alertness. Home, Cilliers (2017:2) explains, entails more than merely a geographical space. Home happens through encounters and seeing the faces of others, and through the experience of belonging. One can also miss out on being, or coming home by not reading the time correctly or not realising the space you have been brought into. The notion of home may also call for a new understanding of homelessness (Cilliers, 2017:3).

Individuals who have lost their home, Cilliers (2014:5) explains, suffer indescribable loss, and fundamentally a loss of their humanity. In the context of homelessness the focus is on notions such as despair, anxiety and nausea (Cilliers, 2017:3). Within this framework being homeless or uprooted can be related to the loss of *geborgenheit*. The lack of *geborgenheit* implies an existence without the sheltered protection and unconditional acceptance of others. In this condition the emphasis is on feelings of deep anguish and continuous anxiety, which may result in psychological disorders or neurotic needs.

Boeree (2006:4) describes a disturbed or neurotic person's needs as more intense than those of a normal person – a situation that results in deep anxiety if the needs are not met. An unhealthy need for affection and approval, a need for power or control over others, or an unhealthy need for self-sufficiency is the basic manifestation of neurotic needs (Boeree, 2006:4). The existence of behavioural problems in humans can therefore be associated with unmet neurotic needs.

The emotional stress associated with a lack of *geborgenheit* results in a person having neurotic needs and may affect a person's behaviour negatively. The existence of student misconduct at TVET Colleges can be related to a lack of *geborgenheit* which is associated with feelings of deep anguish and unmet neurotic needs. The creation of *geborgenheit* in the classroom is an important element in preventing student misconduct.

An environment of *geborgenheit* not only encourages harmonious cooperation in the classroom setting, but also discourages student misconduct. In addition to the mental and physical *geborgenheit* of students, an environment of *geborgenheit* also enhances an orderly and secure setting for the teaching and learning process. The peaceable atmosphere of *geborgenheit* which is vital for optimal teaching and learning becomes contaminated in the existence of student misconduct. The management of student misconduct is a matter of creating an environment of safety through sound application of classroom management principles.

All students, Oosthuizen (2015:8) affirms, are entitled to an orderly, secure environment that is conducive to learning and an environment that is safe and accepting. Oosthuizen (2015:8) further argues that educators have a legal duty of care towards their students. Lecturers at TVET Colleges are obliged to provide and maintain a safe and accepting environment free from harassment, bullying, assault and other forms of misconduct to students in TVET Colleges.

By analysing the influence of student misconduct on teaching and learning in the classroom, the nature of student misconduct, the factors leading to it and methods applied in the interest of managing student misconduct, preventative measures can be identified and potentially included in policy on student misconduct. The research methodology employed to determine the nature of student misconduct, factors leading to it and methods applied in the interest of managing student misconduct at a TVET College in the Western Cape will be discussed in the following section.

3.4 Research methodology

Research methodology, according to McMillan and Schumacher (2014:28), describes the procedures for conducting a study, including when, from whom and under what conditions the data will be collected. Research methodology, McMillan and Schumacher (2014:28) explain, indicates the general plan for setting up the research, what happens to subjects and which methods of data collection are used. The intent is to employ a methodology that will

result in drawing the most valid, credible, conclusions from the answers to the research questions (McMillan and Schumacher, 2014:28).

The research methodology employed in this study is a mixed-methods approach in which both quantitative and qualitative phases were used. The use of mixed-methods research designs, according to McMillan and Schumacher (2014:33), which combine both quantitative and qualitative methods, can provide a more complete investigation. An important advantage of mixed-methods studies is that they show the quantitative results and then explain why the quantitative results were obtained (McMillan and Schumacher, 2014:33).

McMillan and Schumacher (2014:33) explain that the use of mixed-methods designs can vary significantly. In an explanatory mixed-methods design quantitative data are collected first after which qualitative data are collected to elaborate on or explain the quantitative findings. The main thrust of the study is therefore quantitative while the qualitative phase is used to supplement and explain the statistical data (McMillan and Schumacher, 2014:33).

According to Ivankova, Creswell and Clark (2014: 272), the explanatory mixed-methods design collects data into separate phases. Once quantitative data have been collected and analysed, qualitative data are collected to assist in explaining the quantitative results obtained during the first phase. Thus, following the mixed-methods approach by collecting both quantitative and qualitative data provide for a better understanding of the research problem.

A questionnaire was distributed to a representative sample of respondents to complete. The purpose of gathering quantitative data was to generalise the views and opinions the population holds. Data received from the questionnaire were captured and processed after which qualitative data were collected from selected participants by means of open-ended interviews in order to explain the quantitative findings.

By quantifying the evidence and then making sense of it by means of qualitative methods, empirical questions, as set out in the research questionnaire, were clearly defined and answerable with the quantity of evidence collected. Important questions were answered by the research population, and by assessing the evidence, informed conclusions were drawn.

3.5 Population and sampling

3.5.1 Population

McMillan and Schumacher (2014:5) describe a population as a group of individuals or events from which a sample is drawn and to which results can be generalised. A sample, MacMillan

and Schumacher (2014:6) explain, is a group of subjects representative of a specific population, from whom data are collected. The total population consists of 50 TVET Colleges in South Africa (SA, 2012:20).

A TVET College in the Western Cape was selected for this study. The TVET College selected for this study is a rural College which consists of five campuses distributed across a distance of 600 km in the Western Cape with 4365 students registered at the time of the study.

3.5.2 Sampling

According to Leedy and Ormrod (2010:214), for a population size of about 5 000 individuals a sample size of 400 is adequate for answering a quantitative questionnaire. The total number of students registered at the selected TVET College equalled 4 365 students at the time of the study. A sample size of 587 students and lecturers completed and returned the questionnaire. After having processed the data that emerged from the questionnaire, qualitative data were collected by conducting interviews with participants.

For the quantitative phase cluster sampling was used to select respondents top the questionnaire. According to Leedy and Ormrod (2010:209-210), it may not always be feasible to make up a list of every person living within an area for random sampling if the population is spread across a large area. By using cluster sampling, an area can be subdivided into subdivisions or smaller units known as clusters. According to Leedy and Ormrod (2010:209-210) large groups can also be subdivided into subdivisions or smaller units known as clusters.

For cluster sampling to be effective, Pietersen and Maree (2014:176) explain, the clusters that are formed should be as heterogeneous as the population. For this study the different class groups at each campus were viewed as clusters and randomly selected to complete the questionnaire. The reason for using cluster sampling was to minimise disturbance to teaching and learning at campuses, and to simplify the process and to make it more efficient.

For the qualitative phase purposive sampling was employed. According to Creswell (2009:178), the idea behind qualitative research is to purposefully select participants and sites that will best help the researcher to understand the problem and research question. In purposive sampling, Leedy and Ormrod (2010:212) explain, participants are chosen for a particular purpose. The number of participants selected was four students and ten lecturers who are familiar with the TVET sector and student behaviour. A student support official was also selected for an interview. The participants were purposefully selected due to their

extended experience and knowledge of TVET student behaviour and misconduct. Participants were able to draw on past experience and knowledge to describe their views and experiences in detail.

3.6 Data collection

The two techniques used to collect data were:

- A quantitative questionnaire; and
- Qualitative interviews

Data collection was performed in two phases. During the first phase a questionnaire was sent to NCV and NATED lecturers and students registered at the five campuses. Key persons received the questionnaire at the different campuses and distributed it to students in their class groups. Lecturers were also asked to complete the questionnaire.

Therefore the quantitative data collection strategy for this study was a questionnaire. Respondents were asked to participate in the study voluntarily by completing the questionnaire. The design followed in this study was an explanatory mixed-methods design, which collects quantitative data first. After having processed quantitative data the findings of the quantitative data were explored in search of hidden meanings and factors by means of a qualitative study. By using a quantitative and qualitative approach, data were collected from four of the five campuses of a TVET College in the Western Cape. Data were collected from both NCV and NATED lecturers and students as well as partners in industry.

The data collection tools employed were questionnaires, telephonic interviews and personal interviews. Informed consent was obtained from each participant who had signed a cover letter (Appendix H).

Personal and telephonic interviews were conducted during the second phase. Students and lecturers from the Vredenburg campus and the Malmesbury campus were approached and asked to participate in the interviews. Where time was limited for personal or telephonic interviews, participants were asked to send their experiences and views via email.

3.6.1 Questionnaire

The questionnaire (Appendices C-F) was used to collect quantitative data from NCV students, NATED students and lecturers at campuses of the TVET College. Quantitative data for this study were therefore gathered by means of a questionnaire.

The questionnaire provided numerical ways to measure and express the nature of student misconduct, factors leading to it and methods applied in the interest of managing student misconduct at the TVET College. Leedy and Ormrod (2010:189) consider a quantitative questionnaire with rating scales, or Likert scales, to be useful for evaluating attitudes, behaviours and matters of interest on a continuum of 'not' to 'always', or 'inadequate' to 'excellent'.

The nature of student misconduct, factors leading to it, and methods applied in the interest of managing student misconduct that obtained the highest frequencies were of importance to the qualitative study for further investigation. In addition, different forms of student misconduct, factors leading to it and methods applied in the interest of managing student misconduct that obtained similar means were grouped together by performing factor analysis and arranged underneath appropriate headings for the qualitative case study.

The quantitative phase was conducted in the form of a questionnaire that was distributed among lecturers, NCV students and NATED students at four of the five campuses. Respondents had to indicate their biographical details (Appendix C). Differences in frequencies determined by means of biographical details enabled grouping of respondents into different categories or effect sizes. The views and opinions as expressed under the categories as determined by the biographical details were then compared concerning the nature of student misconduct, factors leading to it and methods applied in the interest of managing student misconduct. Biographical details therefore were important – it enabled a comparative study between the views and opinions of respondents who completed the questionnaire.

On an informal basis lecturers and managers from industry complained in the past about the behaviour of TVET students in the classrooms and also in the workplace. It was therefore important to provide concrete evidence on the nature of student misconduct. The nature of student misconduct (Appendix D) was tested by means of a questionnaire to find the most frequent forms of student misconduct that occurred at the TVET College. In order to find solutions to problems experienced with student misconduct, it was not only important to determine the most frequently occurring forms of student misconduct, but also factors leading to the different forms of student misconduct.

The factors leading to student misconduct (Appendix E) were tested to determine the most frequently occurring factors leading to the occurrence of student misconduct. Once the most frequently occurring forms of student misconduct had been identified it was important to determine factors leading to student misconduct. Once the most dominant factors leading to

student misconduct had been determined it was possible to conduct a more in-depth investigation to discover hidden details. Once the nature of student misconduct had been revealed, methods appropriate for managing the different forms of misconduct could be determined.

The effectiveness of methods applied in the interest of managing student misconduct (Appendix F) was empirically determined by means of a final questionnaire. Past research (Smit and Rossouw, 2015:74) has shown that preventative methods are most effective in dealing with student misconduct. The questionnaire was needed to confirm the effectiveness of preventative methods, and also in order to link methods applied in the interest of managing student misconduct with specific forms of student misconduct and specific factors leading to student misconduct.

Questionnaires were distributed to NCV and NATED students in their class groups and lecturers randomly selected from class lists provided by campus managers at campuses. Classes were visited and students requested to complete the questionnaire. A total number of 650 questionnaires were sent out to campuses and 587 were received back from four of the five campuses. The fifth campus did not return any questionnaires. Questionnaires completed by 12 lecturers, 188 NCV students and 377 NATED students were received back from four participating campuses. 10 students did not complete the section to indicate whether they are NATED or NCV students. After processing the quantitative data, interviews were conducted with participants.

3.6.2 Interviews

The processed quantitative data were used to lead interviews in collecting qualitative data. Creswell (2009:180-181) explains that qualitative data are collected through observations, interviews, documents and audio visual materials. For this particular study qualitative data were collected by conducting interviews with participants and asking participants to document descriptions of their views, opinions and experiences regarding student misconduct.

The most frequent forms of student misconduct and factors leading to student misconduct were summarised and inserted into the interview schedule for discussion. The most effective methods to manage student misconduct were extracted and also formed part of the interview schedule. The reason for following up the statistical data with interviews was to enable the researcher to find more detail and elaborate on the themes that had emerged from the quantitative findings.

In total 15 interviews were conducted in person. Experienced lecturers with proven track records in classroom management were purposefully selected to share their views, opinions and experiences concerning student misconduct, factors leading to and the management of student misconduct. Students who are familiar with the TVET College were purposefully selected to share their views and experiences on student misconduct. An official from the student support department also participated in an interview.

Interviews were personally conducted with NCV and NATED students, lecturers and a student support official. Interviews lasted approximately 40 minutes and all information was recorded by taking notes. When personal interviews were not possible, participants were asked to email their responses or to document a description of their views, opinions and experiences.

The personal interviews were qualitative in nature and conducted to establish the opinions of lecturers and students regarding the nature of student misconduct, factors leading to it and the management of student misconduct.

3.7 Data analysis

Quantitative data received from the questionnaire were captured on SPSS for analysis. Data analyses were done to determine the ranking of responses with regard to the biographical details of respondents and the nature of student misconduct. Data analysis was also performed to determine the ranking of factors leading to student misconduct and methods applied in the interest of managing student misconduct, after which factor analysis and effect sizes were calculated. After the processing the data were represented and summarised by means of frequency tables and bar graphs.

As explained by Creswell (2009:184-189), the qualitative researcher collects qualitative data, analyses it for themes, and reports on identified themes. After having organised and having read through data, the qualitative researcher coded the data. Coding can be described as placing textual data and images gathered into categories that appear as major findings in the study. After gathering, organising and reading the data, the data were categorised or coded. The codes were labelled and used to describe the views and experiences of participants.

Processing of quantitative data took place by reading responses to the questionnaire into SPSS and performing statistical analysis. Qualitative data were analysed by means of thematic analysis. According to Henning (2004:127), thematic analysis involves taking apart paragraphs, sentences and words in order to make sense of interpret and theorise data. After analysing the data, qualitative data was placed under appropriate, descriptive headings

and interpreted. In addition, direct quotations were used to describe participant's explanations of their views and experiences.

3.8 Validity and reliability

3.8.1 Quantitative validity

Pietersen and Maree (2014:216-217) explain that the validity of a quantitative instrument refers to the extent to which an instrument measures what it is supposed to measure. The different types of validity are face validity, content validity, construct validity and criterion validity. For this study face and content validity of the questionnaire were ensured by scrutinising the questionnaire to determine whether it measured what it was supposed to measure. In addition, a pilot study was conducted to test the questionnaire and ensure accuracy of the content and clarity of questions. Construct validity was tested by means of statistical factor analysis. Data collected from the answers that correlated were grouped under representative headings.

3.8.2 Pilot study

A pilot study was conducted during 2017 to ensure the reliability and validity of the questionnaire. Five senior lecturers and 39 NATED students were approached to complete and assess the questionnaire. The senior lecturers and students were asked to critically evaluate the questionnaire and its content, and to express their views and opinions on possible improvements. After having received feedback from the senior lecturers and students, the questionnaire was edited and adjusted accordingly.

3.8.3 Quantitative reliability

Pietersen and Maree (2014:216) define quantitative reliability as being the extent to which a measuring instrument is repeatable and consistent. If the instrument is used at different times, or on different subjects, the findings should be the same. For internal reliability a high degree of similarity should occur amongst items since they are supposed to measure a common construct. The Cronbach Alpha coefficient, Pietersen and Maree (2014:216) explain, measures inter-item correlations. If items strongly correlate with each other the internal consistency is high, and the alpha coefficient close to one. Poorly formulated items do not correlate strongly, resulting in an alpha coefficient close to zero.

3.8.4 Cronbach Alpha coefficient

After processing the quantitative data the Cronbach Alpha coefficient for the data was determined. The quantitative reliability of the questionnaire was tested by means of the Cronbach Alpha coefficient. For this study the Cronbach Alpha coefficient was 0.901, which indicates a high degree of quantitative reliability.

3.9 Trustworthiness and credibility

A mixed-methods approach was employed to gather data for the study by collecting both quantitative and qualitative data. Quantitative research is expressed in numbers while qualitative research describes the views and experiences of participants.

Creswell (2009:190-191) explains that qualitative trustworthiness and credibility are ensured by comparing data with codes to make sure there is no drift in the definition of the codes. Codes should therefore be cross-checked by other researchers. Trustworthiness of the findings is ensured by using member-checking, using thick, rich descriptions, applying multiple methods of data collection, and spending prolonged time in the field. The credibility of this study was determined by comparing the data with codes, and drawing in other researchers to cross-check the codes. Trustworthiness of the findings was ensured by member-checking, using thick, rich descriptions of the setting and spending prolonged time in the field.

For this study the quantitative phase quantified the views NCV and NATED students hold on the nature of student misconduct, factors leading to it and methods applied in the interest of managing student misconduct. The aim was to present a study which was not only valid, but also reliable. The qualitative phase explored the opinions and experiences of participants by conducting interviews with students, lecturers and partners in industry. The aim was to present qualitative descriptions of the participants' views and experiences that are trustworthy and credible.

3.10 Ethical considerations

Due to the human nature of participants in research the process has an ethical facet. Ethics in research are a fundamental concern for researchers in education when planning, designing and reporting research performed on human participants. Participants were protected by keeping all information confidential and developing trust with the participants. Confidentiality, McMillan and Schumacher (2014:134) explain, means that no one has access to individual data or names of participants. All information received from NCV and NATED students, lecturers and partners in industry were kept secure and filed.

