

**A STUDY OF PRACTICES IN THE ALTERNATIVES TO CORPORAL PUNISHMENT
STRATEGY BEING IMPLEMENTED IN SELECTED PRIMARY SCHOOLS IN BUFFALO
CITY METRO MUNICIPALITY: IMPLICATIONS FOR SCHOOL LEADERSHIP**

by

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DECLARATION

I, the undersigned, Noncedo Princess Dorcas Khewu, hereby solemnly declare that the work contained in this thesis is entirely my own original work with the exception of such quotations or references which are distinctive of their own sources or authors. All the sketches and tables were produced by me with the exception of where I have acknowledged that they were taken from another source.

This thesis has not been submitted and will not be presented at any other University for an equivalent or any other degree award.

Signature of author and date

Noncedo Princess Dorcas Khewu

ABSTRACT

The problem of indiscipline in schools has attracted the growing attention of researchers in South Africa and the world at large. Learner indiscipline has been variously reflected in behaviours which range from serious ones such as drug abuse, assault, theft, rape and murder, to minor ones such as truancy; all of which negatively affect teaching and learning. While there is agreement on the need to address the problem, there is a great deal of contestation around what strategies and practices are appropriate to instil discipline in schools. Within this debate many countries, including South Africa, have decided to move away from punitive approaches such as corporal punishment and replace them with what is called Alternatives to Corporal Punishment (ATCP). The main aim of this study was to interrogate the consistency that prevails between disciplinary practices and principles of alternatives to corporal punishment and the implications of this for school leadership.

A mixed method design was used. The study was conducted in two phases: the first was a survey during which trends in disciplinary practices were established; the second was a multiple case study where in-depth interviews were conducted in five primary schools across different contexts which included farm, suburban, township, rural and informal settlement locations.

This study has seven main findings. First, it was found that primary schools in the Buffalo City Metropolitan Municipality experienced minor offenses which clustered around levels 1 and 2 of the ATCP classification. Second, although statistically there was a weak negative correlation ($r = -0.11$) between location and behaviour which is not significant ($p > .05$) or ($p = .46$), qualitative evidence suggests a relationship between context and disciplinary offences. Third, principals' roles in instilling discipline were focused mainly on reactive administrative and management functions rather than on giving leadership designed to inspire alternative ways of behaving. Fourth, principals' and teachers' belief in the use of alternatives to corporal punishment revealed ambivalence and lack of understanding. Fifth, measures to instil discipline, even though they were said to be based on alternatives to corporal punishment, placed heavy emphasis on inflicting pain and relied on extrinsic control. Sixth, two disciplinary measures designed to inflict pain were found to be weakly

associated, but significantly ($p < 0.05$) with violent behaviour, lending credence to view that in using certain practices to instil discipline there are socialisation consequences. Finally, the use of some measures recommended by alternatives to corporal punishment yielded some unintended socialisation consequences.

The study concludes that there was lack of consistency between disciplinary practices in Buffalo City Metropolitan Municipality primary schools and the principles of Alternatives to Corporal Punishment. The findings suggest that it is difficult to achieve the consistency without a school leadership which understands that the alternatives call for a paradigm shift in measures to instil discipline.

For improving discipline in schools, it is recommended that school principals and stakeholders must focus on measures that are meant to cultivate a new school culture guided by values of self-discipline in order to minimise the need for extrinsic punitive control. For further research, a follow up study based on a probability sample, which should include secondary schools, could be undertaken in order that results can be generalised.

KEY WORDS: School discipline, punishment, corporal punishment, alternatives to corporal punishment, school culture

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DEDICATION

This thesis is dedicated to:

- My late grandparents, Bonakele and Notest
- My late uncle, Patmos Edward “Pati”
- My angels, my beautiful children Lerato and Khubalo
- My mother Nombulelo
- My sisters, Ncedisa and Zanele
- My partner, Bongani
- The entire Khewu clan, aMangxongo, who made me who I am today
- All my friends and the entire Cala community

ACRONYMS

ABA	Applied Behaviour Analysis
ACDP	African Christian Democratic Party
ACLU	American Civil Liberties Union
ACRWC	African Charter on the Right and Welfare of the Child
AIDS	Acquired Immune Deficiency Syndrome
ATCP	Alternatives to Corporal Punishment
BCMM	Buffalo City Metropolitan Municipality
CESA	Christian Education South Africa
COC	Code of Conduct
CP	Corporal Punishment
CRC	Convention of the Rights of the Child
DC	Disciplinary Committee
DoBE	Department of Basic Education
DoE	Department of Education
HIV	Human Immuno Virus
HOD	Head of Department
HRW	Human Rights Watch
IOL	International Opposition Legislators
LO	Life Orientation
MEC	Member of the Executive Committee
MMR	Mixed Method Research
NASP	National Association of School Psychologists
NEPA	National Education Policy Act
NGO	Non Governmental Organisation
PDoE	Provincial Department of Education
PED	Provincial Education Department
PPP	Public Private Property
RDP	Reconstruction and Development Plan
SACE	South African Council of Educators
SADC	Southern Africa Development Community
SADTU	South African Democratic Teachers Union
SAHRC	South African Human Rights Commission
SALRC	South African Law Reform Commission

SAMS	South African Management Systems
SANCA	South African Council of Alcoholism
SAPS	South African Police Service
SASA	South African Schools Act
SD	Standard Deviation
SGB	School Governing Body
SMT	School Management Team
SPSS	Statistical Programme for Social Scientists
SWOT	Strengths, Weaknesses, Opportunities and Threats
UNESCO	United Nations Education, Science & Culture Organisation
UK	United Kingdom
USA	United States of America

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CHAPTER 1

BACKGROUND OF THE STUDY

1. INTRODUCTION

Issues of indiscipline in schools have attracted growing attention in many schools all over the world. The problem of learner indiscipline has been characterised as serious and pervasive, negatively affecting student learning (Kasiem, Du Plessis & Loock, 2007; Leigh, Chenhall & Saunders, 2009; Tozer, 2010 & Rizzolo, 2004). This problem manifests itself in a variety of ways which include vandalism, truancy, smoking, disobedience, intimidation, delinquency, murder, assault, rape, theft and general violence (De Wet, 2003:168 & Daily News, 2003:1).

In South Africa, learners are alleged to have murdered others inside the school premises and openly challenge teachers and have a “don’t care” attitude towards their work (Harber, 2001, De Wet, 2003:89 & Masitsa, 2008). Aziza (2001) notes that suspensions and expulsions are highly prevalent in the Western Cape schools due to physical and verbal confrontations, theft, substance abuse and pornography. Zulu, Urbani, Van der Merwe, Van der Walt (2004) and Smit (2010:10) further note that there are constant highlights by the media of a number of incidents related to physical violence, bullying and victimization in schools in KwaZulu-Natal and the Eastern Cape Province.

Indiscipline problems in South African schools have prompted Naong (2007) to describe them as a disproportionate and intractable part of every teacher's experience of teaching. In similar vein, Marais and Meier (2010) report that teachers in South Africa are becoming increasingly distressed about disciplinary problems in schools. It has been suggested that teachers link the growing problem of indiscipline in schools to the banning of corporal punishment in schools brought about by legislation, such as the Constitution of the Republic of South Africa (1996) and the South African Schools Act (1996). Corporal punishment was replaced by a discipline strategy called Alternatives to Corporal Punishment (ATCP) (Tungata, 2006).

In Chapter 2 (2.8.1) corporal punishment is defined as a kind of discipline that entails direct infliction of pain on the physical body; however, it can also be taken beyond

the physical to emotional and psychological domains, e.g. verbal abuse and deprivation of basic needs like food and the use of the toilet (Duhaime, 2009:1, Finney, 2002:2 & Kennedy, 2010:1). Also in Chapter 2 (2.9.1) the ATCP is defined as a disciplinary strategy that emphasises effective communication, respect and positive educational exchanges between teachers and students and the recommended disciplinary measures are verbal warning, detention, demerits, community work and small menial physical tasks (Chisholm, 2007 & ATCP, 2001:1).

Following the introduction of ATCP in 2000, research has shown that indiscipline in schools has continued to grow (Maphosa & Shumba, 2010). It has further been reported that, as a result of banning corporal punishment, teaching has become a “stressful and challenging occupation” and many teachers are de-motivated and feel hopeless (Mtsweni 2008 & Marais and Meier, 2010). In similar vein, Mtsweni (2008) observes that after the banning of corporal punishment in schools, most teachers feel incapacitated and helpless in dealing with learner indiscipline in schools. The criticality of the issues around teachers’ stress is also revealed in school leadership literature that highlights its impact on the core business of the school and the critical aspects of the school culture and climate (Dunford, 2000:2 & DoE, 2007).

The association of stress with the banning of corporal punishment and replacing it by Alternatives to Corporal Punishment (ATCP) by teachers raises some serious questions about the strategy. The situation is compounded by the fact that a number of research studies have reported that corporal punishment is still largely used in schools and children of all ages experience or are exposed to it (Tleane, 2002:6; Clacherty & Clacherty, 2005:114; Shlensky, 2006:14; Burton, 2008:5 & Morrell, 2001). The media also revealed that the use of corporal punishment is also highly prevalent in the Eastern Cape Province where the study is undertaken and the following incidents were reported: some learners lost sight, some lost limbs whilst others sustained other serious injuries like swollen hands (Daily Dispatch, April-November, 2011). According to a survey conducted by Statistics South Africa, the Eastern Cape Province was also ranked highest in the country with regard to the use of corporal punishment in schools (ECSECC, 2011 & Luggya, 2004). Buffalo City Metropolitan Municipality is one of the metropolitan areas in the Eastern Cape and is the focus of this study.

Teachers who use corporal punishment argue that the power to control learners is taken away from parents and teachers and this has also contributed to the high failure rate as there is a link between discipline and learner achievement (Kilimci, 2009:249). It is also critical to note that the reluctance of some teachers to the acceptance of the ban of corporal punishment could be emanating from their resistance to change in as far as conflict resolution is concerned. It may be that they are not prepared to change and learn new skills, and thus the frustration. Kivulu and Wandai (2009:4) note that there is a growing concern that some teachers are preoccupied and even obsessed with corporal punishment as it is still persisting in homes but its effectiveness is still debatable.

It is also an open secret that teachers and parents are making illegal agreements, that is, some parents come to agreement with teachers that they may beat their children, and to show their defiance a number of schools speak frankly about their use of corporal punishment, though principals and teachers are aware that it is against the law (Radile, 2007). Scholars (Christie, 2001:7; Nieuwenhuis, Beckmann, & Prinsloo, 2007:220; Khoza, 2005:75 & Maree, 2003:5) confirm this by reporting that some teachers claim that out of frustration and desperation to maintain discipline in schools, at times, with or without the support and consent of parents, they use corporal punishment, and they, at times, send a note home to the parent, asking the parent to administer corporal punishment on the child for something the child did at school.

A nationally representative household survey (2003:14) asked 952 parents about their attitudes to discipline and the use of corporal punishment, and the survey found that 57% of the parents still used corporal punishment (Dawes, 2004:7). A poll undertaken in Gauteng Province that included parents as participants also revealed that 80% of parents were in favour of the reinstatement of corporal punishment. It has also been established that there are some policy makers or politicians who are not in favour of the ban of corporal punishment. In 1999, an MEC for Education in Kwa-Zulu Natal publicly announced her support for the use of corporal punishment and was adamant that the cane is the surest way of maintaining "an orderly and safe environment" in schools and revealed that she had an "internal arrangement" with the teachers at her son's school, that, "if they feel he has done an act that warrants

he should be given a slap, they should do so" (Radile, 2007). In its Election Manifesto the African Christian Democratic Party (ACDP) also called for the reinstatement of corporal punishment in schools (ACDP Election Manifesto, 2009).

In addition to various reports cited above, there is evidence that there are school principals who are still calling for the reinstatement of corporal punishment (Mail & Guardian, 24 May 2010:4). The principals claimed that schools were no longer safe because of drug abuse and criminals who easily enter school premises, and this request was applauded by other delegates. Propositions of this nature, more especially coming from school leaders, lead to assumptions like: corporal punishment might not be stopped in schools as teachers get support from school leaders. These sentiments seem to point to lack of belief in the alternatives to corporal punishment thereby casting doubt on the whole strategy.

The apparent lack of support for the ban of corporal punishment both in schools and society could be due to the parents' personal, cultural, religious and other values. It is also possible that there could also be a gap with regard to consultation by government. It could be that parents and teachers do not have a deeper understanding of the reasons why corporal punishment was banned in the first place and what has been recommended to replace it. It could also be possible that if all concerned stakeholders had the knowledge about the alternatives, they would have a wider choice and not only use corporal punishment. Due to this gap there are parents who believe that governments can put in as many laws as they want, but unless parents embrace them, nothing will change (Child Rights Information Network, 2005:1).

Benatar (2009:1) also warns that the dangers of parents making arrangements with teachers is that there are significant differences between the home and school settings, that is, when administering corporal punishment parents are more likely to have their children's interests at heart and they are more likely to know their children better. Benatar (2009:1) further argues that whilst teachers have relatively little contact with their pupils and know little as they usually have large classes, thus irregularities and inconsistencies occur when children are punished by teachers.

It is a fact that since the publication of the alternative to corporal punishment (ATCP) document by government in 2001, education critiques have noted that, irrespective of the publication, indiscipline in school is still increasing (Masitsa, 2008:238). Senosi (2006:1) also believes that the recommended measures remain questionable as an alternative. According to Wilson (2002:28) teachers expressed their displeasure by stating that the ATCP strategy is ineffective, inadequate and a waste of time and they also feel that the Department of Education (DoE) is trivializing the problem and doesn't understand its magnitude as far as its impact on teaching and learning, and the total management of the school are concerned. This observation raises the question of the effectiveness of the ATCP as a strategy to bring about or maintain discipline in schools. There has not been any study, in South Africa, critiquing the alternative to corporal punishment being implemented in schools or assessing whether education practitioners have developed their own set of alternative to the 'alternative-to-corporal punishment' which government has mandated. Only one study was conducted in the Free State (Masitsa, 2008) and it was looking at discipline and general disciplinary measures used in the schools. Kivulu and Wandai (2009:5) state that although there is evidence that corporal punishment perpetuates negative emotions which are contrary to the prescripts of the South African Constitution, little is known about the impact of these other methods in promoting desirable changes in behaviour. As part of the broader research question of wanting to establish the disciplinary practices used in schools and their compliance to the ATCP, this research also seeks to establish the impact of the practices on school leadership.

The solution for the problems experienced in schools is also not clearly articulated in literature. What is clear is that since the ban of corporal punishment in 1996, there is still no remarkable change in learners' behaviour and corporal punishment is still largely used in schools, sometimes resulting in hospitalisation of learners. This also gives a sense that, as Maphosa and Shumba (2010) note, the escalation of learner indiscipline cases in schools suggests failure by teachers to institute adequate alternative disciplinary measures after corporal punishment was outlawed in South African schools. Looking at the research studies dating back from 2002-2010, corporal punishment is still continuously used in schools (Tleane, 2002:6; Clacherty & Clacherty, 2005:114; Shlensky, 2006:14; Burton, 2008:5; Maphosa & Shumba,

2010; & Smit, 2010). In this study, I further argue that the fact that the ATCP does not seem to work raises a fundamental question as to whether the ATCP is an appropriate strategy for instilling discipline in schools. Related to this question is whether the lack of support for the ban of corporal punishment and the recommended ATCP by parents does not impact negatively on the success of the ATCP strategy in the school context.

1.1 SCHOOL DISCIPLINE: EVOLUTION OF SOUTH AFRICAN APPROACHES TO LEARNER DISCIPLINE

1.1.1 The concept ‘discipline’

While there has been agreement in the literature on the consequences of indiscipline in schools in terms of the impact on the smooth running of the schools, there is less consensus regarding how to achieve discipline. In fact, the concept of ‘discipline’ itself has been contested by academia within South Africa and in other countries, with views ranging from it being ‘the establishment of control’ on the one hand to ‘self regulation and moral commitment’ on the other hand (Rodgers, 2004:96; Blandford, 1998:1; Mwamwenda, 2004:275; Jackson, 1991:79; Porteus, Vally & Ruth, 2001:5 & Oosthuizen, Roux & van der Walt, 2005:387). These concepts are discussed in detail in Chapter 2.

However, according to Kivulu and Wandai (2009:1) there are two approaches to discipline, that is, methods that have a potential to cause pain or discomfort (punitive) and methods that do not cause physical discomfort (normative). The punitive approach is mainly characterised by rules, extrinsic control, inspection and policing and is intended to punish whilst the normative approach focuses on establishing a set of standards of behaviour, that is, norms, values and beliefs that are looking at relationship-building, self determination, self regulation, intrinsic control and commitment to morals and ethics (Longman, 2003:1550 & Mkhatshwa, 2000:83). These approaches are explored in greater detail in Chapter 2.

It can be argued that in South Africa, the change from corporal punishment to ATCP symbolises a move from a punitive to normative strategies (c.f. Chapter 2: 2.7). Corporal punishment is believed to be authoritarian, stressing obedience, conformity

and passivity, and entails infliction or discomfort, such as spanking, slapping, pinching, paddling or hitting a child with a hand or with an object, denying or restricting a child's use of the toilet, denying meals, drink, heat and shelter, pushing and pulling a child with force (Porteus, Vally, & Ruth, 2001:5 & Gregan-Kaylor, 2004:160). Supporters of ATCP have argued that corporal punishment should be abandoned because it subjects children to physical force or emotional humiliation, leads to violence, sadness, withdrawal, low academic achievement, and high dropout rate, produces difficult, rebellious learners, and impacts negatively on school leadership and the smooth running of the school. In worst cases some schools close down, examinations are postponed, there are clashes between students and police or students damage the school (Goldman, 2004:2 & Pani, 2009:1).

As one of the critiques that are pro corporal punishment but do not endorse its frequent use, Dobson (2007) states that it would be naïve to believe that corporal punishment has no place in the maintenance of discipline as he believes it can facilitate learning and may change a child's behaviour. As a justification he also notes that, in fact, it is also biblically correct to use corporal punishment. Research indicates that corporal punishment is an effective deterrent for drug-pushers, rapists and gangs, which are a problem in township schools (Wilson 2002:28). Such statements in support of corporal punishment could motivate teachers to use corporal punishment although it is outlawed

South Africa is not the only country experiencing indiscipline by learners and that has evolved in terms of the approach to discipline in schools. Wolhuter and Steyn (2003:521) note that the available published research results are largely limited to the United States of America (USA), the United Kingdom (UK) and Australia where learner discipline in schools constitutes a problem, although it seems to be only relatively minor forms of misbehaviour that dominate; serious forms of misbehaviour, such as criminal offences, are rare. The United States was initially using corporal punishment and is currently using a strategy similar to the South African strategy (ATCP), that is, most public schools' discipline issues are handled with a simple time out or in-school suspension (Bennett 2003:4). The National Association of School Psychologists (NASP) Delegate Assembly (1986:1) reported that, due to waning public acceptance and increased litigation against school boards and teachers the

use of corporal punishment has been declining in U.S. schools. NASP (1986) also note that litigation cases against school leadership have a potential to spoil relations between the stakeholders.