Creswell (2009:88-89) defines ethical practices as involving more than following a set of guidelines provided. Researchers should anticipate and address ethical dilemmas that may arise in the research. Data collection should not put participants at risk. To prevent such risks, Creswell (2009:88-89) explains, research plans should be reviewed by the institutional

review board at the specific institution. In addition, researchers should develop a letter of informed consent which participants sign before they engage in the research.

Participants were provided with a letter of informed consent (Appendix H) which explained the nature and purpose of the study. Participants were ensured of total confidentiality and informed that their participation was completely voluntary and that they could withdraw from the study at any stage without them being prejudiced. Each person interviewed was briefed and provided with a letter of informed consent, which needed to be signed prior to the interview being conducted.

In addition to individual approval, approval was obtained from the Cape Peninsula University of Technology (Appendix A) and the TVET College principal (Appendix B) before commencing with the research. In addition to the above-mentioned:

- Ethical clearance was sought from CPUT
- Pseudonyms were used
- The purpose of the study was explained to all participants
- Participants were given the freedom to withdraw at any point without them being prejudiced.

3.11 Summary

The research design, methodology, population, sampling, data collection and analysis, validity and reliability, trustworthiness and credibility, and ethical considerations for this study were explained in this chapter. The research design is based on the anthropological theory of *geborgenheit*. The research methodology employed is an explanatory mixed-methods approach which collects quantitative data first and then collects qualitative data based on quantitative findings.

The population for this study is students, lecturers and partners from industry. Sampling for the quantitative phase was done by using cluster sampling for the qualitative phase purposive sampling. Quantitative data were collected by means of a questionnaire and qualitative data were collected by conducting interviews with participants.

Quantitative validity and reliability were ensured by conducting a pilot test and testing the Cronbach Alpha coefficient. Qualitative trustworthiness and credibility were ensured by comparing data with codes and by member-checking. Ethical considerations were satisfied by receiving signed permission to conduct the research, asking participants to sign an agreement and by keeping all sites and names confidential. Tables and graphs were used to

explain quantitative findings while detailed descriptions were used to describe the background and views of interview participants.

CHAPTER 4: DATA PRESENTATION AND DISCUSSION

4.1 Introduction

In the previous chapter the research methodology, research objectives, research design and techniques, population and sampling, data collection and analysis were discussed. Furthermore, the validity and reliability of the empirical data and the trustworthiness and credibility of the qualitative was explained. The chapter was concluded by discussing the ethical considerations surrounding the study.

A literature study conducted in Chapter Two discussed the nature of student misconduct and factors leading to it globally and across institutions in South Africa. The management of student misconduct and legal implications thereof have been discussed in Chapter Three.

This current chapter deals with findings derived from data obtained from the empirical investigation of which the objectives were to determine the frequency of student misconduct, factors leading to it as well as the most effective methods for managing student misconduct at a Western Cape TVET College.

The purpose of the quantitative investigation was to determine the frequency of student misconduct and most important factors leading to student misconduct at a TVET College and to determine the most effective methods for managing student misconduct.

When employing a mixed-methods approach (§ 3.4) the data collection methods consisted of:

- The quantitative approach: A closed-ended, self-constructed questionnaire was distributed among the respondents in order to gather necessary information.
- The qualitative approach: Essays were obtained and interviews were conducted among the participants.

After gathering and categorising data gathered through interviews, the information was discussed in relation to the statistical findings, in order to elaborate on the statistical findings. Discussions on qualitative findings were also accompanied with quotes using the actual words of participants to provide the reader with the actual feeling, or spirit in which interviews took place.

4.2 Overview

In the tables below the items in the questionnaires (see Appendices C, D, E, F) will be analysed. The findings and the rationale behind each question will be discussed in this chapter. The responses and findings are categorised as follows:

Section A: Biographical details

Section B: The nature of student misconduct

Section C: Factors leading to student misconduct

Section D: Management of student misconduct

The rationale behind and importance of each question are explained as well as the findings leading to addressing the research objectives and questions in Chapter One.

Since the research procedures in this thesis are an explanatory sequential mixed-methods design (Creswell, 2014:234), the configuration and layout of the various sections will consist of:

- An analysis of quantitative data; and
- An analysis of relevant qualitative data.

Out of 650 questionnaires 577 were returned from the NCV and NATED students registered on four campuses (see Table 1). A total of 587 useable responses were received back. Biographical details were recorded to determine the representativeness of the sample and to draw a comparison between variables possible.

Table 1: Response rate

Number of questionnaires sent out (A)	Number of questionnaires returned (B)	Number of questionnaires not returned (C)	Response rate $\left(\frac{B}{A}\right) \times 100$
650	587	63	90%

The Cronbach's Alpha coefficient is used to measure internal reliability of an instrument (Pietersen and Maree, 2014:216).

Table 2: Internal reliability

Cronbach's Alpha $\alpha = \left(\frac{k}{k-1}\right) \left(1 - \frac{\sum_{i=1}^k \sigma_{y_i}^2}{\sigma_x^2}\right)$	Cronbach's Alpha Based on Standardized Items	N of Items
0.901	0.903	42

The Cronbach's Alpha coefficient rate above 0.90 indicates a high internal reliability of the questionnaire used in the current study (Pietersen and Maree, 2014:216). The next section will discuss the quantitative findings.

4.3 Section A: Biographical information

This section will reveal the biographical details of the study population. The biographical details of respondents regarding gender, formal position, home language and campus will be displayed in the tables and graphs below.

4.3.1 Gender of respondents

The gender of respondents is displayed in Table 3 and Figure 1 below. From Table Two it can be seen that 372 of respondents to the questionnaire were female (63.4%). A total number of 207 male respondents (35.3%) answered the questionnaire and eight responses were missing or not completed by respondents. It can be seen that the majority of respondents were female.

Table 3: Gender

Gender	Frequency	Percentage
Male	207	35.3
Female	372	63.4
Missing information	8	1.4
Total	587	100

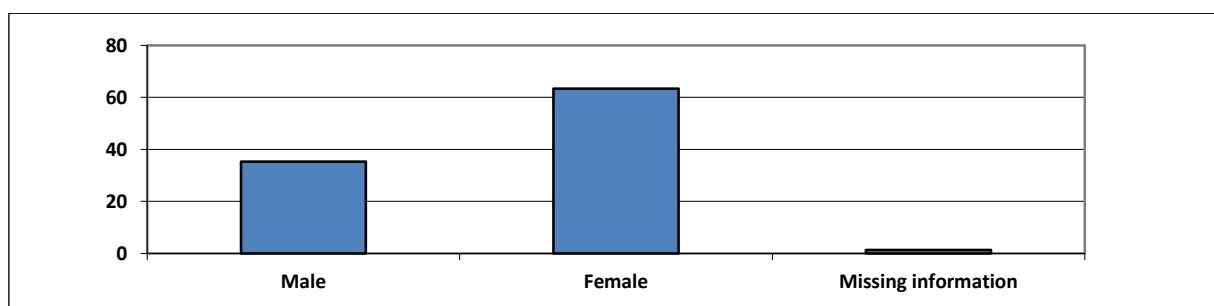


Figure 1: Gender

The rationale for collecting gender information was to determine the representativeness of the gender of respondents to the questionnaire. Gender information also provides for a comparison of the views respondents expressed regarding the nature of student misconduct, factors leading to it and management of student misconduct when determining effect sizes. The next section will display the formal position of respondents.

4.3.2 Formal position at College

The formal position of respondents is displayed in Table 4 and Figure 2 below.

Table 4: Formal position at the College

Formal position at the College	Frequency	Percentage
Lecturer	12	2
NCV Student	188	32
NATED Student	377	64.2
Missing information	10	1.7
Total	587	100

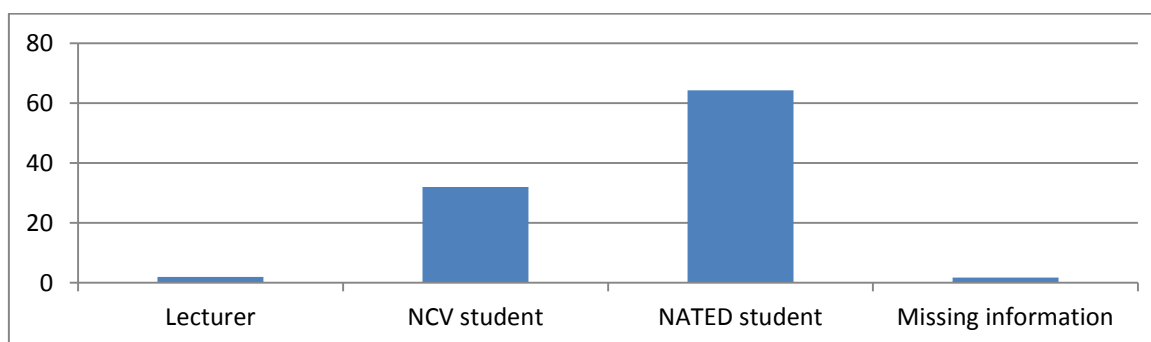


Figure 2: Formal position

A total number of 12 lecturers (2%) and 188 NCV students (32%) answered the questionnaire. 377 NATED students (64.2%) answered the questionnaire and 10 were missing. The majority of respondents thus were NATED students.

The rationale for collecting data to determine the position of respondents was to enable a comparison between the views of NCV students, NATED students and lecturers regarding the nature of student misconduct, the factors leading to it and the management of student misconduct. The next section displays the home language of respondents.

4.3.3 Home language

The home language of respondents are displayed in Table 5 and Figure 3 below

Table 5: Home language

Home language	Frequency	Percentage
Afrikaans	206	35.1
English	51	8.7
Xhosa	299	50.9
Other	23	3.9
Missing information	8	1.4
Total	587	100

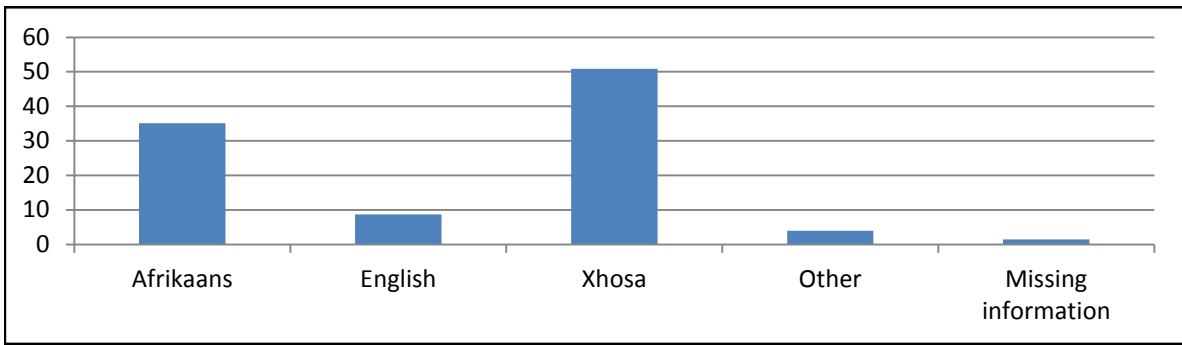


Figure 3: Home language

The number of Afrikaans-speaking respondents was 206 in total (35.1%). The majority of respondents were Xhosa-speaking (50.9%), which amounted to a total of 299. English (8.7%) and other home languages (3.9%) were 51 and 23 respectively. The majority of respondents were Xhosa-speaking followed by Afrikaans-speaking students.

The rationale for determining the home language of respondents is to compare the views of students who speak different home languages. A student's home language may affect his or her views on the nature of student misconduct, the factors leading to it and the management of student misconduct. The next section indicates the campuses at which respondents are registered.

4.3.4 Campus

The campuses at which respondents are registered are displayed in Table 6 and Figure 3 below.

Table 6: Campuses

Campus	Frequency	Percentage
Campus 1	184	31.3
Campus 2	82	14
Campus 3	242	41.2
Campus 4	79	13.5
Total	587	100

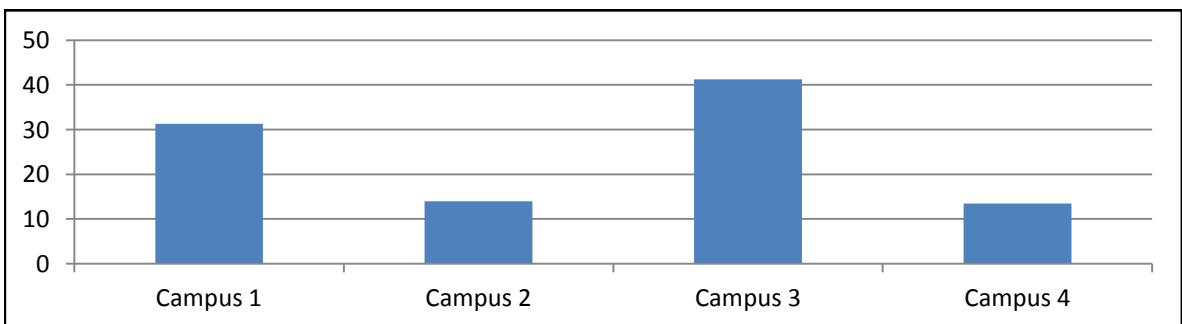


Figure 4: Campuses

A total of 184 responses (31.3%) were received from campus 1 while 82 responses (14%) were received from campus 2. A total of 242 responses (41.2%) were received from campus 3 and 79 responses from campus 4. No responses were received from campus 5. The majority of responses were received from Campus 3 followed by Campus 1, which are the largest campuses.

It was necessary to determine how many questionnaires were received back from each campus in order to ensure that data will be representative, as campuses are situated across a large geographical area. The views of respondents per campus may also differ, which presented the opportunity for comparison of data. The next section will display and discuss the nature of student misconduct.

4.4 Section B: The nature of student misconduct

The most frequent forms of student misconduct that occur at the TVET College were determined and arranged according to their rankings. The highest ranking forms of student misconduct possibly need more urgent attention compared to lower ranking forms of student misconduct. Ordinary forms of student misconduct received a higher ranking than serious forms of student misconduct. This section will discuss the rankings, factor analysis and effect sizes of student misconduct as it occurs at the TVET College.

4.4.1 Nature of student misconduct ranked

The frequencies at which the different forms of student misconduct occur at the TVET College have been placed in Table 7 and arranged according to their rankings in order to determine the most frequently occurring forms of student misconduct.

Table 7: Nature of student misconduct ranked

Ranking	Nature of student misconduct	Mean	Standard deviation
1	Absence without notification	2.50	1.016
2	Use of cellular phones in class	2.41	1.160
3	Late for class or practical	2.40	1.102
4	Unsatisfactory work by students	2.25	0.919
5	Failure to hand in assignments	2.24	0.989
6	Sleeping during class	1.94	0.955
7	Undisciplined, disruptive behaviour in class	1.94	0.980
8	Instigation	1.92	0.937
9	Ill-mannered behaviour (e.g. rudeness, arrogance) in class	1.86	0.960
10	Narcotic substance abuse on College premises	1.81	1.037
11	Alcohol abuse on College premises	1.73	0.986
12	College-related illegal strikes	1.68	0.908
13	Dishonesty during examination or tests	1.63	0.912
14	Bullying (e.g. Physical-, emotional- or cyber bullying)	1.60	0.931
15	Possession of pornographic material	1.60	0.928
16	Harassment (e.g. sexual or racial harassment)	1.55	0.922

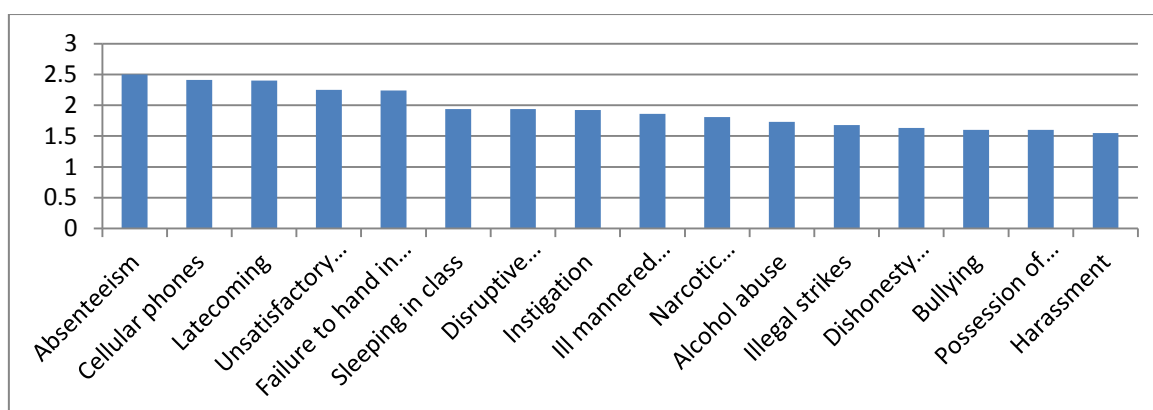


Figure 5: The nature of student misconduct ranked

The different forms of student misconduct will be discussed in the same order as its rankings as portrayed in Table 7.

Absenteeism

Absenteeism was ranked first (mean=2.5) as the most frequent form of student misconduct. Research done on student misconduct in the North West province ranked absenteeism fourth. Research in secondary schools in the Free State, Eastern Cape and Vaal triangle ranked student absenteeism seventh. Contrastingly, research in the township school of Jouberton near Klerksdorp ranked student absenteeism second (§ 2.2).