1.1.2 AlternativetoCorporal Punishment policy and practices

The ATCP strategy is believed to be entailing developmental and constructive ways of instilling discipline amongst learners, ways which will not only help learners move towards a more peaceful and tolerant society, but which will also help instil self discipline and encourage them to realize their academic potential and become mature and independent thinking adults (ATCP, 2001:4). Beside the values listed above, peace, tolerance, cohesion, respect and responsibility are other key values to be inculcated (Porteus *et al*, 2001:5 & ATCP, 2001:1). This strategy is aimed at protecting children's rights as enshrined in Section 28 (d) of the The Bill of Rights that children must be protected from maltreatment, neglect, abuse or degradation.

Different approaches to handle the offences were suggested in South Africa, for minor offences the following tools were recommended: verbal warnings; demerits; additional work; physical work; community work and detention (Tungata, 2006). For serious misconducts like gambling, theft, vandalism, selling drugs or being drunk at school, the Provincial Department of Education (PDoE) must be contacted so that the culprits can be given limited suspension if appropriate, and, lastly, criminal acts like, rape, robbery or break-ins must also be referred to the Provincial DoE for possible expulsion or transfer of the culprit (Ngubane 2000:2).

Tungata (2006) reports that when the ATCP law was passed, schools and teachers were left with a number of problems. Firstly, the DoE didn't immediately provide the teachers with an alternative or suggestions to deal with disciplinary problems after corporal punishment was abolished in 1996, the ATCP was only introduced in 2000. Teachers, and even parents, were left to themselves to provide alternative ways to corporal punishment in disciplining children. Secondly, Tungata (2006) further notes that a representative from Childline South Africa once raised a concern that, "... not enough was being done to train teachers in alternative methods or discipline, with educators "floundering" to find alternatives which enabled them to feel in control of the children they taught". As a result, he continues, the organisation "has come

across many incidents in which children were humiliated and hurt emotionally and psychologically because of a lack of knowledge of alternative methods of discipline".

The result of this non compliance to the policy has resulted in some schools continuing with the use of corporal punishment and not using the ATCP, some partially using it and some wrongly implementing it (Vally, 1998:1). A research study conducted by Kivulu and Wandai (2009:2) reports that although reasoning or discussion and giving additional learning tasks were the most preferred disciplinary measures - and there was a gradual decrease in the proportion that supported the former - there was an increase in the proportion that supported giving additional tasks from 2003 to 2006. Support for corporal punishment remained unchanged while that for physical labour like sweeping and keeping learners after school hours decreased over the years.

1.1.3 Tensions and contradictions in use of ATCP to achieve discipline in schools

The Bill of Rights states that children must be protected from any action that would place at risk the child's wellbeing, education, physical or mental health or spiritual, moral or social development (Constitution of South Africa, 1996:13). Looking at the nature of the recommended ATCP strategy it is important to note that although it does not entail direct infliction of 'physical' pain as is the case with corporal punishment, it can be argued that all the alternative measures have a potential to have a detrimental effect on the learners' mental, spiritual and moral development (c.f. Chapter 6: 6.3).

Teachers are believed to be the implementing agents for the ATCP and are the ones who should have a deeper understanding of the dynamics, the implementation challenges and results of the ATCP. As a result, they should be able to play a role in informing the policy makers on the strategies that do work in their schools, as well as the perceptions and the challenges thereof. However, this seems to be lacking in a country like South Africa as consultation is a principle that must be considered whenever issues of public interest are handled (www.dps.gov.za, 2009). Despite "consultation" being one of the principles that are enshrined in the *Batho Pele*

principles (2009) that are to govern¹ every public sector in South Africa, teachers claim that they were never consulted to share their views when the strategy was initiated and this could be a contributing factor to the continuous use of corporal punishment, and the partial or non use of ATCP. If consultation was not done and the ATCP was just given to teachers to implement then whose interest is the ATCP serving? Is it teachers, learners or government's interests? This failure to consult can also produce conflicts, and the refusal or reluctance of the teachers to implement the ATCP can lead to conflicts between school leaders, teachers and learners.

When looking critically at the ATCP it is important to ask questions relating to its nature and its implementation practices in terms of whether it alleviates or minimizes all the traces of child degradation and abuse.

1.1.4 Issues unresolved in South African school discipline

As a result of the perception that the ATCP was imposed on other stakeholders the introduction of the ATCP was also met with resistance in South Africa. Teachers, parents, cultural and religious groups feel that the government has undermined their right to be consulted as the key role players in the education of their children (Du Preez & Roux, 2010:1). They also complain that their cultural, religious and personal experiences (teachers) were ignored when this strategy was initiated as it is in conflict with what they stand for and what they would like to see their children become (Masitsa, 2008 & Senosi, 2006:1). It is important to note that there are critical role players in education who are also against the ban of corporal punishment, e.g. Christian organisations took the DoE to court after the ban of corporal punishment (IOL, 2012:3), traditional leaders almost unanimously insist that corporal punishment is a traditional practice and a cultural right (Tharps, 2003), a former KwaZulu-Natal Member of the Executive Council (MEC) for Education publicly called for the reinstatement of corporal punishment (Radile, 2007), the South African Democratic Teachers Union (SADTU) supports its members when they are charged for administering corporal punishment to learners (Mail and Guardian, 18 March, 2011:42 & Sunday Times, 24 July, 2011:5), there are learners who are publicly

¹Batho Pele is a Southern Sotho word for "people first"- The eight Batho Pele principles emphasize that the clientele, that is, all citizens of South Africa, must be heard and respected in all the public institutions in South Africa.

endorsing corporal punishment (Harber, 2001:70), and some teachers feel that since corporal punishment was outlawed the power of teachers has been significantly diminished (Morrell, 2001:2 and 2001). As a result of the above, the debate about how to instil discipline in schools is on-going and is often emotional as it is fuelled by the perceived belief that the ban of punitive strategies such as corporal punishment is the cause of lack of discipline in schools (Porteus et al, 2001:1).

In the light of the above context it is clear that there are still unresolved issues with relation to the ATCP. Research needs to be undertaken to provide further insights with relation to the gaps related to the continuous use of corporal punishment and the challenges emanating from the implementation of alternative discipline approaches.

1.2. RESEARCH PROBLEM AND QUESTIONS

Indiscipline remains a serious challenge for education leaders and practitioners in South African schools. Indiscipline is variously reflected in behaviours such as drug abuse, assault, theft, rape and murder. Teaching and learning is affected and learners' academic performance is deteriorating drastically. Various approaches to instilling discipline such as the ATCP, that is, "verbal warning, demerits, additional work, tiding the classrooms and detention" (ATCP, 2001:25) have been implemented yet indiscipline continues to grow. There is evidence that in some schools the ATCP is not used and in some it is wrongly implemented, as a result of which the envisaged outcome is not reached. At the same time, out of desperation to maintain discipline, many teachers have resorted to using the outlawed corporal punishment as a way of disciplining learners. These measures seem to have impacted on various aspects related to rights-based education in schools, and the particular practices and their impact on school leadership seem to have not been investigated and this leads to the **core question**:

1.1.4 What consistency prevails between the disciplinary practices in primary schools and the principles of the Alternatives to Corporal Punishment strategy?

To answer the main question the sub-questions are as follows:

1.1.4.1 What measures are used to instil discipline among learners in primary schools?

- 1.1.4.2 How consistent are these measures to principles of the alternatives to corporal punishment?
- 1.1.4.3 How do these measures/practices vary across school contexts?
- 1.1.4.4 What are the socialization consequences of the various disciplinary measures/practices used in schools?
- 1.1.4.5 What are the implications of these practices/measures for school leadership?

1.3 PURPOSE OF THE STUDY

The purpose of the study is to determine the consistency that prevails between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. An auxiliary purpose is, based on the evidence above, to assess the implications for school leadership.

1.4 DEFINITION OF TERMS

The following concepts are mostly used in this study:

Corporal punishment: It entails the direct infliction of pain on the physical body and can also involve emotional and psychological abuse, e.g. verbal abuse, humiliating physical activities and child's deprivation of basic needs like food, water or toilet (Duhaime, 2009:1). The intentional or deliberate infliction of pain or discomfort includes hitting a child with the hand or with an object (such as a cane, belt, whip, shoe, etc.), kicking, shaking, or throwing the child; pinching or pulling hair; burning or scarring; forcing a child to stay or sit in uncomfortable or in undignified positions; and excessive physical exercise (Finney, 2002:2 & Kennedy, 2010:1).

Disciplinary practices: Methods and strategies used by schools to maintain discipline (Brighouse & Woods, 1999:24).

Alternatives to Corporal Punishment: It is a strategy that is meant to replace corporal punishment and it entails a milieu of effective communication in which the teacher displays an attitude of respect for the students. It emphasizes positive

educational exchanges between teachers and students, no futile, contentious, win-lose contests. Examples are verbal warning, detention, demerits, community work and physical work (menial) (ATCP, 2001:1).

School contexts: It is defined in four dimensions: ecology (physical and material aspects), milieu (social dimension created by characteristics of groups of persons), culture (social dimensions created by belief systems, values, cognitive structures, and meaning) and social system (social dimensions created by the relationships of persons or groups) (Fullan & Hargrieves, 1992:4). The key contexts of focus in this study will entail looking at the geographic location of a school (township, rural, suburban, farm or informal settlement) and the school culture (mores, the routines and conventions)

School leadership: It is a process of influence leading to the achievement of a desired purpose and it involves inspiring and supporting others towards the achievement of the vision of the school, that is, the vision that is based on clear personal and professional values (Early & Weinding, 2004:5).

1.5 DELIMITATIONS

The study was limited only to primary schools located within the Buffalo City Metro Municipality of the Eastern Cape Province and only the following contexts were studied: farm, rural, township, informal settlement and suburban.

1.6 LIMITATIONS

Although all primary schools constituted the target population to be studied via a survey questionnaire, in practice I experienced financial constraints in reaching all the schools. Despite this, out of the 125 targeted primary schools, a reasonable number of schools (29) completed the survey questionnaire and some clear trends were established and these trends were further verified in in-depth interviews conducted in 5 additional schools spread across the different contexts of rural, farm, urban, informal settlement and township.

1.7 ASSUMPTIONS

There are two main assumptions to this study; the first is that teachers continue to use corporal punishment, and the second is that the ATCP is being implemented in punitive ways, a practice which undermines its stated normative intentions.

1.8 SIGNIFICANCE OF THE STUDY

The study provides a theoretical framework of what the concept discipline entails. It provides an opportunity to engage teachers and learners in reflecting on and determining whether the ATCP and its implementation practices are children's rights compliant and feasible to implement, taking into account the dynamics of each and every school. It also aims to recommend strategies that can work in their different contexts. The study presents, as well, an opportunity to assess if the ATCP is able to yield the desired long term results: developing a learner's world view that is anchored on normative values. In addition, the study outlines the implications of ATCP implementation and its challenges for school leadership and to make recommendations that can contribute to the development of programmes aimed at ensuring discipline in schools.

1.9 RESEARCH METHODOLOGY

1.9.1 Research Orientation

A mixed methods approach anchored on the post-positivist paradigm was used in this study. Both the quantitative (survey) and the qualitative approach (in depth interviews) were used.

1.9.1.1 Post positivist paradigm

The post-positivist or mixed methods research (MMR) was used to answer research questions which landed themselves to use of both a survey (quantitative) to identify the trends and patterns and, on-site in-depth interviews (qualitative) to probe, that is, to ask different and more complex questions in order to understand and get insight to the trends and patterns identified in the survey.

1.9.1.2 Research design

This was a mixed methods design which was carried out in two phases: there was the quantitative phase which consisted of a survey of disciplinary practices in Buffalo City Metropolitan Municipality primary schools, and the qualitative phase which consisted of five case studies carried out in schools across different contexts within the same Metropolitan area. The contexts covered were farm, rural, township, informal settlement and suburban schools where in-depth interviews were carried out. The survey phase was designed to identify trends in disciplinary practices and the case study phase was designed to ‘dig deeper’ in order to understand what was happening and glean some explanations.

1.9.1.3 Sample

The target population for the study was all public primary schools in Buffalo City Metropolitan Municipality and the sample was 125 primary schools selected conveniently on the basis of accessibility. 29 schools participated in the survey and 5 schools participated in the case study, so the achieved sample was 34 schools. From the 29 survey schools, 1 principal and 1 LO teacher participated. All in all 58 people participated. From the 5 case study schools, 1 principal, 1 LO teacher, 1 boy and 1 girl participated from each school and the overall number for the case study participants was 20. The achieved number for all participants (the survey and case study combined) was 78. Only learners from the middle and upper grades (Grade 5 - 7) participated because of the possibility that learners in the lower grades would not be competent enough to speak and understand the research questions.

1.10 ETHICAL CONSIDERATIONS

In undertaking the study the following ethical measures were observed: respect for protocol in terms of getting permission from the gate keepers, voluntary participation as it was explained to participants that they were not coerced into participating, informed consent as request/permission letters were given to the participants (see Appendix A5 & A6) and, lastly, anonymity and confidentiality were guaranteed by

ascertaining that the signed consent forms were treated with utmost discretion. The above mentioned ethical considerations are discussed in detail in Chapter 4.

1.11 ORGANISATION OF THE STUDY

Chapter 1:

This is an introductory chapter that gives the background to the study; statement of the problem, research questions, purpose of the study, assumptions, significance of the study, delimitations limitations, definition of terms, methodology and ethical considerations.

Chapter 2:

This chapter covers part one of the related literature on school discipline and the conceptual framework that underpins the study.

Chapter 3:

This chapter covers part two of the related literature on school leadership and the conceptual framework that underpins the study

Chapter 4:

This chapter outlines the methodology used in the study; the research paradigm, epistemology, research design, population, sample and sampling, data collection methods, instrumentation, trustworthiness, reliability and validity, data analysis and ethical considerations.

Chapter 5:

In this chapter data is presented and analysed.

Chapter 6:

Findings are discussed in this chapter.

Chapter 7: This is the last chapter where the study summary, conclusions and, recommendations are made.

CHAPTER 2

REVIEW OF RELATED LITERATURE: SCHOOL DISCIPLINE

1. INTRODUCTION

Literature on the classifications or levels of offences and their possible causes are contained in this chapter. The concept “school discipline” is also defined and the academic perspectives and theories on discipline and learner behaviour are discussed. The chapter further outlines the significance of discipline in schools and the global approach to the issue of discipline. The historical background to South African disciplinary approaches, pre and post 1994, which are, corporal punishment and ATCPs, are defined. Debates, arguments, trends, tensions and contradictions for and against the disciplinary approaches are also presented.

2.1. CATEGORIES AND CAUSES OF UNACCEPTABLE BEHAVIOURS

Levin and Nolan (1996:161) note that teachers report that common, day-to-day disruptive behaviours that pose a challenge are verbal interruptions (e.g. talking out of turn, name calling, humming, calling out), off-task behaviours (e.g. daydreaming, fidgeting, doodling, tardiness, inattention), physical movement that, whether intended or not, is bound to disrupt (e.g. wandering about, visiting other learners, passing notes, sitting on the desk, throwing objects around the classroom) and disrespect (verbal aggression, teasing, punching, neglecting academic work, refusing to follow directions, and assault). The teachers’ reports in Levin and Nolan (1996:161) with regard to the nature of the unacceptable behaviours that learners commit imply that these unacceptable behaviours can be classified into four categories, that is, (i) behaviour that interferes with the teaching and learning act (e.g. a learner who distracts other learners during lesson presentation, who refuses to follow directions, or displays aggressive behaviour); (ii) behaviour that interferes with the rights of other learners to learn (e.g. a learner who continually calls out while the teacher is explaining content); (iii) behaviour that is psychologically or physically unsafe (e.g. leaning on the back legs of a chair, unsafe use of tools or laboratory equipment, threats to other learners, and constant teasing and harassment of classmates), and, (iv) behaviour that causes destruction to property (e.g. vandalism in the classroom) (Levin & Nolan, 1996:23-24).

Various reasons have been given for the increased level of indiscipline. Vally (2005:8) notes that factors such as poverty, unemployment and inequality are the root causes of violence which spills over into the schools where it is evident that discipline related problems occur. Other scholars (Gordon and Browne, 2004; Gootman, 1997; Tilestone, 2004; Rayment, 2006; Pienaar, 2003; & Marais & Meier, 2010) advise that the causes of indiscipline in schools are two-fold, that is, there are learner and family related factors. Learner-related factors are the following:

- Developmental stage of the Foundation Phase learner: According to Erikson's stage theory (1982), the Foundation Phase learner is typically in the fourth stage of development, for which the defining characteristic is stated as industry versus inferiority (6-12 years). The major theme for development in this stage is attaining mastery of life, primarily by conforming to the laws imposed by society (laws, rules, relationships) and by the physical characteristics of the world in which they have to live. Problems arise if the child feels inadequate and inferior to this adaptive task (Gordon & Browne, 2004:136-137).
- Inexperience or ignorance: Some learners make mistakes and misbehave simply because they do not understand the "rules" of the classroom or even the dominant culture in the school (Gootman, 1997:107-108). It cannot be expected that young learners who come from divergent circumstances will automatically know and understand what Tilestone (2004:55) calls the "hidden rules" of the classroom. These hidden rules are mostly based on middle-class ideals and values.
- Curiosity: Normal curiosity may lead to misbehaviour and Rayment (2006:24) adds that experimentation out of curiosity is not only a natural part of growing up and of development, but is a powerful educative medium, which can lead to disruptive behaviour.
- Need for belonging: Learners from a variety of cultures and family structures can misbehave if they are not understood and prejudiced by their teachers (Marais & Meier, 2010).
- Need for recognition: Many learners misbehave because they are starved for attention - ignoring such learners will not help; after all, negative attention is still better than none at all. Research further claims that poor parental

discipline and lack of parental warmth, sensitivity and attention due to factors such as divorce or job commitments have been responsible for the occurrence of persistent misbehaviour during middle childhood and adolescence (Pienaar, 2003:6).

- Need for power, control and anger release: Some learners misbehave as a means of issuing a deliberate challenge to the teacher's authority. Ironically these are often children who either come from families where the children are powerless, or from families where the children are in control (in which case they may also feel powerless, for example, because they feel abandoned and overwhelmed) (Gootman, 1997:111). Furthermore, learners learn a lot by copying behaviour they observe around them. Watching television, as well as playing computer and videogames, influences young people to be heroes and stresses the need for power, control and aggressive behaviour (Marais & Meier, 2010).

In addition to child related factors, Serrao and Foss (2008) caution that drug use is very rampant in South African schools to an extent that the average first time drug user was 19 in 2002, however in 2008 it was 10. Serrao and Foss (2008) also added that drug abuse has become so bad that experts say that every school in the country now has a drug problem and it is out of control. Secondly, although not talking about all kinds of drugs, Morrell (2001:1), and Visser and Moleko (2008), who undertook a study of 460 Grade 6 and 7 learners in four primary schools in a historically disadvantaged urban area in Pretoria, agree that alcohol is a known substance to many of the learners, that is, 27% had contact with alcohol and 14% had drank alcohol to get drunk in the past 30 days.

Marais and Meier (2010), and Walsh and Williams (1997) note that lack of parental guidance and dysfunctional families are family related factors that cause indiscipline. School-related factors that may heighten learners' propensity to engage in disruptive behaviour are negative school climate, inadequacy of teachers as role models, teachers' professional incompetence (lack of educational/didactic expertise), overcrowded schools, deficient organisational structure of the school, and rundown, ill-kept physical appearance of the school (Oosthuizen and Van Staden, 2007:362 & De Wet, 2003:92).

Factors emanating from society are moral degeneration of communities, broken homes, racial conflict, poor housing and medical services, the availability and poor control of firearms, poor law enforcement, poverty and unemployment (De Wet, 2003:93 & City Press, 31 July 2011:10). Furthermore, McHenry (in Oosthuizen & Van Staden, 2007:363) takes the view that prevalent examples of violence propagated in the media and witnessed or experienced as victims in society have a predisposing influence that could heighten learners' propensity to engage in disruptive behaviour.