Use of cellular phones

The use of cellular phones in class was ranked second (mean = 2.41). Electronic media has proven to contribute to student misconduct in past research (§ 2.3.3.1). The usage of social networks has become a major issue in many classroom situations. Students tend to chat on their cellular phones without paying real attention to the outcomes of the lessons and therefore miss valuable content that is presented by the lecturer. Cellular phones do, however, present an opportunity for the use of technology in classrooms by sending video clips and other media to students' cellular phones.

Arriving late

Students arriving late for lessons was ranked third (mean = 2.40). Different factors were presented for them turning up late at the classes and some of the factors can also be backtracked to their socio-economic environment (2.3.3.4). Students arriving late at classes not only interrupt lessons but also miss out on work that has already been covered.

Unsatisfactory work

Unsatisfactory work by students was ranked fourth (mean = 2.25). Failure to hand in assignments was ranked fifth (mean = 2.24). Research in North West ranked neglect of duty second. Research at secondary schools in the Free State, Eastern Cape, and Vaal Triangle ranked neglect of duty first. Research in Jouberton ranked neglect of duty third (§ 2.2). Students' neglect of duty or unsatisfactory work therefore seems to be a recurring theme in South African education and training.

Sleeping in class

Sleeping in class was ranked sixth (mean = 1.94). Sleeping in class can be related to the students' socio-economic background (§ 2.3.3.4), or it could be boredom due to poorly prepared lessons (§ 2.3.2).

Disruptive behaviour

Undisciplined, disruptive behaviour was ranked seventh (mean = 1.94). Ill-mannered behaviour was ranked ninth (mean = 1.86). Students who have learning disabilities or are academically behind may display disruptive behaviour in order to hide their embarrassment (§ 2.3.3.2-2.3.3.3). Research in the North West Province ranked disruptive behaviour seventh. Research in Jouberton ranked disruptive behaviour sixth. Contrastingly, research in the Free State, Eastern Cape and Vaal Triangle ranked disruptive behaviour second (§ 2.2).

Instigation

Instigation was ranked eighth (mean = 1.92). Students that have a personal problem or vendetta against someone or something, and in most cases it is towards the lecturers, use instigation to propagate their own agenda. Depending on severity, instigation may be viewed as ordinary misconduct or, if it tends to turn into something violent or strikes, it can be seen as serious misconduct (§ 2.2).

Narcotic substance abuse

Narcotic abuse was ranked 10th, and is considered serious student misconduct (mean = 1.81). The use of narcotics in the TVET sector is not as serious as in most schools but it remains a problem when presenting a lesson and a student is numbed by the usage of the narcotic substances. This can once again be referred back to their socio-economic backgrounds and to the peer pressure presenting itself in the TVET College sector. In research done in the North West narcotic abuse was ranked ninth (§ 2.2) and the effect size has shown that NATED and NCV students are subdued to the usage of Narcotics (§ 4.4.3). Research in the Free State, Eastern Cape, Vaal Triangle and Jouberton ranked narcotic abuse sixth (§ 2.2).

Alcohol abuse

Alcohol abuse was ranked 11th and is considered serious student misconduct (mean = 1.73). Research in the North West and Jouberton ranked alcohol abuse seventh. Research in the Free State, Eastern Cape and Vaal Triangle ranked alcohol abuse eighth (§ 2.2).

Illegal strikes

College-related illegal strikes was ranked 12th and is considered serious student misconduct (mean = 1.68). This kind of misconduct usually occurs at TVET Colleges when students are unsatisfied about situations that affect them directly, i.e. NSFAS bursaries and other management-related issues (§ 2.3.1).

Dishonesty during tests and exams

Dishonesty during exams was ranked 13th and is considered serious student misconduct (mean = 1.63). Misconduct during examinations can be pinpointed to various factors that influence the students' behaviour, for example, students are unprepared for the examination, their socio-economic status, peer pressure etc. (§ 2.3.3.2 – 2.3.3.4).

Bullying

Bullying was ranked 14th and considered serious student misconduct (mean = 1.60). Bullying takes place in different forms and may include social media, slander and exclusion from

groups (§ 2.2). Research in the North West ranked bullying sixth. Research in the Free State, Eastern Cape, Vaal Triangle and Jouberton ranked bullying 13th (§ 2.2).

Possession of pornographic material

Possession of pornographic material was ranked 15th and considered serious student misconduct (mean = 1.60). Research in the North West, Free State, Eastern Cape, Vaal Triangle and Jouberton ranked possession of pornographic material 10th most frequent form of serious student misconduct (§ 2.2).

Harassment

Harassment was ranked 16th and considered serious student misconduct (mean = 1.55). Harassment is the least frequent form of misconduct that occurs at the College. Harassment is therefore not a frequent phenomenon of misconduct in the TVET College sector but it is however forbidden under the code of conduct for students (§ 2.5.1).

4.4.2 Factor analysis: The nature of student misconduct

By using principal component analysis on SPSS, different forms of misconduct that correlated were placed in their groupings in Table 8 below.

Table 8: Factor analysis: The nature of student misconduct

Nature of misconduct	Eigenvalues		Rotated component matrix		
	Total	% Variance	Deliberate-ness	Neglect-fulness	Indifference
Dishonesty during examination or tests	0.502	3.140	0.746		
Possession of pornographic material	0.337	2.105	0.726		
Harassment	0.519	3.241	0.725		
Bullying	0.537	3.396	0.705		
Alcohol abuse on College premises	0.431	2.694	0.701		
Narcotic substance abuse on College premises	0.402	2.512	0.682		
College-related illegal strikes	0.317	1.984	0.645		
Ill-mannered behaviour in class	0.670	4.185	0.566	0.322	0.330
Instigation	0.620	3.877	0.486		0.379
Undisciplined, disruptive behaviour in class	0.755	4.716	0.446	0.354	0.439
Absence without notification	1.016	6.351		0.763	
Late for class or practical	0.983	6.144		0.695	
Use of cellular phones in class	0.543	3.396		0.685	
Unsatisfactory work	5.584	34.903			0.831
Failure to hand in assignments	1.975	12.345		0.312	0.695
Sleeping during class	0.808	5.051	0.327	0.399	0.422

In Table 8 the different forms of student misconduct that correlated were grouped under headings labelled deliberateness, negligence and indifference. According to Pietersen and Maree (2014:216-217), factor analysis is the grouping of items that correlate. By using the

principal component analysis function, a procedure closely related to factor analysis, the different forms of misconduct as listed in Table 8 that correlated were placed under headings and interpreted. Factors with loadings below 0.3 were excluded and the cells left empty.

The extraction method used was principal component analysis and the rotation method Varimax with Kaiser Normalisation. Field (2005:640) emphasises that the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy has to be above 0.70 for factor analysis to yield reliable factors. The KMO for the data set was 0.846 and therefore appropriate for factor analysis

4.4.2.1 Factor 1: Deliberateness

In Table 9 the forms of misconduct that are deliberate and of which the items are considered serious misconduct are grouped.

Table 9: Factor 1: Deliberate misconduct

Nature of misconduct	Loading	Mean	Std. Deviation	N
Undisciplined, disruptive behaviour in class	0.446	1.94	0.980	555
Ill-mannered behaviour in class	0.566	1.86	0.960	555
Instigation	0.486	1.92	0.937	504
Bullying	0.705	1.60	0.931	563
Harassment	0.725	1.55	0.922	563
Dishonesty during examination or tests	0.746	1.63	0.912	568
Alcohol abuse on College premises	0.701	1.73	0.986	568
Narcotic substance abuse	0.682	1.81	1.037	569
Possession of pornographic material	0.726	1.60	0.928	558
College-related illegal strikes	0.645	1.68	0.908	548

The misconduct listed in Table 8 as deliberate misconduct is serious in nature. Students abusing narcotic substances or alcohol may also display undisciplined, disruptive behaviour in class. These students may also bully or harass other students in an attempt to divert attention from themselves (§ 2.3.3.2). As a result of their disruptive behaviour students displaying deliberate forms of misconduct may fall behind academically. When exams are written these students may resort to dishonesty during the exam in an attempt to pass.

Deliberate forms of misconduct, for example alcohol abuse and disruptive behaviour in class may be a cry for help or an attempt of academically poor students to hide their inabilities and draw the attention away from their work (§ 2.3.3.2).

4.4.2.2 Factor 2: Negligence

The items grouped in Table 10, which follows, can be related to student negligence, or forgetfulness.

Table 10: Factor 2: Negligence

Nature of misconduct	Loading	Mean	Std. Deviation	N
Failure to hand in assignments	0.312	2.24	0.989	556
Absence without notification	0.763	2.50	1.016	544
Late for class or practical	0.695	2.40	1.102	549
Sleeping during class	0.399	1.94	0.955	565
Undisciplined, disruptive behaviour	0.354	1.94	0.980	555
Ill-mannered behaviour in class	0.322	1.86	0.960	555
Use of cellular phones in class	0.685	2.41	1.160	558

Students who are often absent also seem to be late for classes and fail to hand in their assignments regularly. These students may be absent, late or fail to hand in their assignments due to forgetfulness caused by personal problems they experience in their lives. This is confirmed by the ill-mannered undisciplined behaviour of these students which arises from their frustration with problems they may feel they are unable to solve. These students may experience personal problems due to learning disabilities (§ 2.3.3.3), socio-economy (§ 2.3.3.4), family background (§2.3.3.5) or emotional problems (§ 2.3.3.7). Their personal problems may distract the attention of the students to the point where they become negligent and frustrated, which may lead to seemingly ill-mannered, undisciplined behaviour.

4.4.2.3 Factor 3: Indifference

The items grouped in Table 11 represent students' indifference.

Table 11: Factor 3: Indifference

Nature of misconduct	Loading	Mean	Std. Deviation	N
Ill-manneredbehaviour in class	0.330	1.86	0.960	555
Instigation	0.379	1.92	0.937	504
Undisciplined, disruptive behaviour in class	0.439	1.94	0.980	555
Unsatisfactory work	0.831	2.25	0.919	541
Failure to hand in assignments	0.695	2.24	0.989	556
Sleeping during class	0.422	1.94	0.955	565

Students who are indifferent, or do not really seem to care about their work may therefore make themselves guilty of the forms of misconduct listed in Table 11. Students who are indifferent may provide unsatisfactory work, fail to hand in their assignments and sleep in class because they seem to lack motivation, and do not care. In an attempt to draw attention

away from their work, these students may display disruptive and ill-mannered behaviour in class(see § 2.3.3.2 – 2.3.3.3). These students may also instigate their friends to avoid the embarrassment of being the only ones to submit unsatisfactory work.

4.4.3 Effect sizes: The nature of student misconduct

Pietersen and Maree (2014:211) explain that effect sizes can be calculated from the difference between two means, and the relationship between two variables. Effect size is a standard-free measure of the magnitude in difference or correlation being tested. When looking at mean differences the effect size, Pietersen and Maree (2014:211) further explain, is denoted by Cohen's *d*.

Significant differences in effect sizes were calculated by calculating Cohen's *d*. The formula used for Cohen's *d*-test is given in Table 12 below:

Table 12: Cohen's *d*-test

Weighted standard deviation	Cohen's <i>d</i> -test	Cohen's <i>d</i>	Effect size
$\sigma^* = \sqrt{w_1\sigma_1^2 + w_2\sigma_2^2}$	$d = \frac{\mu_1 - \mu_2}{\sigma^*}$	$d \approx 0.2$	Small effect size
		$d \approx 0.5$	Medium effect size
		$d \approx 0.8$	Large effect size

Cohen's-*d* was calculated by using a weighted standard deviation, as the number of NCV responses were lower compared to NATED responses. The forms of student misconduct that obtained a Cohen's *d*-value with small ($d \approx 0.2$) medium ($d \approx 0.5$) or higher ($d \approx 0.8$) effect size were taken out of Table 13 below for further discussion.

The purpose of calculating Cohen's *d* values was to discover any significant differences in the frequencies of the different forms of student misconduct between the two programmes. The importance of comparing the effect sizes of NCV with NATED students was to determine which forms of misconduct occur more frequently for each of the programmes.

The effect sizes for the nature of student misconduct are displayed in Table 13 below:

Table 13: Effect sizes: The nature of student misconduct

Effect sizes per program for nature of student misconduct		N	Mean	Std. Deviation	Weight (w)	Weighted SD (σ^*)	Cohen's d (δ)
Unsatisfactory work	NCV Student	179	2.38	0.787	0.345	0.911	0.207
	NATED Student	340	2.19	0.969	0.655		
Failure to hand in assignments	NCV Student	181	2.43	0.938	0.338	0.979	0.302
	NATED Student	355	2.14	0.999	0.662		
Absence without notification	NCV Student	173	2.58	1.046	0.331	1.021	0.118
	NATED Student	350	2.46	1.008	0.669		
Late for class or practical	NCV Student	174	2.41	0.968	0.330	1.107	0.042
	NATED Student	354	2.37	1.169	0.670		
Sleeping during class	NCV Student	180	2.09	0.973	0.331	0.942	0.270
	NATED Student	363	1.84	0.926	0.669		
Undisciplined, disruptive behaviour	NCV Student	175	2.21	1.003	0.328	0.948	0.464
	NATED Student	359	1.77	0.920	0.672		
Ill-mannered behaviour in class	NCV Student	177	2.05	0.919	0.331	0.940	0.322
	NATED Student	357	1.75	0.950	0.669		
Instigation	NCV Student	162	1.99	0.916	0.335	0.936	0.123
	NATED Student	321	1.88	0.946	0.665		
Use of cellular phones in class	NCV Student	180	2.57	1.158	0.336	1.154	0.204
	NATED Student	356	2.33	1.152	0.664		
Bullying	NCV Student	182	1.74	0.995	0.336	0.922	0.223
	NATED Student	360	1.53	0.883	0.664		
Harassment	NCV Student	182	1.71	0.989	0.336	0.929	0.253
	NATED Student	359	1.48	0.896	0.664		
Dishonesty during examination	NCV Student	182	1.79	0.993	0.333	0.914	0.249
	NATED Student	364	1.56	0.872	0.667		
Alcohol abuse on College premises	NCV Student	181	1.86	1.069	0.332	0.983	0.208
	NATED Student	365	1.66	0.938	0.668		
Narcotic substance abuse	NCV Student	184	1.84	0.989	0.336	1.038	0.047
	NATED Student	364	1.79	1.061	0.664		
Possession of pornography	NCV Student	179	1.75	0.988	0.333	0.928	0.229
	NATED Student	358	1.54	0.897	0.667		
College-related illegal strikes	NCV Student	176	1.81	0.891	0.335	0.905	0.213
	NATED Student	350	1.62	0.912	0.665		

Responses with a large effect size produced a high Cohen's d -value. Effect sizes that obtained a Cohen's d higher than 0.2 will be discussed.

Unsatisfactory work

Unsatisfactory work obtained a small Cohen's d ($\delta = 0.207$). NCV students (mean = 2.38) more frequently deliver unsatisfactory work than do NATED students (mean = 2.19). Students who submit work of poor quality display indifference towards their education (§ 4.4.2.3) and may lack the motivation necessary for succeeding in their studies (§ 2.3.3.6).

Failure to hand in assignments

Failure to hand in assignments obtained a small to medium Cohen's d ($\delta = 0.302$). NCV students (mean = 2.43) more frequently fail to hand in their assignments than do NATED students (mean = 2.14). NCV students may therefore be more inclined towards negligence

(§ 4.4.2.2) than are NATED students. These students also display indifference towards their education (§ 4.4.2.3) and may lack the motivation necessary to succeed in their studies

Sleeping during class

Sleeping during class obtained a small Cohen's d ($\delta = 0.270$). NCV students (mean = 2.09) more frequently sleep in class than do NATED students (mean = 1.84). NCV students therefore display an indifferent attitude towards their education (§ 4.4.2.3), which may arise from a lack of motivation to succeed in their studies (§ 2.3.3.6).

Undisciplined, disruptive behaviour

Undisciplined, disruptive behaviour obtained a medium Cohen's d ($\delta = 0.464$). NCV students (mean = 2.21) more frequently behave in an undisciplined, disruptive way than do NATED students (mean = 1.77). These students demonstrate deliberateness (§ 4.4.2.1), which indicates the need for a firmer approach towards management of student misconduct (§ 4.6.2.1 and 4.6.2.3).

Ill-mannered behaviour in class

Ill-mannered behaviour in class obtained a small to medium Cohen's d ($\delta = 0.322$). NCV students (mean = 2.05) more frequently become ill-mannered than do NATED students (mean = 1.75). NCV students exhibit deliberateness (§ 4.4.2.1) which calls for a firmer approach to management of student misconduct (§ 4.6.2.1 and 4.6.2.3).

Use of cellular phones in class

Use of cellular phones in class obtained a small Cohen's d ($\delta = 0.204$). NCV students (mean = 2.57) slightly more frequently use their cellular phones in class than do NATED students (mean = 2.33). The use of electronic media may distract students and keep them from reaching their learning objectives (§ 2.3.3.1). Cellular phones may, however, be utilised in education by sending video clips to students' phones to explain difficult work.

Bullying

Bullying obtained a small Cohen's d ($\delta = 0.223$). NCV students (mean = 1.74) slightly more frequently bully other students than do NATED students (mean = 1.53). NCV students who more frequently use cellular phones in the classroom may resort to bullying on social media.