Nolan (2001) gives a detailed explanation for the causes of certain offences, e.g.:

- Fights are caused by exposure to violence at home and an abusive background.
- Lack of respect for the other person is caused by lack of ethical role models, lack of respect for parents and lack of discipline at home (being the main reasons for disrespect towards teachers).
- Theft is caused by learners' testing of barriers, poverty, poor socio-economic backgrounds, emulation of peers, malnutrition, personal problems, hunger, jealousy, and unprincipled parents.
- Vandalism is caused by parents not instilling social values, such as respect for persons and is also attributable to the antisocial content of televised, cinematic and musical productions aimed at a youthful audience.
- Rude/vulgar language is copied from parents/guardians and peers as well as from television, where swearing is not unusual.

Against this background it becomes imperative that the definitions, theories and approaches surrounding discipline be explored so that an in-depth knowledge can be acquired with relation to many issues that could be making a contribution to the continuous use of corporal punishment and the failure to implement the recommended ATCP.

2.2. UNDERSTANDING SCHOOL DISCIPLINE

The definition of the concept "discipline" is highly contested by the academia within South Africa and in other countries of the world with views ranging from it being defined as 'the establishment of control' on one hand and as 'self-regulation and

moral commitment' on the other (Mwamwenda, 2004:275, Oosthuizen *et al*, 2005:387 & Rodgers, 2004:96). Mwamwenda (2004:275), Oosthuizen *et al* (2005:387) and Rodgers (2004:96) further note that some people use discipline and punishment interchangeable, leading to an understanding that the two concepts mean the same thing whilst other authors firmly believe that these concepts are different. The definitions given by Rosen (2005:1) confirms the latter argument, Rosen (2005:1) defines discipline as training that develops self-control, character, orderliness and efficiency and further notes that it is a strict control that enforces obedience or a treatment that controls and punishes. Porteus *et al* (2001:5) also confirm this by noting that in most South African schools discipline is narrowly understood and equated to punishment, and in most cases different disciplinary practices are viewed in the same way, more especially if they are aimed at correcting learners' behaviour. As a result of this continuous linkage of discipline to punishment, teachers and parents in South Africa are also defining discipline as a way to correct wrongs and to monitor learners in a manner of bringing order to a troubled situation. The perception that the two concepts are similar is manifested in statements that parents usually utter, e.g. 'I will discipline you', when they are using the cane to punish the children (Vally, 2005:3). According to Osher, Bear, Sprague and Doyle (2010) parents and teachers mainly use two approaches to correct behaviour. The verbal reprimands or disapproval and if that doesn't change the child's behaviour, punishment involves physical pain which is corporal punishment.

The scholars arguing against the premise that discipline and punishment are the same maintain that they are not the same because real discipline is not based on force, but grows from understanding, mutual respect and tolerance. Furthermore, they explain that the word "discipline" comes from the root word "*disciplina*" and its purpose is discipleship, that is, a system of accompaniment, teaching and nurturing that prepares children to achieve competence, self-control, self-direction, and caring for others. To them an effective disciplinesystem is normative and must contain three vital elements: a learning environmentcharacterized by positive and supportive teacher-child relationships; a strategy for systematic teaching and strengthening of desiredbehaviours (proactive) and a strategy for decreasing or eliminatingundesired or ineffective behaviours (reactive) (Betz, 2005:1 & Farrell, 2010:1). Betz (2005:1) and Farrell (2010:1) also believe that discipline is transformative in the sense that it

leads to self-discipline, is externally imposed and becomes internalized as voluntary self-control, that is, learners understand a situation, make proper decisions about their behaviour and behave appropriately when unsupervised by adults, so it doesn't promote external monitoring or coercion. The scholars further argue that, in contrast, punishment does nothing to build up trust as it isolates children from their teachers and encourages students to be sneaky and to lie about their behaviour in order to escape harm (Du Preez, Campher, Grobler, Loock and Shaba, 2002:88 & Griffin, Robinson and Carpenter, 2000:14). Joubert (2009:502) also supports the notion that discipline and punishment are different by stating that punishment focuses on misbehaviour and may do little or nothing to help a learner behave better in the future. In other words punishment is more reactive and humiliating, unlike discipline which is corrective and nurturing that thus results in learners exercising self-control, respecting others and accepting the consequences of their actions.

In support of the latter Kempen (2008:3), Vally (2005:3) and Weare (2004: 62) note that, because punishment involves coercion, it has the following negative effects: running away; being truant; fearing teachers or school; and feeling high levels of anxiety, helplessness and humiliation. It also creates a climate of violence and aggression for children who are already inclined that way, and fear which frightens more timid children. Research consistently shows that children raised by punishment such as corporal punishment display more aggressive tendencies as punishment is part of the bigger picture of an authoritarian approach based on the belief that if children are made to suffer for doing wrong, they will not repeat their inappropriate behaviour. This approach has done untold damage to countless children, often resulting in feelings of alienation, entrenched patterns of anti-social behaviour and even acts of violence (Watkinson in Manli-Cassimir, 2009:198). Kempen (2008:3), Vally (2005:3) and Weare (2004:62) further argue that punishment does not promote self-discipline. It only stops behaviour for that moment and may fulfil a short-term goal, but it actually interferes with the accomplishment of the long-term goal of self-control at home and in school. Beitz (2009:210) notes that if schools are to be normative then they have to be human rights compliant, because human rights are part of the normative order and, according to human rights, 'discipline' is defined as effective leading, guiding and teaching learners to own one's behaviour in the context of respecting other people's rights. Beitz (2009:210) argues that the

elements of effective and positive discipline involve a challenging balance between prevention, correction, encouragement, support and repairing and rebuilding. Williamson-Maloy (2010:15) also advises that when teaching children right from wrong, appropriate from inappropriate and acceptable from unacceptable behaviours, using a positive approach in the form of rewarding the positives instead of always punishing the negatives, is an excellent way to encourage desired behaviours. Incentives are very powerful tools when attempting to modify child behaviours and this is true for all children and adults too. A positive and a less punitive approach to discipline will help children learn to address their behaviour without tearing them down and possibly having a negative impact on their sense of self. Shota, a City Press columnist, gave the following self-report with relation to the effectiveness of the normative approach: she said, "After 12 years of countless teachers, only my two English teachers – one from primary and one from high school – were a positive influence on me. They listened instead of talking over my head, they guided instead of enforcing and they earned my respect rather than my fear and loathing" (City Press, 31 July 2011:10).

Contrary to the above mentioned views, Benatar (2009:22), Hastings and Schwieso (1987:137) believe that it is a very difficult task to try to define discipline and punishment because if administered precisely and properly, punishment can carry the implication of effectiveness, that is, produce the same results as with discipline. Benatar (2009:22), Hastings and Schwieso (1987:137) believe it is not implausible to think that punishment, if inflicted under the appropriate conditions, can do some good and they blame the negativity against punishment as a result of it being loosely used in schools and argue that what is prescribed as punishment, may often not prove to be punishing. Blandford (1998:1) doubts if there is a shared meaning with regard to defining discipline, as the range of behaviours and attitudes regarded as disruptive and requiring discipline is vast. Blandford (1998:1) argues that one act that is deemed as a form of indiscipline in some environments may not be seen as a cause for concern in another environment.

As much as Betz (2005:1), Farrell (2010:1), Kempen (2008:3), Vally (2005:3) and Weare (2004: 62) argue that discipline and punishment are different and emphasize that discipline leads to self-regulation whilst punishment is more like policing, what is

clear in their argument is that they are polarized in terms of the point of departure. Betz (2005:1), Farrell (2010:1), Kempen (2008:3), Vally (2005:3) Weare (2004: 62) note that some authors emphasize that discipline is a strategy used to reduce or eliminate an undesirable behaviour at the moment it occurs (reactive), whilst others maintain that discipline is a parental or teachers' duty that must be undertaken continuously. Whether there is discipline or indiscipline is immaterial, the child has to be continuously guided and ultimately led to self-reliance (normative). Besides other ills that are associated with the disciplinary strategy that was previously used in South Africa, which is, corporal punishment, the fact that corporal punishment is reactive is the reason that prompted the South African government to revisit its laws in terms of how learners are supposed to be disciplined in schools. The South African government banned corporal punishment that was deemed to be reactive and recommended, instead, the ATCP, a disciplinary strategy that is understood to be normative (c.f. Chapter 2:2.7). In essence the ATCP is understood to be preventative because learners are continuously taught norms and values that are meant help them grow and be responsible and self-reliant adults, and this guideline was supposed to be used together with the schools' Code of Conduct (COC) (Mkhize, 2008:48). The South African Policy on Corporal punishment (2000:24) cautions that the school COC should identify different categories of misconduct or misbehaviour and grade them according to how serious they are so the principals have a duty to ensure that the sanctions are correctly implemented. Porteus *et al* (2001:61) also advises that in addition to the school COC, class teachers and learners can also formulate their own classroom COCs that are aligned to the whole school COC.

Arguments based on the belief that "punishment can also carry the implication of effectiveness", (Benatar, 2009:22) can also be confusing and even distract teachers from fully embracing the normative approach and bring forth assumptions that there is no need to be very concerned about the means to an end (how do you get to acquire disciplined learners), but the end (producing disciplined learners), because the argument that punishment can also be effective, connotes that even if punishment is deemed to be wrong, it can produce disciplined learners. Whether the child's behaviour is reached through discipline or punishment seems less significant according to this argument.

Rogers (1993) in Joubert (2009:4) note that there are three approaches to discipline, that is, preventative discipline, corrective discipline and supportive discipline. Rogers (2000) defines the approaches as follows: preventative discipline which is concerned with basic rights and clear rules and consequences, corrective discipline which refers to the teacher's actions that are carried out to correct disruptive, anti-social deviant behaviour, and supportive discipline which is concerned with ensuring that correction is received fairly and that positive working relationships with disciplined students are re-established.