Harassment

Harassment obtained a small Cohen's d ($\delta = 0.253$). Harassment slightly more frequently occurs among NCV students (mean = 1.71) than among NATED students (mean =

1.48).Harassment is an activity related to bullying. When a student is being bullied, the bullying may be accompanied by harassment.

Dishonesty during exams

Dishonesty during exams obtained a small Cohen's d ($\delta = 0.249$). NCV students (mean = 1.79) are slightly more frequently dishonest during exams than are NATED students (mean = 1.56). NCV students displaying indifference (§ 4.4.2.3) may fall behind academically or not take exams seriously and be dishonest during tests and exams in an attempt to pass.

Alcohol abuse on College premises

Alcohol abuse on College premises obtained a small Cohen's d ($\delta = 0.270$). NCV students (mean = 1.86) abuse alcohol slightly more frequently on College premises than do NATED students (mean = 1.66).Students abusing alcohol may have concentration problems, low motivation and behavioural problems which may lead to misconduct (§ 2.3.3.1).

Possession of pornography

Possession of pornography obtained a small Cohen's d ($\delta = 0.229$). NCV students (mean = 1.75) slightly more frequently are in possession of pornographic material than are NATED students (mean = 1.54). Students in possession of pornographic material may experience concentration problems similar to students abusing alcohol.

College-related illegal strikes

College-related illegal strikes obtained a small Cohen's d ($\delta = 0.229$). NCV students (mean = 1.75) participate slightly more frequently in illegal strikes than do NATED students (mean = 1.54).Illegal strikes disrupt College routine and lead to damages to property. Illegal strikes and instigation belong to deliberate forms of misconduct (§ 4.4.2.1). The next section will discuss the information gathered during interviews with participants regarding the nature of student misconduct.

4.4.4 Qualitative findings: The nature of student misconduct

The previous section discussed the quantitative findings derived from the questionnaire. The next section will discuss the qualitative data gathered by means of interviews conducted with participants.

4.4.4.1 Absenteeism

During interviews some lecturers described absenteeism as the most frequent form of student misconduct:

To me the highest form of misconduct is absence without notification. In some cases there is no reason but boring classes, work that is too difficult for students and students who find it difficult to concentrate are reasons that may contribute to absenteeism.

Boring lessons may be the result of poorly qualified lecturers who lack subject knowledge and teaching skills (Smit and Rossouw, 2015:74). Lecturers lacking subject knowledge and teaching strategies may experience problems with student misconduct including absenteeism (§ 2.3.2). Students who find work too difficult may lack academic preparedness for school (§ 2.3.3.2). Students who find it difficult to concentrate may have learning disabilities (§ 2.3.3.3) or experience problems at home (§ 2.3.3.4). During interviews students explained the influence problems they experienced at home had on their class attendance.

An interview with a student who experienced problems in his family revealed that he became chronically absent and illustrated the influence family life has on student attendance. The student grew up as an orphan and became chronically absent when his sister died:

My sister was my motivation to stay in the programme and succeed in my studies. She gave me the sense that someone is caring. My sister sensed when things were wrong in the house. She was the core of my happiness. When my sister died I lost all motivation to succeed. When I was attending classes my thoughts were somewhere else.

The student lost his motivation to study out of the deep sense of loss he experienced from the death of his sister. The emotional pain clouded his thoughts and made it impossible for him to pay attention in class. The above-mentioned example illustrates the importance of satisfying lower-order needs in order to be motivated to satisfy self-actualisation needs (§ 2.3.3.6). When the student's need to be loved and to belong was not satisfied he lost motivation to attend classes and further his education. The need to be loved and to belong is related to *geborgenheit*. A classroom atmosphere of *geborgenheit* may have better supported the student to cope with the deep feelings of loss he experienced and possibly prevented him from dropping out (§ 3.3). An atmosphere of *geborgenheit* is promoted by friendly student-lecturer relationships and a friendly classroom atmosphere (§ 2.4.2.2).

4.4.4.2 Late for class

During an interview a lecturer complained that she had a specific group of students who always arrived late in her class:

They were always late for classes. When they entered the classroom they had a negative attitude, and disrupted the classes by being late.

The lecturer explained that only certain students portray negative attitudes. The attitude of these students can be ascribed to indifference (§ 4.4.2.3) to academic work and deliberate misconduct (§ 4.4.2.1) aimed at disrupting classes. Students arriving late for classes not only

disrupt lessons but also fall behind as they miss out on content covered during initial phases of a lesson.

4.4.4.3 Disruptive behaviour and indifference

A lecturer recalled having a group of students who projected a negative attitude and disrupted lessons regularly:

I had a group of students who went from NCV to N6 with a bad attitude and resisted being disciplined. They ignored me when I shared special tips on how to understand work and kept on talking during lessons. The students disrupted lessons and held the whole class back.

Students who disrupt lessons may do so for various reasons. However, disruptive students may deny other students their right to education through their conduct. Effect sizes have shown that NCV students more frequently become disruptive or ill-mannered than do NATED students (§ 4.3.3). The poor behaviour of these students started during their time as NCV students and continued after they registered to become NATED students.

Another lecturer discussed a group of students who deliberately did not cooperate in her class:

A certain group of students regularly came late for classes and had an arrogant attitude when they entered the classroom. When work was explained they did not pay attention and talked to each other in the background. When it was expected of them to complete their tasks they would ask the lecturer to explain the work again.

The lecturer expressed her frustration with these students and her inability to discipline them. She found the attitude of these students unacceptable and stressful. A senior lecturer explained that she does not respond to students who are indifferent, except if the student shows potential to progress, in which case she would contact the student's parents.

During a discussion with a manager the factors leading to NATED students acting more responsible towards their work than NCV students became apparent.

NCV students are less mature compared to NATED students. NCV students receive full bursaries, accommodation and food. Many NATED students are already working and paying for themselves while NCV students receive everything for free.

It may therefore be possible that NCV students do not feel the consequences of losing money for not handing in their work, and therefore do not take full responsibility to hand in their tasks.

A senior lecturer mentioned that NCV students are less mature than NATED students, and their level of academic progression usually is lower.

In my experience NCV students are taken off the street to enrol at the College and are treated differently. NATED students enrol at the College on a voluntary basis which results in the difference in their behaviour. I feel that NATED students are more motivated and disciplined than NCV students.

The difference in maturity and academic level of NATED students compared to NCV students may suggest that student misconduct may be the result of differing factors and should be managed differently.

4.5 Section C: Factors leading to student misconduct

The previous section discussed the quantitative and qualitative findings for the nature of student misconduct at a TVET College in the Western Cape. The next section will discuss the quantitative and qualitative findings for the factors that contribute to student misconduct at a TVET College in the Western Cape.

4.5.1 Factors leading to student misconduct ranked

Factors leading to student misconduct may be divided into different categories. Poor institutional management such as lack of infrastructure, poor management, poor timetabling or overcrowded classes may contribute to student misconduct. Training and mentoring of lecturers can also be described as a function of management. Lack of training and mentoring may affect lecturer competence which may contribute to student misconduct (§ 2.3).

Factors related to lecturer ability and competence that may lead to student misconduct are lecturers' lack of academic qualifications, lack of teaching qualifications and lack of workplace qualifications and experience. Lack of qualifications may lead to poorly presented lessons and poor classroom management, which may contribute to student misconduct (§ 2.3.2.1-2.3.2.4).

Student misconduct may occur as a result of students' background such as poor academic preparedness at school or learning disabilities that cause anxiety in affected students. Students from low socio-economic neighbourhoods or disadvantaged households experience more challenges to their academic achievement, which may lead to student misconduct (§ 2.3.3). The factors leading to student misconduct are presented in Table 14 below in the ranking order of most frequently occurring factors first.

Table 14: Factors leading to student misconduct ranked

Ranking	Factors leading to student misconduct	Mean	Standard deviation
1	Students become hungry during lessons	2.96	1.051
2	Students come from disadvantaged households	2.67	1.035
3	Students get frustrated because the work is too difficult	2.50	0.947
4	Students find it hard to concentrate during lessons	2.50	0.934
5	Students are poorly prepared at school level for College work	2.36	0.924
6	Misunderstandings due to diverse backgrounds	2.35	0.984
7	Poor timetabling	2.31	1.113
8	Hyperactivity, difficulty to sit still during lessons	2.15	0.973
9	Lack of facilities (e.g. workshops, bathrooms...)	2.14	1.105
10	Poor management of student misconduct by lecturers	2.04	0.969
11	Poorly presented lessons by lecturers	1.95	0.953
12	Unfairness (e.g. unfair punishment for transgressions)	1.87	0.986
13	Overcrowded classrooms	1.84	0.989

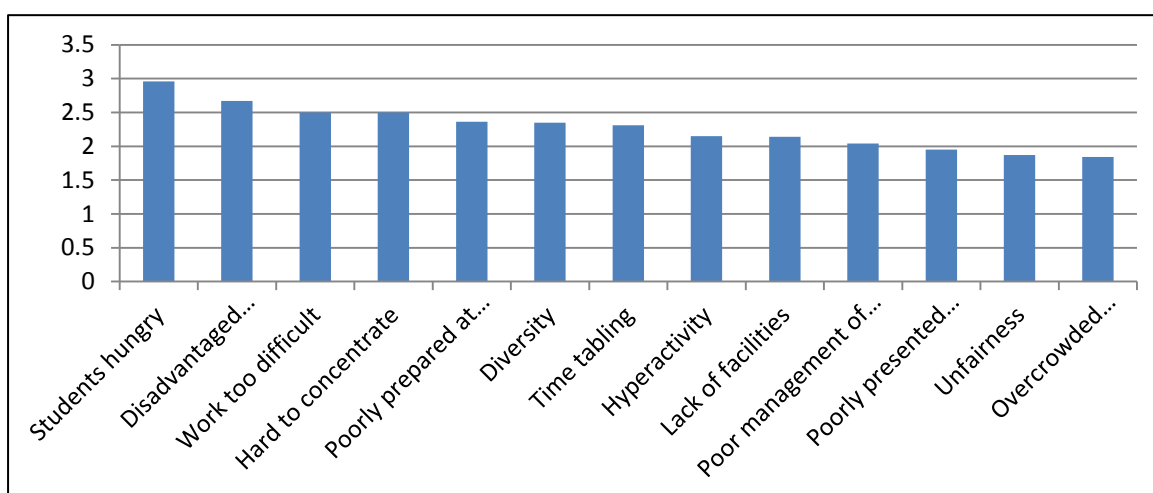


Figure 6: Factors leading to student misconduct ranked

Students become hungry

Students become hungry during lessons was ranked first (mean = 2.96) which indicates that the socio-economic status of a large percentage of TVET students may be low. The high frequency of students being hungry may be an indication of families being unable to adequately provide for their children.

Students come from disadvantaged households

Students come from disadvantaged households was ranked second (mean = 2.67). Students being hungry (ranked first) and coming from disadvantaged households (ranked second) indicates that students come from communities with low socio-economic status and that these students experience difficulties at home. Research has shown that socio-economic status (§2.3.3.4) and family background (§ 2.3.3.5) may have a determining influence on students' academic performance, and may also contribute to student misconduct. Earlier results indicated that students from low socio-economic communities seem to be more absent than other students (§ 2.3.3.4).

Students become frustrated because work is too difficult

Students become frustrated because the work is too difficult was ranked third (mean = 2.5). Many students who dropped out of school seek better opportunities at TVET Colleges. As a result these students may be poorly prepared for the workload that awaits them at TVET Colleges (§ 2.3.3.2). Students who find work too difficult may become frustrated, and student frustration may lead to misconduct.

Lack of concentration and hyperactivity

Students find it hard to concentrate during lessons was ranked fourth (mean = 2.5). Possible Factors leading to students experiencing concentration problems may be learning disabilities (§2.3.3.3), socio-economic problems (§ 2.3.3.4) and problems at home (§2.3.3.5). These students may become restless and disruptive by thoughts overshadowed by problems at home. Students with learning disabilities find it hard to socialise with the rest of the class and occasionally become overstimulated, which leads to outbursts. These students may need the specialised support of psychologists and health and welfare organisations.

Students poorly prepared at school level for College work

Students poorly prepared at school level for College work was ranked fifth (mean = 2.36). TVET students who were poorly prepared at school level may be overwhelmed by the workload awaiting them at TVET Colleges (§ 2.3.3.2), which may lead to feelings of hopelessness. Students who experience feelings of hopelessness may resort to misconduct to draw attention away from their work. These students may require additional, specialised academic support to help them succeed.

Misunderstandings due to diverse backgrounds

Misunderstandings due to diverse backgrounds was ranked sixth (mean = 2.35). A student's background and culture may affect his or her academic performance and the way in which he or she relates to other people (§ 2.3.3). Misunderstandings due to diverse cultures may therefore affect relations between students among one another, and relations between students and lecturers.

Poor timetabling

Poor timetabling was ranked seventh (mean = 2.31). Past research has shown that poor timetabling, or not respecting the timetable can disrupt all the activities on a campus, which may contribute to conditions favourable to student misconduct (§ 2.3.1.3). However, poor timetabling is ranked relatively low compared to other factors leading to student misconduct. There may therefore be instances of poor timetabling at the College, but it is not the norm.

Hyperactivity

Hyperactivity was ranked eighth (mean = 2.15). Possible factors leading to students experiencing concentration problems and hyperactivity may be learning disabilities (§ 2.3.3.3), socio-economic problems (§ 2.3.3.4) and problems at home (§2.3.3.5). Hyperactivity may occur as a learning disability but may also be symptomatic, caused by thoughts of hopelessness. The socio-economic status of students or problems at home may simply be an enormous burden to them and dominate their thoughts.

Lack of facilities

Lack of facilities was ranked ninth (mean = 2.14). Lack of facilities received a low ranking. Past research has shown that lack of facilities and poor infrastructure contributes to student misconduct (§ 2.3.1.1). At this College, however, lack of facilities and poor infrastructure received a low ranking. A small number of instances of lack of facilities may therefore exist, but it is not the norm.

Poor management of student misconduct by lecturers

Poor management of student misconduct by lecturers was ranked tenth (mean = 2.04). Lecturers lacking teaching qualifications may lack the knowledge and skills needed for effective management of student misconduct (§ 2.3.2.1 – 2.3.2.4). An initiative from DHET saw many TVET lecturers complete their teaching qualifications.

Poorly presented lessons by lecturers

Poorly presented lessons by lecturers was ranked 11th (mean = 1.95). Research has shown that TVET lecturers need to possess an academic qualification, teaching qualification and a workplace qualification or experience in order to present lessons effectively (§ 2.3.2.1 – 2.3.2.4). Research has shown that poorly qualified lecturers may lack the knowledge and skills to present lessons effectively, which contributes to student misconduct. Poorly presented lessons usually imply that lecturers lack qualifications and make use of lecturer-centred teaching methods. Students find lecturer-centred lessons boring as these lessons are void of activities that encourage student participation.

Unfairness

Unfairness was ranked 12th (mean = 1.87). It is a common law principle that discipline be applied in a fair way, treating everyone the same (§ 2.5.2). Lecturers who lack teaching qualifications (§ 2.3.2.3) may therefore lack legal knowledge required to administer student discipline in a legally sound way. Treating students unfairly not only contributes to student

frustration but also leads to misconduct. If the discipline of students is applied unfairly the matter may end up in court.

Overcrowded classrooms

Overcrowded classrooms was ranked 13th (mean = 1.84). Research has shown that overcrowded classrooms provide an opportunity for ill-disciplined students to get away with misconduct due to the large number of students in an overcrowded classroom (§ 2.3.1.4). Management of student numbers is the responsibility of campus management. When student numbers per class exceeds the carrying capacity of classrooms the ability of managers to plan effectively comes under question.

4.5.2 Factor analysis: Factors leading to student misconduct

The principal component analysis function on SPSS was used to extract responses to questions that correspond in Table 15. Items or questions that did not correlate were removed.

Table 15: Factor analysis: Factors leading to student misconduct

Factors leading to student misconduct	Eigenvalues		Rotated component matrix	
	Total	% Variance	Poor management	Disadvantaged background of students
Poorly presented lessons by lecturers	0.546	4.203	0.711	
Poor management of student misconduct by lecturers	0.642	4.938	0.695	
Overcrowded classrooms	0.527	4.051	0.685	
Unfairness	0.415	3.194	0.684	
Lack of facilities	0.471	3.621	0.589	
Poor timetabling	0.466	3.582	0.563	
Students become hungry during lessons	0.863	6.639		0.729
Students come from disadvantaged households	0.925	7.117		0.645
Students find it hard to concentrate during lessons	0.716	5.509		0.617
Misunderstandings due to diverse backgrounds	0.975	7.503		0.606
Students get frustrated because work is too difficult	4.443	34.175		0.564
Students poorly prepared at school level for College work	1.338	10.291		0.531
Hyperactivity, difficulty to sit still during lessons	0.673	5.176		0.461

The KMO for the data set was 0.871 and therefore appropriate for factor analysis. Principal component analysis indicated two factors that were labelled poor management and disadvantaged background of students.

4.5.2.1 Factor 1: Poor management

Management-related factors contributing to student misconduct are depicted in Table 16 below.