A combination of the above mentioned approaches, that is, preventative, corrective and supportive, seem to be in agreement with the normative approach where the expectations are clearly outlined and continuous accompaniment is given to ensure that the learners are supported so that they understand that the corrective measure wasn't done to provoke anger, resentment and additional conflict. The above mentioned approaches only guide a learner to be a responsible person accountable for his/her actions. Furthermore, below, a number of theorists present different orientations in which discipline can be inculcated to learners.

2.3. ACADEMIC PERSPECTIVES AND THEORIES ON DISCIPLINE

2.3.1. Different orientations to school discipline

Browning-Wright (2009), Du Preez *et al* (2002) and Grote (2006) present three approaches in which discipline can be transferred or taught to learners and all these approaches have features that are aligned to the argument that discipline is 'the establishment of 'control' or 'self-regulation and moral commitment'. The three approaches are traditional, liberal and laissez-faire.

2.3.1.1 Traditional

In the traditional approach discipline is realized by following instructions, obeying enforcement of rules and accepting authority. A disciplined classroom has the following features: an orderly class of learning, respect for the rule of law, central authority which resides in a teacher, active support of school policies, and power residing in adults (Du Preez *et al*, 2002:89). According to Grote (2006:9) in the

traditional approach the premise is that crime must always be followed by punishment and discipline is a teacher directed activity whereby teachers seek to lead, guide, direct, manage, and confront a learner about the behaviour that disrupts the rights of others. Browning- Wright (2009:2) adds that the teacher prefers vigorous discipline and expects swift obedience. The strength of this approach is that expectations are clear, roles are explicit, it is dilemma free, predictable and practical, and it has wide community support. The disadvantages of this approach are that it is authoritarian, repressive, fails to teach discipline, fosters conformity and is inflexible (Du Preez et al, 2002:89).

This approach is more aligned with the argument that discipline is more like the establishment of control and it is reactive. This kind of approach may look ideal when looking at the well-defined systems and the smooth management of the school because there will be order in the school as there is no ambiguity about the expectations and it has the support of the community. The danger with this approach is that the key people who are to benefit from the school, the learners, on whom the approach is supposed to impact positively may not be happy due to the authoritarian and repressive manner in which things are done and the risk is that the ultimate objective of producing disciplined learners may not be reached because the learners can choose to be rebellious and even dropout of school.

2.3.1.2 Liberal

This school of thought has the following features: cooperation, resolution of differences, negotiations of processes and policies, life skills for learning, resolution of rules, inherently good members, group decision making, and power resides with stakeholders (Du Preez et al, 2002). Porteus et al (2001:88) adds that this approach puts an emphasis on the process in which rules are made so teachers facilitate the participative process to define and agree on expectations and the consequences between learners, teachers, parents and other role players. According to Du Preez et al (2002:90), the strengths of this approach are that it is humane and reasonable, respects rights, is democratic, leads to harmony and is widely accepted by caring professionals. The risks are that the approach lacks strength and direction, is too

psychological and too individualistic and fails to prepare learners for life in a hierarchical society.

The general overview of this approach gives an impression that it is consultative, open, transparent and considerate, and aims to inculcate self regulation and moral commitment; this is the approach that is usually encouraged in South African schools. Taking a closer look at the approach the following risks need to be highlighted: it is good to be consultative but it is also important to note that the level of knowledge of those consulted needs to be considered, e.g. if one consults learners on issues related to a disciplinary strategy that can be used in schools, in protecting themselves, there is a chance that learners can tell teachers what they want to hear. If the school is already using corporal punishment, for example, there is a chance that learners will support it.

For parents, learners or teachers to decide about their needs, it is also important to check their knowledge base in terms of their competency to decide. Can they make informed decisions? If not, what can one do to bring them to that level?, e.g. in a primary school phase due to the age of the learners and their level of knowledge, the consultative approach cannot always be fruitful if learners are not given a background of the systems in place and clarity on all the options that they have to choose from.

Secondly, in most cases democracy is looked at in terms of the majority and it is evident having a bigger number agreeing on something doesn't necessarily qualify it as right or wrong. School leaders or teachers need to advise other stakeholders that what is important is the justification and appropriateness of the decision and not the numbers. Lastly, being too psychological and too individualistic can compromise the progress or productivity as there can be continuous conflicts emanating from the school challenge of trying to strike a balance or striving to be consistent in a very diverse environment. Because it is impossible to satisfy each and every person, the risks involved in a lack of uniformity are very high and in such instances school leaders need to make a ruling in issues where there seem to be differing opinions. Learners need to be guided to understand that in life they will not always get their way.

2.3.1.3 Laissez-faire

Browning-Wright (2009:4) and Du Preez *et al* (2002:92) note that schools using the laissez-faire approach claim that their objective is to acquire/offer: individual harmony, self-actualization, true self-discipline, no repression, freedom, own personal fulfilment, own responsibility, a range of alternatives where power is within oneself. The strengths of this approach are that it respects individuality, there is free choice and it promotes self-discipline. The weaknesses are that it is socially irresponsible, fails to provide learners with needed guidance, is mystically romantic and the students' sense and reflect the laissez-faire approach. As a result, there is lack of discipline and very little learning occurs (Browning-Wright, 2009:4).

Like the liberal approach the laissez-faire one seems to be promoting self-regulation and moral commitment but the fact that a child is not living in a vacuum but coexists with other people becomes a challenge as it seen to be promoting selfishness and discouraging the community spirit. When contemplating which decision to take, the child is directed to think about what he/she stands to benefit as an individual and not weigh it against the benefit of the bigger group. Looking at the background of the schools in South Africa where most communities are impoverished, breeding such individuals would not be an advantage for the good of the communities. Some of the values promoted in education are "*ubuntu*" (humanity), empathy and social cohesion. Concentrating on the self makes it difficult for one to live according to these values. Freedom is a good virtue but it is also important to note that the 'free choice' needs to be regulated as it might infringe on other people's rights, so it is important to emphasize being considerate and tolerant when dealing with other people.

In conclusion, the above mentioned approaches seem to be creating problems when they are used in silos but considering the fact that each one has strengths that could lead to the production of disciplined learners and the smooth running of the school, it sounds logical to believe that a combination of the three approaches could lead to an approach that could make schools work and ultimately contribute to the improvement of learners' behaviour. Combining the strengths of the three approaches could create a progressive model, that is, the strength of the traditional approach is that expectations are clear, roles are explicit, it is dilemma free, predictable and practical,

and has wide community support but it is also imperative that before those roles and expectations are enforced, consultations with the key beneficiaries must be held (liberal). If the learners are too young to adopt or reject the proposed policy, at least a reason for having such a policy must be shared with the learners so that the learners can accept it and have a sense of ownership for whatever policy is in place. As much as there will be one overarching policy, it is important to note that there will be special cases that will have to be given individual attention and special provisions will have to be made if necessary (*laissez-faire*), e.g. a school policy might stipulate that a certain length of hair is permissible but in a case where a learner through a parent has requested special exemption due to health reasons, that case could be treated as an exception and in this sense the approach the approach doesn't seem coercive or imposing rules on learners. Nevertheless, in addition to the argument as to what approaches should be used to develop effective discipline practices, some theorists believe that there are also certain internal and external aspects that influence a learner to behave in a certain manner (see below).

2.4. LEARNER BEHAVIOUR THEORIES

Other theorists argue that as much as schools can set up strategies to teach or transfer discipline besides the learning environment, there are various things that determine the way that a child behaves, such as:

2.4.1 Applied Behaviour Analysis (ABA)

Potter (2007:8) and Hanson (2002) argue that according to the Applied Behaviour Analysis (ABA) behaviour continues because it works for students and it earns students something that they want (a series of rewards and punishments) and if the teachers want the behaviour to cease, then they must stop it from working. You can do this either by rewarding an alternative behaviour, or by pushing the target behaviour. Wolfgang (2005) recommends two kinds of systems that can encourage learners to behave in a disciplined way. The one is the Incentive System which maintains, increases and speeds up desired behaviours for it motivates students to increase the speed of their work and to acquire new behaviours not already in their repertoires. The other is the Encouragement System which is an

individualized, targeted system to deal with a very discouraged and difficult student, and it entails reorganization of objects and students to maintain desired behaviour, e.g. use of technology management–design classroom objects, furniture and materials, arrangement of students into groups, large/small/one to one, teaching and creation of rules.

Wolfgang (2005) emphasizes that it is important for teachers to alternate their disciplinary practices to suit a particular problem. This means that the teachers need to work on their “response predictability” or explore some other alternatives in order to change the behaviour and get the desired behaviour, that is, if the learner knows that if she behaves in this manner, then she will get this sanction, this sanction may no longer act as a deterrent to the learner so the teacher’s response must change at times. An example is that if corporal punishment is used continuously, learners tend to get used to it, and, as a way of retaliating, may vow not to show any emotion when the teacher is beating her, as showing an emotion is sometimes seen as a sign of weakness, especially as far as boys are concerned. This suggests that the use of a variety of sanctions would probably prove more effective in the long run. The Incentive system also gives the learner the latitude to choose between the disciplinary measures, therefore, maybe to a certain extent minimizing the extent of anger and bitterness against the teacher for administering the tool. This approach also highlights the importance of considering all the other aspects that could have a contributory factor on how learners behave, e.g. factors such as the classroom environment, and teaching and learning methods. In addition, this approach undermines the perception that learners misbehave solely because they are undisciplined.

2.4.2 Cognitive-Behaviourism Theory

Louw (1995:494) and Porter (2000:8) share the theory of Applied Behaviour Analysis but they also regard human cognitive functioning (Cognitive-behaviourism) as a determinant. They believe the complex interaction of genetic, psychological and environmental factors determine the way a child behaves: emotional state, self esteem, motivation, social setting and developmental level.