Table 16: Factor 1: Poor management

Factors leading to student misconduct	Loading	Mean	Std. Deviation	N
Poorly presented lessons by lecturers	0.711	1.95	0.953	563
Poor management of student misconduct by lecturers	0.695	2.04	0.969	566
Overcrowded classrooms	0.685	1.84	0.989	562
Unfairness	0.684	1.87	0.986	549
Lack of facilities	0.589	2.14	1.105	565
Poor timetabling	0.563	2.31	1.113	561

Both being the responsibility of management, namely lack of facilities and poor timetabling, may lead to overcrowded classrooms and disruption of daily activities. Overcrowded classrooms and poor timetabling may place stress on lecturers, which may lead to poorly presented lessons and poor management of student misconduct by lecturers (§ 2.3.1.4). Large groups of students are more difficult to manage than smaller groups, which may lead to unfair treatment of students. Poor management may therefore contribute to student misconduct.

4.5.2.2 Factor 2: Disadvantaged background of students

Factors that exist due to the disadvantaged position in which some students find themselves can be seen in Table 17 below.

Table 17: Factor 2: Disadvantaged background of students

Nature of misconduct	Loading	Mean	Std. Deviation	N
Students become hungry during lessons	0.729	2.96	1.051	564
Students come from disadvantaged households	0.645	2.67	1.035	563
Students find it hard to concentrate during lessons	0.617	2.50	0.934	571
Misunderstandings due to diverse backgrounds	0.606	2.35	0.984	563
Students get frustrated because work is too difficult	0.564	2.50	0.947	577
Students poorly prepared at school level for College work	0.531	2.36	0.924	566
Hyperactivity, difficulty to sit still during lessons	0.461	2.15	0.973	561

Students from disadvantaged households may become hungry during lessons because of the lack of finances for basic needs such as food (§2.3.3.4 – 2.3.3.5). The lack experienced in their basic needs may negatively affect students' motivation and ability to concentrate (§ 2.3.3.6).

Students from low socio-economic communities (§2.3.3.4) may also attend poorer schools compared to students from higher socio-economic communities, which may lead to poor academic preparation (§2.3.3.2). As a result of their poor academic preparation students from low socio-economic communities may find College work difficult which may lead to feelings of inferiority and hopelessness.

Feelings of hopelessness may lead to hyperactivity or even depression – symptoms similar to those experienced by students with learning disabilities (§2.3.3.3). Disadvantages in TVET student backgrounds may therefore contribute to student misconduct. The family background and socio-economic status of students' families can be described as a learning disability experienced by students due to its influence on student performance and behaviour.

4.5.3 Effect sizes: Factors leading to student misconduct

The effect sizes or comparison of frequencies between different groups, for the factors leading to student misconduct for NCV and NATED students were determined and displayed in Table 18 below.

Table 18: Effect sizes: Factors leading to student misconduct

Effect sizes per program: factors leading to student misconduct		N	Mean	Std. Deviation	Weight (w)	Weighted SD (σ^*)	Cohen's $d(\delta)$
Students frustrated because work is too difficult	NCV	185	2.68	0.927	0.333	0.939	0.291
	NATED	370	2.41	0.945	0.667		
Students poorly prepared at school level for College work	NCV	181	2.45	0.897	0.332	0.930	0.139
	NATED	364	2.32	0.946	0.668		
Misunderstandings due to diverse backgrounds	NCV	182	2.38	0.988	0.336	0.982	0.049
	NATED	360	2.33	0.978	0.664		
Students from disadvantaged households	NCV	181	2.81	1.032	0.334	1.029	0.194
	NATED	361	2.61	1.027	0.666		
Students become hungry during lessons	NCV	177	3.07	1.080	0.325	1.050	0.147
	NATED	368	2.91	1.035	0.675		
Students find it hard to concentrate during lessons	NCV	182	2.66	0.971	0.332	0.928	0.276
	NATED	367	2.41	0.906	0.668		
Hyperactivity, difficulty to sit still during lessons	NCV	181	2.33	0.989	0.335	0.963	0.292
	NATED	359	2.05	0.950	0.665		
Poor management of student misconduct by lecturers	NCV	183	2.19	0.960	0.336	0.966	0.215
	NATED	361	1.98	0.969	0.664		
Poorly presented lessons by lecturers	NCV	180	2.02	0.912	0.333	0.951	0.087
	NATED	361	1.93	0.970	0.667		
Overcrowded classrooms	NCV	183	1.86	0.979	0.338	0.987	0.015
	NATED	358	1.84	0.992	0.662		
Lack of facilities	NCV	181	2.23	1.074	0.332	1.104	0.106
	NATED	364	2.11	1.118	0.668		
Poor timetabling	NCV	182	2.40	1.091	0.336	1.114	0.108
	NATED	359	2.28	1.126	0.664		
Unfairness	NCV	182	2.10	1.075	0.344	0.983	0.353
	NATED	347	1.76	0.931	0.656		

Responses with a large difference in factors leading to NCV and NATED student misconduct produced a high effect size or Cohen's d -value. Only responses with a Cohen's d value higher than 0.2 were discussed. The purpose was to determine any significant differences in the frequencies of appearance of factors leading to student misconduct between the two programmes. The importance of comparing the effect sizes of NCV with NATED students was to determine which factors leading to misconduct occurred more or less frequently for each of the programmes. The following is a dissemination of the table above.

Students frustrated because work is too difficult

Students frustrated because work is too difficult obtained a small to medium effect size ($\delta = 0.291$). NCV students (mean = 2.68) more frequently become frustrated than NATED students because they find work too difficult (mean = 2.41). Students who are academically unprepared for the workload at TVET Colleges may become frustrated and become restless in class (§ 2.3.3.2). These students may also prefer to be absent rather than to face the embarrassment of not being able to cope with the work.

Students find it hard to concentrate during lessons

Students who find it hard to concentrate obtained a small Cohen's d ($\delta = 0.276$). NCV students (mean = 2.66) more often find it hard to concentrate during lessons than do NATED students (mean = 2.41). Students may experience concentration problems as a result of learning disabilities (§ 2.3.3.3) or having problems at home (§ 2.3.3.5). The thoughts of students from disadvantaged homes may be clouded by their problems up to the point where it becomes impossible to concentrate (§ 4.4.4.1 and 4.5.4.1).

Hyperactivity, difficulty to sit still during lessons

Students experiencing hyperactivity during lessons obtained a small to medium Cohen's d ($\delta = 0.292$). NCV students (mean = 2.33) experience hyperactivity more often than do NATED students (mean = 2.05). Factors leading to NCV students finding it hard to concentrate in class and becoming hyperactive may be learning disabilities (§2.3.3.3), socio-economic problems (§2.3.3.4) or problems at home (§2.3.3.5). The socio-economic status and problems students experience at home may cloud their thoughts and result in anxiety and feelings of fear. The response of these students may be to become restless and overly active. Hyperactive students may be perceived by lecturers as ill-disciplined. Failure to determine the factors leading to hyperactivity may lead to unfair management of student behaviour (§ 4.6.1).

Poor management of student misconduct by lecturers

Poor management of student misconduct by TVET College lecturers obtained a small effect size ($\delta = 0.215$). Poor management of student misconduct by lecturers seems to occur more frequently with NCV students (mean = 2.19) than is the case with NATED students (mean = 1.98). Lecturers who lack teaching qualifications (§ 2.3.2.3) do not have the training to engage students or manage student misconduct effectively. The DHET provided for many lecturers to complete a diploma in education. The need for more lecturers to complete their teaching qualifications, however, remains.

Unfairness

Unfairness compared per programme obtained a medium effect size ($\delta = 0.353$). NCV students (mean = 2.10) seem to experience unfair treatment more often than NATED students (mean = 1.76). Lecturers who do not possess teaching qualifications may manage teaching and learning in their classrooms ineffectively (§ 2.3.2.3) due to lack of knowledge of classroom management principles. Unfair management of misconduct may frustrate students who may become rude and disruptive towards lecturers. The next section will discuss the data gathered by means of interviews with students and lecturers.

4.5.4 Qualitative findings: Factors leading to student misconduct

4.5.4.1 Students come from disadvantaged homes

Students from disadvantaged homes may have experienced parental neglect and harsh living conditions as children. These students may have developed psychological problems as a result of the neglect. Students from disadvantaged homes may therefore frequently struggle with psychological problems and may develop neurotic behaviour. Affection has to be shown at all times by all people, or the panic sets in (§ 2.3.3.7). Disruptive or ill-mannered students may display deliberateness or indifference (§ 4.4.2.1 and 4.4.2.3) in order to draw attention to them even if the attention is negative.

A student who is married and has two children worked for ten years in industry after which he managed his own business. He then decided to register at the TVET College to improve his qualifications to increase his career opportunities. During this time he became chronically absent and dropped out of the course.

Attending evening classes after a full day of training in the workshop became too much for me, and affected my health. After a while I lost all contact with my wife and children who were in bed by the time I arrived at home. My wife became upset with the situation and complained that they do not spend time together anymore.

The student decided to complete his course at a time when his practical training in the workshop is less stressful. The socio-economy and family background (§ 2.3.3.4-2.3.3.5) therefore directly affects student academic performance and may contribute to the student's misconduct. In this case problems the student experienced at home became overwhelming and the student lost motivation to continue his studies.

The above-mentioned example illustrates the importance of satisfying lower-order needs such as the need for food, safety and the need for belonging before the motivation for self-actualisation will occur. When lower-order needs have not been satisfied, human motivation for higher-order needs cease to exist (§ 2.3.3.6). When the student's need for belonging to his family was threatened he chose to be with his family rather than to progress academically. Students from disadvantaged homes may also display other, more serious forms of student misconduct.

4.5.4.2 Student indifference and lack of motivation

During qualitative interviews a lecturer mentioned that students from school lack emotional maturity to take responsibility for their work. These students are not used to the unstructured environment and freedom associated with TVET Colleges. Students that lack a sense of responsibility may therefore produce unsatisfactory work and even fail to hand in assignments. These students are indifferent (§ 4.4.2.3) to their academic progress. The lecturer explained that students may lose motivation and become indifferent to their studies due to a number of factors:

In my experience students become indifferent to their studies if their parents forced them into the wrong direction of studies. Peer influences may also play a role in students' loss of motivation. I also found that lack of understanding their work may cause a student to become frustrated with the work and lose interest and motivation.

Hence it is important for lecturers to determine factors leading to students' indifference and loss of motivation when it is observed. When these factors become apparent it is possible to determine effective methods for managing student misconduct.

4.6 Section D: Management of student misconduct

The previous section discussed the quantitative and qualitative findings on the factors leading to student misconduct. The next section will discuss the findings on most effective methods applied in the interest of managing student misconduct at a TVET College in the Western Cape.

4.6.1 Management of student misconduct ranked

Methods applied in the interest of managing student misconduct has been categorised into reactive and preventative methods. Reactive methods applied in the interest of managing student misconduct may include reprimands, oral and written warnings, detention, additional work, discussion with parents, withholding privileges, disciplinary hearings, suspensions and expulsions (§ 2.4.1).

Preventative methods applied in the interest of managing student misconduct may include effective lesson preparation, collaboration with health and welfare organisations and intercultural awareness programmes (§ 2.4.2.1 – 2.4.2.5).

When managing student misconduct legal implications exist that is important to consider. Sources of law in South Africa to consider are legislation, common law and case law (§ 2.5.1 – 2.5.3). Furthermore, any disciplinary laws, rules and action need to be consistent with the Constitution (§ 2.5.1).

Methods applied in the interest of managing student misconduct have been ranked and summarised in Table 19 below.

Table 19: Management of student misconduct ranked

Ranking	Methods applied in the interest of managing student misconduct	Mean	Standard deviation
1	Lecturer promotes a supportive, friendly classroom atmosphere	2.93	1.022
2	Good subject knowledge of lecturer	2.88	1.004
3	Proper lesson preparation by lecturer	2.79	1.050
4	Positive lecturer-student relationships	2.77	1.087
5	Verbal and written warnings	2.58	1.070
6	Using disciplinary procedure	2.54	1.093
7	Drafting of classroom rules	2.21	0.991
8	Lecturer privately communicates with unruly students	2.16	1.038
9	Student participation in drafting classroom rules	2.16	1.031
10	Referring unruly students to campus manager	2.15	1.045
11	Discussion with unruly students' parents	2.02	0.979
12	Reprimand unruly students	1.98	0.963
13	Isolate unruly students from group	1.90	0.914

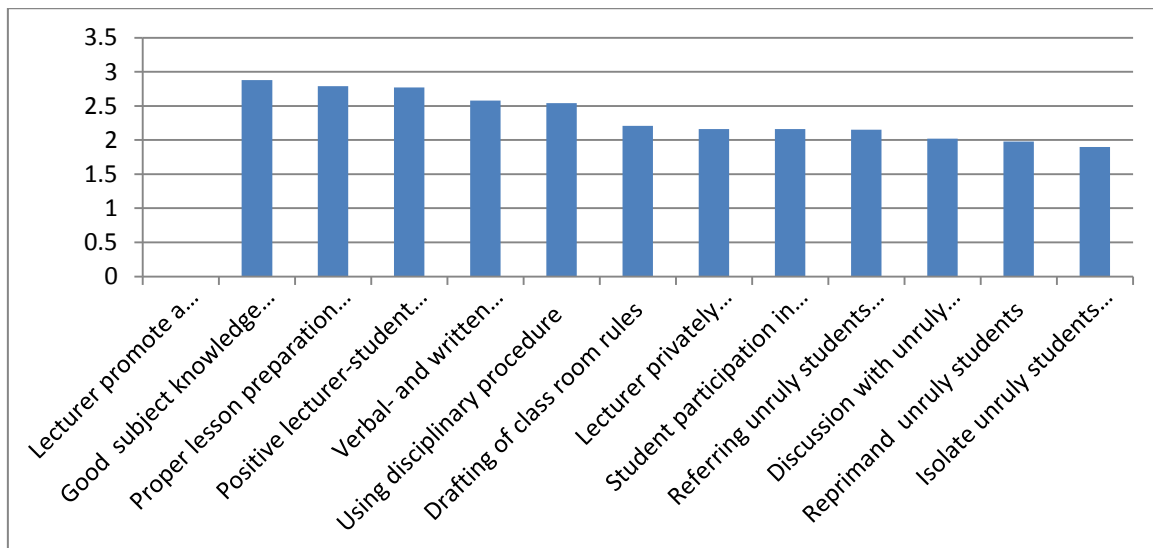


Figure 7: Methods applied in the interest of managing student misconduct ranked

Lecturer promotes a supportive, friendly classroom atmosphere

Promoting a supportive friendly classroom atmosphere was ranked first (mean = 2.93) as the most effective method for managing student misconduct. Optimal mediation of learning is only possible if a classroom atmosphere of support, friendliness and high expectations exists (§ 2.4.2.2).

A supportive, friendly classroom atmosphere encourages feelings of safety and belonging in students, which helps students to relax and learn optimally (§2.4.2.3). Well-defined institutional policies, discipline, motivation, and the creation of critical and creative thinking all contribute to a warm, supportive environment (§ 2.4.2.2). A warm, supportive classroom environment encourages student cooperation and motivation by creating a feeling of belonging.

Good subject knowledge of lecturer

Good subject knowledge of lecturer was ranked second (mean = 2.88) as the second most effective method applied in the interest of managing student misconduct. Lecturers who possess academic qualifications and workplace experience may have the desired knowledge to provide in-depth lessons and elaborate on facts shared in class (§ 2.3.2.2).

In contrast, lack of academic qualifications may result in poor subject knowledge and lessons that are void of in-depth knowledge and examples. Workplace qualifications and experience may enable lecturers to translate theory into practice during lessons (§ 2.3.2.4).Lecturers' workplace experience therefore is an important aspect in planning interesting lessons with a variety of real-life examples. Interesting, well-prepared lessons discourage student misconduct by capturing the attention of students and keep them occupied.

Proper lesson preparation by lecturer

Proper lesson preparation was ranked third (mean = 2.79) and the third most effective method for managing student misconduct. Research has proven proper lesson preparation to be a very effective preventative method for managing student misconduct. A well-prepared lesson may demand good subject knowledge as well as a teaching qualification of lecturers, and consists of a variety of teaching and learning activities that engages students (§ 2.4.2.1). A variety of teaching and learning activities keep students interested and occupied, which reduces boredom and frustration, which could lead to student misconduct.

Positive lecturer-student relationships

Positive lecturer-student relationships was ranked fourth (mean = 2.77) and fourth most effective method for managing student misconduct. Lecturers who maintain positive relationships with students not only earn their trust, but also set them at ease so that their brain becomes receptive to receive information (§ 2.4.2.3). Positive lecturer-student relationships satisfy lower-level needs such as the need for safety and security, belonging needs and esteem needs. When lower-level needs are satisfied, students are motivated to further their education (§ 2.3.3.6) and be focussed on their work instead of transgressing institutional rules.

Verbal and written warnings

Using verbal and written warnings was ranked fifth (mean = 2.58) as the fifth most effective method for managing student misconduct. When students become deliberate (§ 4.4.2.1) or indifferent (§ 4.4.2.3) a firmer approach to student discipline is needed. When students persist with ordinary forms of misconduct or become guilty of serious misconduct they may be issued with verbal and written warnings. It is, however, critical that the rules of natural justice be considered (§ 2.5.2). Using verbal and written warnings is the first steps to initiate the disciplinary procedure.

Using disciplinary procedure

Using the disciplinary procedure was ranked sixth (mean = 2.54) and the sixth most effective method for managing student misconduct. The rules of natural justice and the student code of conduct should be taken into account when using the disciplinary procedure (§ 2.5.1 – 2.5.2). If the rules of natural justice are not honoured, the outcome of a disciplinary hearing may be declared invalid in a court of law.