When dealing with indiscipline, teachers intentionally or unintentionally ignore this part and would rather use an easy way out without seeking to understand the causative factors of indiscipline. One of the reasons why teachers avoid digging deep into problems is that in some schools the percentage of learners coming from challenged socio-economic backgrounds is very high so trying to ‘tamper’ would be like opening a can of worms. A teacher can end up rendering counselling services and even going to the extent of financially supporting the learners and this could have a detrimental effect on her core duties, more especially if the teacher has a high workload.

2.4.3 Neo-Adlerian Theory

With regard to the Neo-Adlerian Theory (Louw, 1995:25), Alfred Adler saysthat to understand someone we must understand her conscious thoughts, beliefs and plans. Adler believes that mature people act unselfishly out of care for what their communities would feel with relation to their actions. Adler note that students become disruptive when they get discouragedand advises that teachers need to build cooperative relationships and diagnose which of the four goals is motivating learner behaviour, that is, attention, power, revenge or withdrawal (Louw, 1995:25 & Porter, 2000:8).

The education system in South Africa does not have room for individual preferences with regard to the learner’s conscious thoughts, beliefs and plans since schools have a prescribed and uniform curriculum that the school must follow. Very few schools have a wide curriculum and programmes (remedial/counselling) that are able to accommodate children who are interested in other disciplines, e.g. the arts and where they are available, they are in most cases very expensive. Children who lack interest in their school work, who are faster or slower to learn when compared with their peers, do get very frustrated and bored and this leads to misbehaviour.

2.4.4 Humanist Theory

Porter (2000:9), Louw and Edwards (1995:617) explain the Humanist Theory as emphasizing constructivism in education, meaning children actively construct their

understanding of the world. When students learn what meets their intellectual, social and emotional needs with the teacher acting as a facilitator who helps them to learn what interests them and what they need to know, few disruptions will result. Humanists believe that learners have a great measure of freedom to shape their own circumstances. When a student's behaviour violates someone's rights, a teacher should solve the problem by listening, being assertive and collaborating with the students to resolve the issue. This approach looks for a solution rather than punishing a culprit. Solving the problem by listening, being assertive and collaborating with students in resolving issues indicates that the Humanist theory is consultative in the sense that there is a discussion and a collective agreement in terms of what will work for the learner.

Although South Africa seem to be promoting human rights, in contrast, the education system in South Africa show very little or no similarity to the Humanist Theory because in terms of the South African education system, the interests of the learner are to a large extent disregarded, e.g. there is usually a very limited choice of subjects and sporting services for learners and, secondly, the schools or classrooms in certain areas of the settlements, e.g. townships, are usually overcrowded, making it very difficult or even impossible for the teachers to give learners individual attention or make provision for their interests. If any, there is very little chance that a learner can be given the opportunity to concentrate on what is of interest to her. Even if a learner can dedicate more time and commitment to a favourite subject, there are also requirements in relation to what a learner has to achieve to proceed to the next grade. If those requirements are not met, the learner will be forced to repeat the grade, then that means, whether interested or not, the learner is bound to do all the learning areas provided in the school.

2.4.5 Choice Theory

Porter (2000:9) explains that the Choice Theory draws its philosophical base from humanism and cognitive theory and states that individuals behave as they do out of choice, if they believe that their chosen behaviour will help meet their needs. Therefore, teachers must make it possible for students to make better choices so that their behaviour meets their own needs without violating the rights of others.

It is arguable to think that every choice made by a learner was made from the premise that it meets her needs. At times learners end up doing things not out of choice but because there could be a number of things that are influencing her to make certain choices, e.g. the age of the learner, the level of development (is the child mature enough to be able to make a decision?), level of knowledge (how much does she know in order to make an informed or a responsible choice?), power (are there any threatening things that could influence the choice?, e.g. peers) and the socio-economic background. What a child stands to benefit or lose can also influence a learner, not necessarily because she thinks it is a good/bad choice.

2.4.6 System Theory

When tackling real world problems Checkland (2000: 318) recommends an approach termed System Theory. This theory focuses on students' relationships rather than them as individuals. General systems theory emphasises that a system can only be understood as an integrated whole and not as a set of discrete elements, since elements do not necessarily behave individually as they would in a specific context. Therefore the complex relationships between elements in a system are key to understanding the system. Families, schools and society are regarded as social systems that interact with each other, are dependent on and influenced by each other (Laszlo, 1972:48). Plas (1986:16) elaborates by saying that "systems associate integrally with other systems. A pattern of mutual dependency exists." Plas (1986) believes that disruptive behaviours recur because present solutions are not working. Sergiovanni (2001) defines the systems world as giving mandates and setting rules. Discipline is monitored in terms of the extrinsic control, meaning the regulation of discipline is mainly external. The child is policed and inspected to see if she is behaving in an expected manner; if not, punishment is given. Although this assertion is fairly obvious, its recommendations on how to change solutions may seem unorthodox to new initiates. One of the dominant goals of a system, however, is that it is driven by a survival motive and a felt need for stability which ties in with the survival motive. A system is designed to seek self-maintenance. In this process of self-maintenance, a system generates creative forces within itself that enable it to alter circumstances and, in any case, the system cannot remain healthy if it precludes the possibility of change (Cain, 1999:15). The theory notes that students

get stuck in repetitive behaviour not because of their personal flaws, but because of how students relate to each other. When a disruption occurs, therefore, a teacher can change troublesome behaviour by changing these students' interactions.

Checkland's (2000) argument notes that it is important that teachers do not always use uniform approaches when dealing with learners because they are different; what works for one learner might not work for the other learner. Teaching, learning and disciplining must not only be about the job but must also be about forming trust relationships with learners. As teachers are *in loco parentis*, it is important that they must be approachable. Learners need to trust them enough so that together they can make informed and responsible decisions. If the nature of the relationship is based on the offender-disciplinarian approach, there will always be conflicts as the learner will be bound to retaliate at times, more especially if he/she feels the reprimand is unfair.

2.4.7 The Limit-Setting Theory

The limit-setting theory incorporates Canter and Canter's (1992) "assertive discipline" and Frederick Jones's (2009) "positive discipline", which claim that children need to be controlled to behave properly through non-verbal cues, and parents and administrators can be used to gain control over student behaviour (Locke & Lathan: 2006:1). The theory states that teachers have a right to impose order on students and students "need" adults to make it clear what we expect of them. Positive and negative consequences for individuals and the group as a whole will ensure that students comply with teachers' expectations. Porter (2000:7) and Wolfgang (2005) explain the premise of the assertive model as the right of the teacher to expect students to obey, with the full support of parents and administrators if needed. The teacher gives warnings, and then, if necessary, follows up with pre-established corrective actions, making it clear that the misbehaving student has chosen this negative corrective action by his or her own behaviour. Limit-setting stops misbehaviour. To put it simply, it is a request that says, "Stop what you are doing and do what I am telling you to do." It is to know how much power is appropriate to use in a given situation (Wolfgang, 2005). The Professional-Administrative Backup System: enlists the help of students, colleagues, parents and

other professionals. When the limit-setting fails, the teacher can declare that the learner's conduct is beyond her skills and abilities and the teacher can then seek the help of other teachers, and professionals like counsellors, psychologists and mental experts (Wolfgang, 2005).

This theory sounds punitive and autocratic in the sense that it emphasizes the imposition and instructions that must not be questioned and it is teacher centred in the sense that the learner must meet the teacher's expectations and the challenge with this approach is that it can make the learners rebellious. The theory doesn't clearly explain at what stage these limitations must be set, before or after consultations and collective agreements or must there be no consultations and agreements whatsoever. The limit-setting approach is not totally wrong in the sense that if there are agreed principles, then it is the teacher's prerogative to ensure that all the principles are respected so that the bigger objective can be realized, that is, teaching and learning, and if any action hinders that from happening, the teacher need to be assertive and draw a line.

2.4.8 Anomy Theory

It is the theory that was popularized by French sociologist Émile Durkheim (1893) and it is also termed 'strain theory' or 'means-ends theory'. Anomie refers to a situation in which cultural norms break down because of rapid change, that is, the confusion that arises when social norms conflict or don't even exist and it happens because an obstacle has thwarted one's pursuit of a socially approved goal so it emphasizes the role of social forces in creating deviance. When this happens, these individuals may turn to deviant behaviours to attain their goals, retaliate against society, or merely "make a point". The primary contribution of anomie theory is its ability to explain many forms of deviance. The theory is also sociological in its emphasis on the role of social forces in creating deviance (Orru, 1985:497). Agnew and White (1992) have produced empirical evidence suggesting that general strain theory was positively able to relate delinquents and drug users, and that the strongest effect on the delinquents studied was the delinquency of their peers. They were interested in drug use because it did not

appear to represent an attempt to direct anger or escape pain, but "is used primarily to manage the negative affect caused by strain" (Akers, 2000:159).

Linking the theory of anomie to the South African context, anomie can be linked with what is in most cases given as reason for indiscipline in South Africa, "the legacy of Apartheid" which it is claimed, has made people bitter and rebellious". Due to the fact that during Apartheid black people were prevented from reaching their goals, this made them violent and to liberate themselves, they also resisted in ways that encompassed violence. As violence was always eminent in their pursuit for justice, social or cultural norms were broken down or overlooked because subscribing to those norms would hinder or be in conflict with the goal of liberating the country. Although killing of people and vandalism would normally be discouraged as far as social and cultural norms are concerned, in that situation those activities were the means to an end thus mob justice, necklacing (killing a person with a burning tyre) and torching of cars and buildings were an everyday occurrence. Another example is that during Apartheid access to education was severely limited and it was difficult for black people to obtain good education. The one they got would not "buy" them as good a job as it would for a white person. This led to some black people adopting deviant behaviours because they could not put what they had in good use, e.g. other people would use these skills to commit fraud. Currently in South Africa, schools have learners who are seeking to be educated so that they can live better lives but due to some hindrances like the use of corporal punishment, unbearable relationships with teachers or the lack of finances, they end up dropping out of schools and ultimately committing crime. The risk with the current South African education system is that it is rigid and gives little individual discretion and this could be a good trigger to anomie. If a learner is stuck with a problem (learning areas or learning problems) that is hindering her from realizing her dream of being educated, the learner can choose to be deviant. As much as social and cultural norms emphasize and discourage involvement in activities like theft, there seems to be a breakdown of social and cultural norms as there are members of their societies that are making money by being involved in wayward ways (Leoschute & Burton, 2009:2).