Drafting of classroom rules

Drafting of classroom rules was ranked seventh (mean = 2.21) and the seventh most effective method for managing student misconduct. Drafting classroom rules helps students understand the difference between acceptable and unacceptable behaviour. A set of classroom rules sets boundaries for students to know when to expect consequences for their actions (§ 2.4.2.6).

Lecturer privately communicates with unruly students

Lecturers privately communicating with unruly students was ranked eighth (mean = 2.16) and eighth most effective method for managing student misconduct. Privately communicating with unruly students prevents disruption of lessons and creation of an incident in the presence of other students. Privately communicating with disruptive students also provides an opportunity for lecturers to establish factors leading to the behaviour and prevents embarrassing students in the presence of their peers (§ 2.4.1).

Student participation in drafting classroom rules

Student participation in drafting classroom rules was ranked ninth (mean = 2.16) and ninth most effective method for managing student misconduct. Students who participate in setting classroom rules develop a sense of ownership and feel that their opinions matter (§ 2.4.2.6).

Referring unruly students to the campus manager

Referring students to the campus manager was ranked tenth (mean = 2.15) and tenth most effective method for managing student misconduct. Campus managers are ultimately responsible for maintaining discipline on campuses (§ 2.5.1). It is expected of campus managers to investigate serious forms of student misconduct and to issue a notice to attend a disciplinary hearing within 48 hours. Campus managers may also remove students who, in the campus manager's opinion, present a risk to the safety of other students or staff.

Discussion with unruly students' parents

Discussion with unruly students' parents was ranked eleventh (mean = 2.02). Parents have a direct influence on the discipline of their children. Parents know their children on a more personal level and understand their children's behaviour. It may therefore be advantageous to make use of the help of parents when disciplining students (§ 2.4.1).

Reprimand unruly students

Reprimand unruly students was ranked twelfth (mean = 1.98). Reprimanding unruly students may disturb lessons and draw attention to unruly students. Talking to unruly students privately not only prevents drawing attention to disruptive students but also provides an

opportunity for lecturers to determine factors leading to misconduct. Reprimanding students is a reactive method for managing student misconduct (§ 2.4.1).

Isolate unruly students from group

Isolate students from the group was ranked thirteenth (mean = 1.90). It may have a positive influence on the rest of a class to isolate a disruptive student from the group in order to prevent the ill behaviour from spreading. To isolate an unruly student from other students is a reactive method for managing student misconduct (§ 2.4.1).

4.6.2 Factor analysis: Management of student misconduct

Methods applied in the interest of managing student misconduct were extracted by means of principle component analysis and placed in Table 20.

Table 20: Factor analysis: Management of student misconduct

Management of student misconduct	Rotated component matrix		
	Moderate measures	Student-centred measures	Reactive measures
Isolate unruly students from group	0.712		
Drafting of classroom rules	0.700		
Student participation in drafting classroom rules	0.651		
Referring unruly students to campus manager	0.646		
Lecturer privately communicates with unruly students	0.643		
Reprimand unruly students	0.583		
Good subject knowledge of lecturer		0.772	
Proper lesson preparation by lecturer		0.743	
Positive lecturer-student relationships		0.703	
Lecturer promotes a supportive, friendly classroom atmosphere		0.680	
Using disciplinary procedure			0.764
Verbal and written warnings			0.747
Discussion with unruly students' parents			0.417

The principal component analysis function on SPSS was used to extract the results of questions that correlated. Items or questions that did not correlate were removed. The KMO for the data set was 0.797 and therefore appropriate for factor analysis. Component analysis delivered three different factors that are displayed in Table 21 below. The methods applied in the interest of managing student misconduct were labelled moderate measures, student-centred measures and reactive measures.

4.6.2.1 Factor 1: Moderate measures

Moderate measures for managing student misconduct, or methods applied by lecturers for managing ordinary forms of student misconduct are displayed in Table 21 below.

Table 21: Factor 1: Moderate measures

Management of student misconduct	Loading	Mean	Std. Deviation	N
Isolate unruly students from group	0.712	1.90	0.914	549
Drafting of classroom rules	0.700	2.21	0.991	555
Student participation in drafting classroom rules	0.651	2.16	1.031	550
Referring unruly students to campus manager	0.646	2.15	1.045	553
Lecturer privately communicates with unruly students	0.643	2.16	1.038	561
Reprimand unruly students	0.583	1.98	0.963	549

Drafting classroom rules is a preventative method for managing student misconduct (§ 2.4.2.6). Drafting classroom rules assists lecturers in helping students to understand what behaviour is expected of them. When students are involved in drafting classroom rules, it allows them to experience a sense of ownership and a feeling of being respected. Lecturers who experience student misbehaviour may at first communicate privately with an unruly student in order to prevent the creation of an audience and to determine the factors leading to misbehaviour. Unruly students may also be reprimanded, and if the behaviour persists, be isolated from the group. Reprimanding, privately communicating and isolating unruly students are reactive methods for managing student misconduct (§ 2.4.1).

Students who do not cooperate despite several attempts to discipline them may be sent to the campus manager (§ 2.4.1). However, sending students to the campus manager may send a hidden message that the lecturer does not have authority and therefore has to lean on the campus manager's authority. It is therefore not recommended to send students to the campus manager, but rather to attempt to solve student misbehaviour in the classroom.

4.6.2.2 Factor 2: Student-centred measures

Student-centred methods for managing student misconduct are displayed in Table 22 below.

Table 22: Factor 2: Student-centred measures

Nature of misconduct	Loading	Mean	Std. Deviation	N
Good subject knowledge of lecturer	0.772	2.88	1.004	548
Proper lesson preparation by lecturer	0.743	2.79	1.050	553
Positive lecturer-student relationships	0.703	2.77	1.087	558
Lecturer promotes a supportive, friendly classroom atmosphere	0.680	2.93	1.022	561

Student-centred measures for managing student misconduct are aimed at keeping students occupied with thought-provoking, interesting activities (§ 2.4.2.2) and at satisfying their needs for safety and belonging (§ 2.3.3.6).

Lecturers in possess of academic qualifications, teaching qualifications and workplace qualifications and experience may have the needed subject knowledge and experience to plan interesting lessons with a variety of activities to keep students occupied (§ 2.4.2.1 – 2.4.2.2). In contrast, lecturers who lack academic qualifications, teaching qualifications or workplace qualifications may not have the ability to plan interesting lessons, which may lead to them applying lecturer-centred teaching methods (§ 2.3.2.1 – 2.3.2.4). As a result, students may become restless and bored, which may lead to student misconduct.

Lecturers who maintain positive relationships with students and promote a supportive, friendly classroom atmosphere satisfies students' needs for safety and belonging (§ 2.3.3.6). As a result students may be more relaxed and open to receive information (§ 2.4.2.3). Lecturers with a teaching qualification may have the knowledge and ability to maintain positive relationships with students and to create a supportive, friendly classroom atmosphere (§ 2.3.2.3), but experience difficulty managing student misconduct.

4.6.2.3 Factor 3: Reactive measures

Reactive measures for managing student misconduct are more drastic and have been displayed in table 23 below.

Table 23: Factor 3: Reactive measures

Nature of misconduct	Loading	Mean	Std. Deviation	N
Using disciplinary procedure	0.764	2.54	1.093	555
Verbal-and written warnings	0.747	2.58	1.070	559
Discussion with unruly students' parents	0.417	2.02	0.979	547

Students who persist with general forms of misconduct or become guilty of more serious forms of misconduct may require more drastic disciplinary methods. A lecturer may have a discussion with an unruly student's parents, or issue verbal and written warnings. If the student's misbehaviour persists, the disciplinary procedure may be initiated. The above-mentioned methods for managing student misconduct are reactive methods (§ 2.4.1).

When initiating the disciplinary procedure it is important for lecturers and the manager to take cognisance of the Constitutional rights of the student under question, legislation and common law principles. A decision made by a disciplinary panel may be rendered null and void if any of the required steps have been neglected (§ 2.5.1 – 2.5.3).

4.6.3 Effect sizes: The management of student misconduct

The effect sizes for management of student misconduct are displayed in Table 24 below.

Table 24: Effect sizes: Management of student misconduct

Effect sizes per program: factors leading to student misconduct		N	Mean	Std. Deviation	Weight (w)	Weighted SD (σ^*)	Cohen's $d(\delta)$
Reprimand unruly students	NCV	180	2.07	0.966	0.456	1.009	0.148
	NATED	348	1.93	0.948	0.659		
Lecturer privately communicates with unruly students	NCV	181	2.35	1.114	0.336	1.031	0.289
	NATED	358	2.06	0.986	0.664		
Isolate unruly students from group	NCV	181	2.12	0.981	0.342	0.903	0.358
	NATED	348	1.80	0.859	0.658		
Referring unruly students to campus manager	NCV	178	2.37	1.108	0.335	1.033	0.315
	NATED	353	2.04	0.994	0.665		
Drafting of classroom rules	NCV	177	2.43	0.958	0.331	0.975	0.351
	NATED	357	2.09	0.983	0.669		
Student participation in drafting classroom rules	NCV	176	2.22	1.058	0.333	1.031	0.080
	NATED	353	2.13	1.018	0.667		
Proper lesson preparation by lecturer	NCV	178	2.77	1.029	0.335	1.048	0.022
	NATED	353	2.79	1.058	0.665		
Good subject knowledge of lecturer	NCV	176	2.81	1.040	0.334	0.999	0.125
	NATED	351	2.93	0.977	0.666		
Discussion with unruly student's parents	NCV	176	2.11	0.991	0.335	0.967	0.177
	NATED	349	1.94	0.954	0.665		
Positive lecturer-student relationships	NCV	183	2.75	1.059	0.341	1.086	0.020
	NATED	353	2.78	1.099	0.659		
Lecturer promotes a supportive, friendly classroom atmosphere	NCV	185	2.91	1.002	0.343	1.022	0.004
	NATED	354	2.92	1.033	0.657		
Verbal and written warnings	NCV	183	2.68	1.016	0.341	1.066	0.159
	NATED	354	2.51	1.091	0.659		
Using disciplinary procedure	NCV	185	2.62	1.063	0.346	1.088	0.130
	NATED	350	2.47	1.101	0.654		

The effect sizes for the management of student misconduct of NCV and NATED students were determined by calculating Cohen's d s as displayed in table 24. The purpose was to determine the effect sizes for the management for student misconduct between NCV and NATED programmes. The importance of comparing the effect sizes of NCV students with those of NATED students was to determine which methods for managing student misconduct was more or less effective for each of the programmes. Only responses with a Cohen's d value higher than 0.2 were discussed.

Lecturer privately communicates with unruly students

Lecturer privately communicates with unruly students compared per programme obtained a small to medium Cohen's d ($\delta = 0.289$). For a lecturer privately communicate with an unruly student seem more effective when dealing with unruly NCV students (mean = 2.35) compared to NATED students (mean = 2.06). When dealing with NCV students who are more inclined to disruptive and ill-mannered behaviour, (§ 4.4.3) it is best to take the student into an isolated area to prevent having an argument with the student in front of the class.

Isolate unruly students from group

Isolating unruly students from the group compared per programme obtained a medium Cohen's d ($\delta = 0.358$). Isolating unruly students seems to be more effective when dealing with NCV students (mean = 2.12) than when dealing with NATED students (mean = 1.80). The latter indicates that NCV students seem to be more inclined to be ill-disciplined, demonstrating disruptive behaviour than are NATED students (§ 4.4.3). It may therefore be advisable to isolate a disruptive student from the group so as to prevent the poor behaviour from cascading to the rest of the class.

Referring unruly students to campus manager

Referring unruly students to the campus manager compared per programme obtained a small to medium Cohen's d ($\delta = 0.315$). Referring unruly students to the campus manager seems to be more effective when dealing with misconduct among NCV students (mean = 2.37) than among NATED students (mean = 2.04). Campus managers have the authority to investigate student misconduct, initiate the disciplinary procedure and remove students who pose a threat to other students on the campus (§ 2.5.1). NCV students who persist with ordinary forms of student misconduct or who commit serious forms of student misconduct should be referred to the campus manager.

Drafting of classroom rules

Drafting of classroom rules compared per programme obtained a medium Cohen's d ($\delta = 0.351$). The disruptive behaviour (§ 4.4.3) of NCV students (mean = 2.43) requires of lecturers to spell out the rules of behaviour to these students more often than to NATED students (mean = 2.03). Students from communities with low socio-economic status and that experience problems at home (§ 2.3.3.4-2.3.3.5) seem to lack proper role models and guidance. A system of well-designed classroom rules may therefore assist NCV students in becoming more disciplined by guiding them towards acceptable behaviour.

4.6.4 Qualitative findings: The management of student misconduct

4.6.4.1 Interesting, well-prepared lessons

A lecturer explained that lecturers who have good subject content knowledge are able to present information-rich, well-prepared lessons which capture the attention of students. In addition, the lecturer explained that students are aware when a lecturer has good or poor subject-content knowledge. When students discover that a lecturer lacks subject knowledge they lose respect for the lecturer. A participant discussed the importance of a well-prepared lesson:

Students pick up when a lecturer is ill-prepared and get frustrated when a lesson is boring. If a lesson is prepared it interests students and challenges students' intellect. A well-prepared lesson brings forward active teaching and learning and assists in capturing students' attention.

Hence, for a lecturer to capture students' attention and earn their respect, it is important to possess good subject knowledge and prepare and plan lessons accordingly.

4.6.4.2 Positive student-lecturer relationships

A senior lecturer recalled experiences he had in managing a lecturer who succeeded in maintaining positive lecturer- student relationships.

Whenever I saw the lecturer, he was making jokes, and telling stories to students. I never saw him use a textbook in class. During the whole lesson he would tell stories from his experience on the oil rigs. When he covered safety, for example, the lecturer would tell a story on his experiences of accidents that occurred during his time in industry. He seldom explained the actual curriculum content from the textbook. During class visits the lecturer would try to teach normally, but seemed uncomfortable acting as a traditional lecturer.

The lecturer achieved great success with NATED students while NCV students got out of hand during his lessons, and even started a physical fight once. It is my view that possible reasons for the differences observed in the behaviour of NATED students compared to that of NCV students might be that NATED students are more mature and pay for themselves while NCV students receive full bursaries, accommodation and food grants. I think NCV students are less disciplined because they receive everything for free, and are less mature. NATED students enrol on a voluntary basis while NCV students are taken off the street and almost forced to enrol. The lecturer's positive student-lecturer relationships worked well with NATED students, but did not seem to work with NCV students.

Even though the lecturer discussed in the section above did not really teach, NATED students passed during the national exams that followed. The positive relationships he had with students actually may have motivated students to go home and work by themselves. In addition, NATED students seem to be more mature and many pay for their own studies. Not receiving everything for free may have contributed to the fact that NATED students took responsibility for themselves and worked on their own.

4.6.4.3 Involving parents

A participant mentioned that she contacts the parents of students who are indifferent and careless but show potential to pass. In a number of cases the student's attitude changed and she was able to help the student succeed.

4.6.4.4 Negligent students

A senior lecturer who participated during interviews recommended different strategies to assist negligent students:

I assist forgetful students by providing students with a checklist of priorities they can tick off as they complete tasks. In other cases we send out cell phone reminder to help students remember their responsibilities. When I do presentations I also hand out photocopied notes to students. I provide students with sticky notes to flag strategic areas. Another method for supporting negligent students is to appoint a buddy to remind such students.

Therefore a number of ways exist in which to assist negligent students without having to resort to disciplinary measures or punishment.

4.6.4.5 Student support services

A member of student support confirmed that many students have personal problems and that she encounters students with psychological disorders such as schizophrenia, depression and bipolar disorder. The student support staff manages to help these students, but find it difficult as they are overloaded with a wide variety of responsibilities.

Student support has to deal with students who have learning disabilities or psychological problems. We are overloaded with administration and have to fill in reports for everything we do. Student support is responsible for counselling students, sport, health and wellness of students, special needs education student discipline, career guidance, job placement, residence and transport. Instead of each person being responsible for all the different responsibilities of student support a person should be made responsible for a specific responsibility. At this stage I have too many different responsibilities and find it difficult to get to everything.

Procurement of student support materials also poses a problem. For example, I ordered glasses for students in January and only received the glasses now, eight months later. Four months ago I placed an order for a wheelchair which has not yet been provided. During 2018 we received 184 students who had poor sight, three students with psychiatric problems, one epileptic student and two dyslectic students. 23 students had specific learning disabilities

The student support services are overloaded with responsibilities that do not concern their main functions, which is to assist students. Student support services also struggle with procurement of materials needed for students with disabilities. Responsibilities such as residence and transport seem unrelated to student support.

4.7 Summary

This section discussed the quantitative and qualitative data gathered and processed for the nature of student misconduct, factors leading to it and management of student misconduct. The nature of student misconduct can be classified into serious and ordinary forms of student misconduct. Factors leading to student misconduct can be classified into factors related to management of TVET Colleges, lecturer competence and qualifications and student background. Management of student misconduct can be classified into reactive methods and

preventative methods for dealing with student misconduct. The next chapter will summarise and conclude the data discussed in this current chapter.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The primary aim and objective of this study was to determine the status of student misconduct and related issues at a TVET College in the Western Cape. From this objective the following sub objectives needed to be addressed:

- The nature of student misconduct at a TVET College in the Western Cape.
- The factors leading to student misconduct at a TVET College in the Western Cape.
- How student misconduct is managed at a TVET College in the Western Cape.

The critical questions that followed the aims of the problem statement, the aim and objectives are:

- What is the nature of student misconduct at a TVET College in the Western Cape?
- What are the factors leading to student misconduct at a TVET College in the Western Cape?
- How is student misconduct managed at a TVET College in the Western Cape?

In the previous chapter the nature of student misconduct, the factors leading to it and management of student misconduct were compared by ranking the responses, followed by factor analysis. Effect sizes were determined and discussed. Quantitative data were followed up by qualitative data gathered through interviews conducted with participants. The above-mentioned data will be summarised and discussed in this current section.

In this chapter the challenges experienced at the TVET College regarding the nature of student misconduct and factors that contribute to the most frequent forms of misconduct will be addressed. This chapter will also address the most effective methods for managing the most frequent forms of student misconduct at the TVET College.

5.2 The nature of TVET student misconduct explained

5.2.1 Absenteeism

The most frequent form of student misconduct at the TVET College is absenteeism which was ranked first. Student absenteeism has been identified by the DHET as a factor contributing to poor academic performance, and policies (§ 2.5.1) have been put in place to support academic staff in managing student absenteeism. It seems, however, that student absenteeism persists and that specific factors leading to it which contribute to student absenteeism continue to exist.

The most frequent factor leading to student misconduct has been identified as students coming from disadvantaged homes. Qualitative interviews pointed out that chronic student absenteeism often occurs as a result of students experiencing problems at home. One student who participated during interviews recalled the loss of his sister and how her death left him emotionally unstable. The emotional pain the student experienced after the loss of his sister caused him to lose his focus and motivation needed to complete his studies.

Another student became overwhelmed by the workload of having to attend practical classes during the day in combination with evening classes. The student left his home at seven every morning only to return after eight in the evenings. By the time he arrived at home his children were already in bed. At this stage his wife started complaining and the student had to stop attending classes in order to attend to his family. The experiences of these students draw attention to the fact that student absenteeism occasionally occurs as a result of problems students experience at home.

As students are not in class for lecturers to manage their absenteeism, it may be difficult to determine factors leading to their absence. Even though student absenteeism may be managed by issuing verbal and written warnings and the disciplinary procedure it may be required to determine the factors leading to absenteeism and other forms of student misconduct. Students who become absent due to problems experienced at home may need assistance and support instead of being disciplined.

For effective management of student absenteeism it is important to determine the factors contributing to absenteeism before deciding on a method to manage the absenteeism. Students who experience problems at home need psychological support and may require the assistance of health and welfare organisations.

In Singapore, Teh (2015:63) explains, partnerships with health and welfare organisations have been established to support students with behavioural problems (§ 2.4.2.4). To track and provide adequate support for TVET students who become chronically absent, it may be required that health and welfare organisations become involved in the management of student absenteeism. Alternatively TVET Colleges and the DHET may need to provide positions for units responsible for tracking and supporting students who become chronically absent. Ideally these units should consist of at least one trained psychologist per campus who is able to support students on an emotional level.

5.2.2 The use of cellular phones

The use of cellular phones was ranked second and is therefore a frequent form of student misconduct. Past research indicated that misuse of electronic media contributes to student misconduct (§ 2.3.3.1). According to the code of conduct for students cellular phones have to be switched off during class hours (§2.5.1). The use of cellular phones is therefore not listed as an infringement.

The fact that students possess cellular phones may be seen as an opportunity to enhance teaching and learning. Lecturers may download video clips related to topics covered during lessons and share these video clips with students who may then watch the video clips at their own leisure from their cellular phones.

5.2.3 Deliberate misconduct

Factor analysis related forms of student misconduct such as instigation, ill-mannered behaviour, illegal strikes and undisciplined disruptive behaviour (§4.4.2.1) were classified under deliberate misconduct. These forms of misconduct are therefore related and may occur among certain groups of students. Comparison of effect sizes revealed that NCV students more frequently become guilty of ill-mannered, undisciplined disruptive behaviour, or deliberate forms of student misconduct (§ 4.4.3).

Qualitative interviews revealed that student-centred measures for managing students who perform deliberate forms of misconduct seem ineffective (§ 4.6.4.2). Positive student-lecturer relationships and a supportive friendly classroom atmosphere alone will therefore not be effective in managing deliberate student misconduct. Deliberate students may interpret a supportive, friendly classroom atmosphere as permission to transgress the code of conduct. Firmer methods may therefore be required for managing deliberate forms of student misconduct.

During factor analysis moderate measures for managing student misconduct such as setting classroom rules, isolating unruly students, reprimanding unruly students and privately communicating with students correlated (§ 4.6.2.1). Comparison of effect sizes confirmed that measures such as privately communicating with unruly students, isolation and setting classroom rules seem to be more effective measures for managing deliberate forms of student misconduct, which seem to occur more frequently among NCV students (§ 4.6.3).

A firmer approach may be needed for managing student misconduct among poorly disciplined students. These students are not used to the less formal environment and freedom associated with the TVET College system. Qualitative interviews revealed that NCV

students are less mature than NATED students and may feel forced to attend classes for different reasons, which may result in higher frequencies of deliberate misconduct (§ 4.6.4.2).

By setting and communicating classroom rules lecturers are able to spell out which behaviour is expected of students and set appropriate boundaries regarding their behaviour. It may be necessary to identify and isolate unruly students from the group in order to reduce their influence on other students. Reprimanding unruly students or privately communicating with them may provide feedback to unruly students with regard to unacceptable behaviour and what behaviour is expected of them.

5.2.4 Student indifference

During factor analysis forms of misconduct such as ill-mannered, undisciplined behaviour, instigation, unsatisfactory work, failure to hand in assignments and sleeping in class were found to be related (§ 4.4.2.3). Students who portray these forms of misconduct seem indifferent and do not seem to care about their academic progress.

Comparison of effect sizes revealed that NCV students more frequently portray indifferent forms of misconduct (§4.4.3). It may therefore seem as if these students are not interested in their work and do not really care about their academic progress. Qualitative interviews confirmed that these students have a negative attitude, disrupt lessons and provide unsatisfactory work (§ 4.4.4.2-4.4.4.3).

During qualitative interviews certain lecturers described their frustration with indifferent students while other lecturers ignored the behaviour and intervened by contacting parents of indifferent students when it seemed necessary (§ 4.5.4.2). Students may lose motivation and become indifferent when forced by parents to enrol for the wrong programme, or due to peer pressure. Students may also lose motivation when they find their work too difficult and, as a result, become frustrated (§ 4.5.4.2). When indifference is observed it may therefore be important for lecturers to privately talk to students and determine the factors leading to lack of motivation and indifference. It may also be advantageous to involve parents in the discussion where appropriate.

5.2.5 Negligent students

The different forms of student misconduct that may be the result of student negligence were extracted during factor analysis. The forms of misconduct were failure to hand in assignments, absence without notification, late for class, undisciplined, ill-mannered behaviour and use of cellular phones in class (§ 4.4.2.2).

Comparison of effect sizes indicated a higher frequency of failure to hand in assignments, sleeping in class, undisciplined disruptive behaviour and ill-mannered behaviour among NCV students (§ 4.4.3). Comparison of effect sizes for factors that contribute to student misconduct indicated that NCV students more frequently become frustrated because work is too difficult, they come from disadvantaged households, find it hard to concentrate in class and experience hyperactivity (§ 4.5.3).

Negligent students may therefore fail to hand in assignments because they lack academic preparedness and find work too difficult. These students may become guilty of undisciplined, disruptive, ill-mannered behaviour in an attempt to draw the attention away from their work (§ 2.3.3.2 – 2.3.3.3).

During qualitative interviews a senior lecturer explained that she assists neglectful students with checklists to remind them, sends out cellular phone reminders, and hands out photocopies with notes to students. The senior lecturer also appoints buddies to help neglectful students remember important tasks (§ 4.6.4.4).

Negligent students may also experience psychological problems resulting from the disadvantaged households from which they come (§ 2.3.3.4-2.3.3.7). Problems at home may plague their thoughts which may affect their concentration and these students may become hyperactive (§ 2.3.3.5). These students may seem undisciplined and ill-mannered due to the confusion they experience in their lives. Poorly qualified lecturers may find it difficult to identify students with psychological problems.

Van der Bijl (2015:2) found that the majority of TVET lecturers lack teaching qualifications (§ 2.3.2.3). Lecturers who lack teaching qualifications may find it difficult to provide students who are academically disadvantaged, with adequate support (§ 2.3.3.2). These lecturers may also not be equipped to identify or work with psychological problems experienced by students who come from disadvantaged homes. If students with psychological problems remain undetected they may never be referred to student support services to receive help. It may therefore be possible that a vast majority of negligent students never receive the required academic or psychological support they need in order to succeed.

5.3 Factors leading to TVET student misconduct

5.3.1 Management of TVET Colleges

Factors leading to misconduct such as poor timetabling, lack of facilities, overcrowded classrooms, poor management of student misconduct, poorly presented lessons and unfairness correlated during factor analysis (§ 4.5.2.1).

Lack of facilities, poor timetabling, and overcrowded classrooms may occur as a result of poor management, and contribute to student misconduct (§ 2.3.1). Lack of facilities may result in students not receiving tuition allocated to them on the timetable, and overcrowded classrooms. Orderly daily activities depend on a well-designed timetable. When classes clash or students have off periods doing nothing it may lead to student misconduct.

Training and mentoring of TVET lecturers seem to remain lacking. The training and mentoring of lecturers is the responsibility of TVET College management (§ 2.3.1.5-2.3.1.6). Lecturers who lack academic, teaching and workplace qualifications may lack the necessary knowledge and skills to plan and present lessons effectively and to deal with student misconduct fairly (§ 2.3.2.1–2.3.2.4). Failure by TVET College management to provide training and mentoring to lecturers may therefore lead to lecturers being unable to effectively plan and present lessons and manage student misconduct fairly. Lecturers who lack subject knowledge and fail to plan effective lessons experience student misconduct more frequently.

Comparison of effect sizes indicated that NCV lecturers find it more difficult to manage student misconduct than do NATED lecturers (§ 4.6.3). The reason for the problems NCV lecturers experience with NCV students may be that NCV students more frequently portray ill-mannered, undisciplined disruptive behaviour, or deliberate forms of student misconduct. Management of NCV student misconduct may be more difficult as a result of their behaviour (§ 4.4.3).

5.3.2 TVET student background and preparedness

During factor analysis students who become hungry, come from disadvantaged households, experience hyperactivity and poor concentration, are poorly prepared at school level and become frustrated because work is too difficult showed correlation (§ 4.5.2.2).

Past research has shown that academic preparedness, learning disabilities, socio-economic status and family background may contribute to student misconduct (§ 2.3.3.2-2.3.3.5). The high frequency of students becoming hungry and coming from disadvantaged households may lead to hyperactivity and poor concentration during lessons. A student who experiences problems at home or is underfed may become restless which may be perceived as disruption

of classes as the basic needs of this student has not been met (§ 2.3.3.6). The student may as a result lack motivation to progress academically.

Students from disadvantaged households who did not receive enough parental care and love may suffer from psychological disorders. Psychological disorder may show in student behaviour when students become controlling and arrogant or completely withdraw from social interaction (§ 2.3.3.7). Controlling, arrogant behaviour may be considered to be student misconduct. It is however important that lecturers and staff identify students with psychological disorders and refer them to student support services. The high occurrence of the above-mentioned problems TVET students experience may indicate that student support services provided are not adequate.

For additional support the assistance of health and welfare organisations may be required. The REACH initiative in Singapore is collaboration between educational institutions, welfare organisations and the medical profession (Teh, 2015:63). The REACH initiative aims to identify and support students with emotional and behavioural difficulties, as well as related mental health problems. The programme has reportedly seen positive progress in students (§ 2.4.2.4).

5.4 Management of student misconduct

5.4.1 Moderate measures for managing student misconduct

Factor analysis indicated a correlation between moderate measures for managing student misconduct. These measures are taken to isolate unruly students from group, draft classroom rules, refer unruly students to campus manager, lecturer to privately communicate with unruly students and to reprimand unruly students (§ 4.6.2.1).

Comparison of effect sizes indicated that in dealing with misconduct NCV students they need to be managed more frequently using moderate measures (§ 4.6.3). Lecturers more frequently need to draft classroom rules, privately communicate with unruly students, isolate unruly students and refer unruly students to campus manager when dealing with unruly NCV students.

During qualitative interviews it was found that lecturers who provide a supportive, friendly classroom atmosphere and promote friendly relationships with students experience difficulty managing unruly NCV students. Hence, for managing unruly undisciplined and ill-mannered students, stricter measures are required.

5.4.2 Student-centred measures for managing student misconduct

Student-centred methods such as promoting a supportive, friendly classroom atmosphere, good subject knowledge of lecturer, proper lesson preparation and positive student-lecturer relationships were related due to the high correlation between items (§ 4.6.2.2).

Ranking of responses indicated that promotion of a supportive, friendly classroom atmosphere, good subject knowledge of lecturer, proper lesson preparation and positive student-lecturer relationships are the most effective, highest ranking methods for managing student misconduct (§ 4.6.1).

Past research indicated the influence lecturer subject knowledge and proper lesson preparation have on student behaviour and misconduct. Lecturers with poor subject knowledge and those who do not do proper lesson preparation more often seem to have problems with student misconduct (§ 2.3.2.1–2.3.2.4).

Deficiencies in TVET lecturers' academic, teaching and workplace qualifications may affect their subject knowledge and teaching strategies. Even though numerous research reports indicated deficiencies in TVET lecturer qualifications, the problem persists (§ 2.3.2.1-2.3.2.4).

Lecturers who lack academic, teaching or workplace qualifications may not have the knowledge or skills to present well-prepared lessons. It may therefore be required the DHET and TVET College management to re-visit the issues around lecturer qualifications and put measures in place to assist lecturers more effectively to upgrade their qualifications.

5.4.3 Reactive measures for managing student misconduct

Methods for managing student misconduct such as the disciplinary procedure, verbal and written warnings and discussion with unruly students' parents correlated for factor analysis (§ 4.6.2.3).

The effectiveness of verbal and written warnings was ranked fifth followed by the disciplinary procedure which was ranked sixth, and seem to be moderately effective measures for managing student misconduct (§ 4.6.1). Discussion with unruly students' parents was ranked 11th and seems to be considered less effective.

5.5 Recommendations

As much as there are many different forms of student misconduct, the factors leading to student misconduct and the management thereof may vary. Effective management of student misconduct may require of lecturers to determine the factors leading to misconduct before matching the misconduct with appropriate measures for managing the student

misconduct. Management of student misconduct may therefore not be using one method for all but matching appropriate measures with the factors leading to student misconduct.

The most effective method for managing student misconduct is planning and presenting interesting lessons with a variety of activities. Students who deliberately transgress the student code of conduct should, however, in addition to the above-mentioned, be disciplined by applying moderate measures such as classroom rules and reprimanding or reactive methods such as written warnings.

5.5.1 Management of student absenteeism

Student absenteeism was ranked first as the most frequent form of student misconduct. Absenteeism often is accompanied by students experiencing problems at home or financial difficulty. These students may require emotional and spiritual support to see them through the difficulties they experience in life.

It is therefore recommended that DHET create posts for qualified psychologists to be employed at TVET Colleges who can assist students suffering emotionally as a result of problems at home or elsewhere. In addition, the sheer number of students becoming absent may require creation of posts for administrators by DHET dedicated to follow up chronically absent students and referring them to student support services.

It is also recommended that TVET Colleges establish partnerships with health and welfare organisations as well as religious organisations to support students on emotional and spiritual level. The financial assistance offered to students may need to be revised to more effectively support these students.

5.5.2 Management of students' use of cellular phones

The use of cellular phones during lessons was ranked second most frequent form of student misconduct. It may not be possible to completely stop students from using cellular phones during lessons.

It is therefore recommended that students' possession of cellular phones be positively applied by lecturers. Video clips that address the topic of a lesson may be downloaded from the internet and sent to students' cellular phones. Students will not only be able to gain a deeper understanding of the topic but also repeatedly look at video clips until they fully understand the work.

5.5.3 Management of deliberate forms of student misconduct

Poorly disciplined students may commit deliberate forms of student misconduct such as rudeness, ill-mannered behaviour and disruption of lessons. A firmer approach may therefore be required of lecturers when dealing with poorly disciplined students, for instance setting classroom rules, reprimand, and privately communicating with unruly students. Measures such as classroom rules set boundaries for students to help them understand what behaviour is expected of them, and thereby create a safe environment for these students.

Poorly disciplined students may react the way in which they do as a result of deeper-lying psychological problems. For TVET Colleges to be able to help these students it will be of great value if DHET creates posts for trained psychologists to assist poorly disciplined students with emotional healing. Furthermore, collaboration of TVET Colleges with health and welfare organisations needs to be established to provide additional support to students with emotional and psychological problems. Students with psychological problems may need to be identified early in the term and referred for psychological help.

5.5.4 Management of students who demonstrate indifference

Student indifference may be related to lack of motivation of these students. Effect sizes determined that NCV students more frequently find work too difficult and find it hard to concentrate in class (§ 4.5.3). During interviews it was pointed out that NCV students lack maturity to take responsibility for their work, are influenced by peers and find work difficult (§ 4.4.2.3). The low level of maturity of NCV students indicates that stricter measures are needed for managing NCV students. Moderate measures such as classroom rules should spell out what is expected of students and what the consequences of transgressing rules are.

In addition, the higher frequency of NCV student indifference may be an indication that the NCV programme is too theoretical in nature. Possible revision of the NCV programme may be required for DHET to, with the assistance of artisans from industry, revise the NCV curriculum to lead towards actual artisanship.

5.5.5 Management of negligent students

Students who are negligent may find work too difficult as a result of poor academic preparedness at school level or may be experiencing psychological problems. Lecturers may therefore be required to provide regular reminders and support these students academically. It may also be required of lecturers to identify and refer negligent students for psychological help.

Lecturers who lack teaching qualifications may not be equipped to identify and support negligent students effectively (§ 2.3.2.1–2.3.2.4). It may therefore be required of DHET to renew and strengthen the initiative to assist lecturers to become qualified teachers. Student support officers are overloaded with a wide range of responsibilities (§ 4.6.4.5). The department may need restructuring and creation of additional posts. In addition, the creation of posts for qualified psychologists may make it possible to help more students effectively on a regular basis at TVET Colleges.

5.5.6 The importance of well-planned lessons

The most effective method for preventing student misconduct is well-planned lessons and friendly lecturer-student relationships (§ 4.6.2.2). A well-planned lesson with a variety of activities captures students' attention and makes work interesting. Friendly student-lecturer relationships and a supportive classroom atmosphere may help students feel loved and at home, and set them at ease. Students who are calm and relaxed are more open to receive instructions and learn better.

A well-planned lesson therefore not only links theory to examples from real life but also contains a variety of activities that involve students. Incorporating a supportive friendly atmosphere may set students at ease to receive information more effectively. Gaps in lecturers' academic, teaching and workplace qualifications may however result in poor lesson planning and classrooms void of a friendly, supportive atmosphere (§ 2.3.2).

It is recommended that TVET Colleges re-visit the design of lesson plan templates to incorporate the different possibilities of classroom activities as well as methods for creating a supportive, friendly classroom atmosphere with a column for lecturers to tick off.

The implementation of a structured mentoring programme may provide valuable support to lecturers who lack qualifications and provide opportunity for senior lecturing staff to share best practices. A formal mentoring programme will also provide a platform for poorly qualified lecturers to express their concerns and discuss difficulties they experience.

5.5.7 TVET College management

The importance of a well-designed and implemented timetable cannot be stressed enough and is non-negotiable. Poorly designed timetables may create disorder and become a breeding ground for student misconduct. It is recommended that TVET College management plan student numbers before the start of a new term and have timetables in place before registrations commence. Any alterations needed may then be made to the timetable afterwards.

Gaps in lecturer qualifications may require the design and implementation of a formal, structured mentoring programme to help lecturers from industry in their transition from industry to TVET Colleges. The current drive to equip lecturers with teaching qualifications may be strengthened by allowing TVET Colleges to expand and become accredited to present education qualifications to lecturers who lack teaching qualifications. The implications for TVET Colleges expanding to present teaching qualifications to lecturers may result in larger numbers of lecturers obtaining teaching qualifications in a shorter space of time.

It is recommended that lecturers who lack workplace qualifications and academic qualifications be given the opportunity to complete these qualifications by providing time off and financial support. Specific salary increments may have to be documented and fully communicated to lecturers who wish to complete their academic, teaching or workplace qualifications.

5.6 Conclusion

TVET Colleges play a key role in providing a workforce and strengthening the country's economy. During the past decades TVET Colleges underwent numerous reforms and changes and experienced several challenges, including poor pass-rates and retention of students.

Research has shown the need for a safe and orderly teaching and learning environment for successful learning to take place. Student misconduct may create disorder and affect teaching and learning negatively. Effective management of student misconduct may therefore contribute to an orderly, safe teaching and learning environment.

The motivation for this study was to determine the nature of student misconduct and factors leading to the occurrence thereof and the most effective methods applied in the interest of managing student misconduct. Effective management of student misconduct may only be possible once factors leading to the occurrence of student misconduct have been determined.

The findings indicate the need of TVET students for psychological, emotional and spiritual support. Effective psychological support for students may be realised in the creation of posts for trained psychologists and partnerships with health and welfare organisations and centres of spirituality. Student support services are overloaded with a variety of responsibilities,

which overloads student support officers. The department responsible for student support services needs restructuring.

Lecturers who are qualified teachers may also be better equipped to support students effectively. Research has shown discrepancies in TVET lecturer qualifications. The need for TVET lecturers to become fully qualified with regard to their academic, teaching and workplace qualifications may lead to improved teaching and learning and management of student misconduct. Provision of opportunities, financial support and salary increments may improve lecturer motivation for upgrading their qualifications. A formal mentoring programme may be required for supporting lecturers who are not yet fully qualified.

Further research may be required to determine the advantages and requirements for TVET Colleges to become accredited and provide teaching qualifications for lecturers. Accreditation of TVET Colleges to offer teaching qualifications will not only expand the TVET programme offerings but also possibly speed up the process of qualifying lecturers as teachers.

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APPENDIX A: CPUT ETHICS COMMITTEE APPROVAL



<i>***For office use only</i>	
Date submitted	8 Dec 2017
Meeting date	n/a
Approval	P/Y√/N
Ethical Clearance number	EFEC 1-12/2017

FACULTY OF EDUCATION

RESEARCH ETHICS CLEARANCE CERTIFICATE

This certificate is issued by the Education Faculty Ethics Committee (EFEC) at Cape Peninsula University of Technology to the applicant/s whose details appear below.

1. Applicant and project details (Applicant to complete this section of the certificate and submit with application as a Word document)

Name(s) of applicant(s):	Oosthuizen Louis Jacobus		
Project/study Title:	Management of student misconduct at a TVET College in the Western Cape		
Is this a staff research project, i.e. not for degree purposes?	Degree purposes		
If for degree purposes the degree is indicated:	M. Ed.		
If for degree purposes, the proposal has been approved by the FRC	Approved		
Funding sources:	Private		

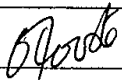
2. Remarks by Education Faculty Ethics Committee:

This Master's research project is granted ethical clearance valid until 12 December 2019.		
Approved: √	Referred back:	Approved subject to adaptations:
Chairperson Name: Chiwimbiso Kwenda		Date: 13 December 2017
Chairperson Signature:		
Approval Certificate/Reference: EFEC 1-12/2017		

APPENDIX B: WCC LETTER OF PERMISSION

DHET 004: APPENDIX 1: APPLICATION FORM FOR STUDENTS TO CONDUCT RESEARCH IN PUBLIC TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES AND PUBLIC COMMUNITY EDUCATION AND TRAINING COLLEGES

DECISION BY HEAD OF INSTITUTION

<i>Please tick relevant decision and provide conditions/reasons where applicable</i>		
	Decision	Please tick relevant option
1	Application approved	<input checked="" type="checkbox"/>
2	Application approved subject to certain conditions. <i>Specify conditions below.</i>	<input type="checkbox"/>
3	Application not approved. <i>Provide reasons for non-approval below.</i>	<input type="checkbox"/>
NAME AND SURNAME:		OSUNA Jooste-Mokgethi
SIGNATURE:		
DATE:		31/07/2017

APPENDIX C: BIOGRAPHICAL AND LOGISTICAL DETAILS

1. Biographical details

Please indicate your biographical details below by circling the appropriate number of your choice:

1.1	Gender	
	Male	1
	Female	2
1.2	Formal position at the College	
	Lecturer	1
	NCV Student	2
	NATED Student	3
1.3	Home language	
	Afrikaans	1
	English	2
	Xhosa	3
	Other	4
1.4	Campus	
	Campus 1	1
	Campus 2	2
	Campus 3	3
	Campus 4	4
	Campus 5	5

APPENDIX D: THE NATURE OF STUDENT MISCONDUCT

2. The nature of student misconduct		Frequency			
		Very seldom	Seldom	Often	Very Often
Please indicate how often the following forms of student misconduct occur on your campus in general by circling the number of your choice:					
2.1	Unsatisfactory work by students	1	2	3	4
2.2	Failure to hand in assignments	1	2	3	4
2.3	Absence without notification	1	2	3	4
2.4	Late for class or practical	1	2	3	4
2.5	Sleeping during class	1	2	3	4
2.6	Undisciplined, disruptive behaviour in class	1	2	3	4
2.7	Ill-mannered behaviour (e.g. rudeness, arrogance) in class	1	2	3	4
2.8	Instigation	1	2	3	4
2.9	Use of cellular phones in class in class	1	2	3	4
2.10	Bullying (e.g. Physical-, emotional- or cyber bullying)	1	2	3	4
2.11	Harassment (e.g. sexual-, or racial harassment)	1	2	3	4
2.12	Dishonesty during examination or tests	1	2	3	4
2.13	Alcohol abuse on College premises	1	2	3	4
2.14	Narcotic substance abuse on College premises	1	2	3	4
2.16	Possession of pornographic material	1	2	3	4
2.17	College-related illegal strikes	1	2	3	4
	Other forms of misconduct (kindly write in your own words):				

APPENDIX E: FACTORS LEADING TO STUDENT MISCONDUCT

3. Factors leading to student misconduct		Frequency			
		seldom	Seldom	Often	Very Often
Please indicate how often the following situations contribute to student misconduct on your campus in general by circling the appropriate number of your choice:					
3.1	Students get frustrated because the work is too difficult	1	2	3	4
3.2	Students poorly prepared at school level for College work	1	2	3	4
3.3	Misunderstandings because of diverse backgrounds	1	2	3	4
3.4	Students come from disadvantaged households	1	2	3	4
3.5	Students become hungry during lessons	1	2	3	4
3.6	Students find it hard to concentrate during lessons	1	2	3	4
3.7	Hyperactivity, difficulty to sit still during lessons	1	2	3	4
3.8	Poor management of student misconduct by lecturers	1	2	3	4
3.9	Poorly presented lessons by lecturers	1	2	3	4
3.10	Overcrowded classrooms	1	2	3	4
3.11	Lack of facilities (e.g. workshops, bathrooms...)	1	2	3	4
3.12	Poor timetabling	1	2	3	4
3.13	Unfairness (e.g. unfair punishment for transgressions)	1	2	3	4
3.14	Other causes (kindly write in your own words):				

APPENDIX F: METHODS USED FOR MANAGING STUDENT MISCONDUCT

4. Methods used for managing student misconduct		Efficiency			
		Very seldom effective	Seldom effective	Often effective	Very Often effective
Please indicate how often the following methods are effectively used for managing student misconduct on your campus in general by circling the appropriate number of your choice:					
4.1	Reprimand unruly students	1	2	3	4
4.2	Lecturer privately communicates with unruly students	1	2	3	4
4.3	Isolate unruly students from group	1	2	3	4
4.4	Referring unruly students to campus manager	1	2	3	4
4.5	Drafting of classroom rules	1	2	3	4
4.6	Student participation in drafting classroom rules	1	2	3	4
4.7	Proper lesson preparation by lecturer	1	2	3	4
4.9	Good subject knowledge of lecturer	1	2	3	4
4.10	Discussion with unruly student's parents	1	2	3	4
4.11	Positive lecturer-student relationships	1	2	3	4
4.12	Lecturer promote a supportive, friendly classroom atmosphere	1	2	3	4
4.13	Verbal- and written warnings	1	2	3	4
4.14	Using disciplinary procedure	1	2	3	4
4.15	Other methods (Kindly write in your own words):				

APPENDIX G: INTERVIEW QUESTIONNAIRE

5. Interview questionnaire

A questionnaire with rating scale was used to determine the most frequent forms of student misconduct, factors leading to it and methods used to manage student misconduct. The following interview questions are based on the statistical findings derived from responses to the questionnaire. The purpose of the interview questions are to elaborate on the statistical findings and to find any deeper meanings that may be related to the statistical findings.

5.1	The nature of student misconduct: Absenteeism, use of cellular phones in class, late coming and unsatisfactory work received a high rating as the most frequent forms of student misconduct at the TVET College. Please explain your views, opinions and experiences around student misconduct and in particular, the above mentioned forms of student misconduct.
5.2	Factors leading to student misconduct: Students becoming hungry, students come from disadvantaged households, students find it hard to concentrate and find work too difficult received high ratings as the most frequent factors leading to student misconduct at the TVET College. Please explain your views, opinions and experiences regarding factors leading to student misconduct and in particular the above mentioned factors that received high ratings.
5.3	Methods used for managing student misconduct: Lecturers creating a friendly classroom atmosphere, good subject knowledge of lecturer, proper lesson preparation by lecturer and positive student-lecturer relationships received a high rating as the most effective methods to manage student misconduct at the TVET College. Please explain your views, opinions and experiences regarding methods used to manage student misconduct at the college, and in particular the above mentioned methods used to manage student misconduct.

APPENDIX H: INFORMED CONSENT

CAPE PENINSULA UNIVERSITY OF TECHNOLOGY CONSENT TO PARTICIPATE IN RESEARCH

Management of student misconduct at a TVET College in the Western Cape

You are asked to participate in a research study conducted by *Louis Oosthuizen (B. ED)*, an MEd student in the *Faculty of Education* at CPUT. *as part of the completion of anMEd.* You were selected as a possible participant in this study because you are *a practicing FET College lecturer or registered student.*

1. PURPOSE OF THE STUDY

The aim of this study is to assess or establish your views and experience regarding influence of student misconduct, causes, nature and methods used for managing student misconduct.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following things:

Answer four general questions about the causes of student misconduct, the nature of student misconduct and methods used for managing student misconduct and a survey questionnaire. If you require more information after the interview or survey I will make every effort to supply it.

The interview and survey will be conducted in a venue accepted by you and the College, and at a convenient time.

3. POTENTIAL RISKS AND DISCOMFORTS

There is no identifiable risk to doing this interview or survey. There are no correct or incorrect answers. It is also not the intention to identify any negative College practices.

If, at any time during or after the interview or survey, you feel uncomfortable with a question, the direction questions are going or any other aspect of the interview, you are free to indicate your discomfort, refuse to answer the question or indicate that you want the interview to end.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

From this interview and survey I will be able to determine the causes and nature of student misconduct as you experience it, and also methods you use for managing student misconduct. From the interview and survey you will be able to determine your own profile which will contribute towards your own understanding of student misconduct.

The findings of this research will contribute towards understanding the causes, and nature of student misconduct and methods used for managing student misconduct. It will also contribute towards understanding TVET College lecturer competency development profiles, which will contribute towards our understanding of the dynamics of classroom management in TVET Colleges.

5. PAYMENT FOR PARTICIPATION

No payment will be given for the interview.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. *Confidentiality will be maintained by means of allocating a number to each campus (e.g. campus 1, 2, 3, etc.) and by doing the same to each interviewee (e.g. Interviewee one of campus 1, etc.). No raw data will*

be published, information will be published only after it has been analysed and as part of an overall study.

Content of interviews or any other biographical data will not be published, nor will it be given to any third part for any other form of research without the express permission of the College and interviewees concerned.

All interviews will be audiotaped. The audiotaped data will be transcribed and destroyed once the university quality assurance requirements have been met.

The results of this study will be published in a M. Ed dissertation. An article submission will be made to at least one DoE accredited article and at least one conference paper will be produced. Copies of the articles can be made available if requested.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, *please feel free to contact Louis Oosthuizen (primary researcher), or Andre van der Bijl (primary supervisor) by email at loosthuizen@westcoast.co.za or telephone 083 566 1242 or vanderbijla@cput.ac.za or telephone at 083 677 6601 during office hours.*

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a

research subject, contact Ms MaléneFouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to *me* by *Louis Oosthuizen* in *English* and *I am* in command of this language. *I* was given the opportunity to ask questions and these questions were answered to *my* satisfaction.

I hereby consent voluntarily to participate in this study. I have been given a copy of this form.

Name of Subject/Participant

Signature of Subject/Participant or Legal Representative

Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____. [*He/she*] was encouraged and given ample time to ask me any questions. This conversation was conducted in *English* and *no translator was used*.

Signature of Investigator

Date

APPENDIX I: STATISTICAL VERIFICATION



Private Bag X6001, Potchefstroom
South Africa 2520

Tel: (018) 299-1111/2222

Web: <http://www.nwu.ac.za>

Statistical Consultation Services

Tel: (018) 299 2100

Fax (018) 299 2557

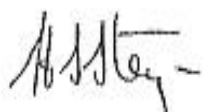
E-Mail: faans.steyn@nwu.ac.za

6 September 2018

Re: Mr. L J Oosthuizen

I hereby confirm that I have assisted Mr. L J Oosthuizen with the statistical planning, analyses and interpretation of his M.A. thesis, with title: MANAGEMENT OF STUDENT MISCONDUCT AT A TVET COLLEGE IN THE WESTERN CAPE.

Kind regards,



Prof Faans Steyn (PhD, Pr. Sci. Nat)

Statistical consultant

APPENDIX J: LANGUAGE EDITING



21 September 2018

I, *Ms Cecilia van der Walt*, hereby declare that I took care of the editing of the thesis of *Mr Louis Jacobus Oosthuizen* titled *Management of Student Misconduct at a TVET College in the Western Cape*.

MS CECILIA VAN DER WALT

BA (*Cum Laude*)

THED (*Cum Laude*),

Plus Language editing and translation at Honours level (*Cum Laude*),

Plus Accreditation with SATI for Afrikaans and translation

Registration number with SATI: 1000228

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