From the above mentioned behaviourist theories it is clear that to a large extent what determines how a child will behave is both internal and external. It can be inherent in the sense that a child decides to act in a certain way motivated by various factors e.g. the benefits, needs and beliefs. External factors emanating from the child's environment also determine his or her behaviour. Systems, rules and the presence or lack of societal norms also guide a child on the way to behave, although it is also inherently dependant on the child whether she will behave in accordance with the prescribed or expected ways. Thus the advocates for the normative approach emphasize that it is important that a child be guided towards acquisition of self-reliance and independence so that she can make informed decisions that are not based on fear or reprimand (Bierman, Betsill, Gupta, Kanie, Lebel, Liverman, Schroeder, Siebenhuner & Zondervan, 2010:1). Williamson-Maloy (2010:14) believes that triggering fear in order to solve problems is inappropriate because the ultimate goal of discipline and teaching is to teach the child to make better choices and not to instil fear. Children must respect adults and not fear them. More (1997:3) believes that when learners are at a level where they are able to make their own informed decisions without being policed, and then the objective of having disciplined schools is realized.

2.5. THE SIGNIFICANCE OF DISCIPLINE IN SCHOOLS

The South African Media Sustainability Index (2009:1) reported that causes related to indiscipline in schools are so rife such that "school violence makes good news" and when compared to eight countries (Switzerland, Spain, Germany, USA, UK, Italy, France and Arabic) that are also listed as having problems with school discipline, South Africa stands at 15%. Thompson (2002) also confirms the latter view by noting that the press reports continue to alert the public on the rise of indiscipline cases. Maphosa and Shumba (2010:5) believe that the magnitude of reported cases of learner indiscipline warrants the use of different kinds of punishment-based disciplinary measures and the question still remains as to the usefulness of such measures in curbing future occurrences of indiscipline or in helping the perpetrators. The *status quo* in schools presents a very serious problem when one considers that:

...schools are important locations for the socialization of the young child therefore they have a responsibility to provide a place of learning which is safe yet exciting and challenging, a place where the confidence of young people can be developed, a place where the self-concept can be positive and intact, that is, make appropriate decisions about one's behaviour and to ordinarily perform the appropriate behaviour when unsupervised by adults and a place which has a meaning, and which provides rich, enjoyable times... (*Davidoff & Lazarus 2002:7*)

Gaustad (2002:2) maintains that school discipline has two main roles which are to ensure the safety of staff and students and to create an environment conducive to learning. Thus every school needs to regulate or enforce standards of student behaviour and a state of order in the classroom or school that permits learning to proceed smoothly and productively. Discipline is a fundamental aspect of the daily lives of pupils, teachers and members of the school community and as such it requires clarity of understanding, consistency of practice and sound leadership based on shared beliefs and values (Blandford, 1998:50).

According to Freire and Amado (2009:86) it is critical that learners acquire discipline so that disturbances that affect the good functioning of the classrooms, peer conflicts and teacher-learner problems can be minimised. Discipline can lead towards the acquisition of self-realization because a child who is not disciplined is an insecure child, whereas a secure child is the one who has boundaries and within these boundaries, the child has freedom to explore from a secure base and once a level of self-discipline has been reached, he or she will be able to cross those boundaries in a mature and responsible manner. Freire *et al* (2009:86) and Maphosa and Shumba (2010:6) also believe that learners exhibiting aggressive and anti-social behaviour can reveal turbulence that impedes students' pursuit of knowledge. It may intimidate classmates as it is increasingly common for children to be subjected by their peers to physical assaults, intimidation, theft, verbal abuse, racial and sexual harassment, or harassment. So, disruptive and antisocial behaviour can have a deleterious effect on teaching and learning.

Discipline is also essential to safeguard a teacher's sanity and protect them from intimidation, and from the management point of view discipline is important for maintaining order and harmony in the school and the classrooms because without it there would be anarchy and chaos as indiscipline impedes the smooth running of

schools and affects the learners' performance and then the purpose of the school cannot be effectively achieved. Schools where discipline is a problem have little chance of delivering an education that meets people's needs, and if pupils are to develop academically, they also need to develop morally and socially (Fortin, 2005:172 & Mwamwenda, 2004:275).

Remarking on the latter statement, research has proved that schools where students are not disciplined have all sorts of problems and the glaring one is a high failure rate (Giroux, 2010:1). Although the failure rate in primary schools is not broadly published nor popularized, looking at the trend of pass rates in high schools, it is evident that a high failure rate is experienced in historically disadvantaged communities where problems related to indiscipline are reportedly high.

The lack of discipline in schools is not only prominent in South Africa; indiscipline in schools is a global problem and other countries have evolved just like in South Africa and they have moved from using punitive measures to the more normative approaches.

2.6. GLOBAL APPROACHES TO SCHOOL DISCIPLINE

In past times, corporal punishment was one of the most common forms of school discipline throughout much of the world. Over the last decades some countries recognized that people are entitled to basic human rights so international and regional bodies such as the United Nations and the African Union developed standards for the respect of people's basic human rights. Nevertheless, only less than 20 countries worldwide have adopted legislation to prohibit corporal punishment of children (Soneson & Smith, 2005:1). However, a very small percentage has adopted legislation to prohibit corporal punishment and there are patterns in terms of the legality of corporal punishment. Some countries have totally abolished corporal punishment both in homes and schools, in some it is only prohibited in schools and in some it is not prohibited at all (Soneson & Smith, 2005:1).

The decision by some countries to stop or regulate the use of corporal punishment is based on a growing understanding of children as holders of rights, and the growing

body of evidence from medical, educational and psychological authorities on the negative effects of corporal punishment and its ineffectiveness as a method of discipline. Furthermore, it is believed that it is unconstitutional, cruel, inhumane, and violates children's human rights to physical integrity and human dignity, as upheld by the UN Convention on the Rights of the Child (CRC), and the African Charter on the Rights and Welfare of the Child (ACRWC), as well as the South African Constitution (Joubert and Faris 2004:59 & Soneson & Smith, 2005:2).

Looking at the African countries like Botswana, Lesotho, South Africa, Swaziland and Zambia, it is still reported that in spite of the fact that the legal status of corporal punishment in these countries differ (in some it is prohibited, in some not), in all these countries the practice is relatively consistent in homes, schools and places of care for children. Research in the region indicates that 28% of children in Swaziland have been hit with an object at home and 59% have been hit with an object at school. In Zambia 43% of children have experienced humiliating punishment and in South Africa 57% of parents are still using corporal punishment and it is still used in schools. Waterhouse (2006) outlines the legal status in the latter countries (c.f. Table 2.1 below).

Table 2.1: Legal Status of SADCC countries (Source: Waterhouse, 2006)

COUNTRY	LEGAL STATUS
Botswana	Legal
Lesotho	Prohibited
South Africa	Prohibited
Swaziland	Legal
Zambia	Prohibited

Like South Africa the reason for the continued use of corporal punishment in Zambia is attributed to lack of information on the content of the legal reform, a lack of awareness-raising and support programmes to assist teachers in developing alternative methods of discipline, lack of appropriate sanctions against defaulting teachers by the school management, and continued support by teachers of the use of corporal punishment in schools. To solve these problems it is therefore suggested that advocacy efforts to address the prohibition of humiliating punishment along with

physical punishment must be undertaken (Soneson & Smith, 2005:14 & Waterhouse, 2006:1).

According to The Statement Adopted by National Association of School Psychologists Delegate Assembly, (1986:1), the use of corporal punishment has been declining in the United States of America (USA) schools although at a very low rate. Thirty, USA states have banned corporal punishment; the others (mostly in the South) have not and it is still used to a significant (though declining) degree in some public schools in Alabama, Arkansas, Georgia, Louisiana, Mississippi, Oklahoma, Tennessee and Texas. Moreover, Helen, Spates, Blake-Dreher, Greydanus-Gearhart and Patel (2003) on the USA Department of Education (2000) report that nearly 456 000 students were paddled between 1996 and 1997 with a disproportionate number being minority children and children with disabilities but there is a decrease due to public acceptance emanating from increased litigation against school boards and teachers regarding its use. More than half of the states have banned corporal punishment and in states where it is allowed, many school boards voluntarily prohibit it.

To support its ban the USA is using a strategy similar to the South African model (ATCPs), that is, "most public school discipline issues are handled with a simple time out or in-school suspension, which doesn't impinge on a student's access to education; nevertheless, out-of-school suspensions or expulsions have become much more common as "zero tolerance" policies have blossomed over concerns for school safety" (Williamson-Maloy, 2010:8). However, there are scholars who suggest that the age of a learner must be considered when exclusion based disciplinary measures are given, e.g. time out is very effective when the child is much younger, that is, from 18 months of age and is less effective once a child is seven years old as using time out is forcing the child to remove herself from a particular situation so that she can reconsider her behaviour (Williamson-Maloy, 2010:8). However, Williamson-Maloy (2010:7) also advises that grounding or punishing a child for extended periods of time (e.g. four periods) can lead to rebellion making the consequences counterproductive because extended consequences often lead to the child feeling hopeless in that she doesn't know if she'll be able to behave long enough to have her

privileges reinstated. When a child loses all hope, she also loses the incentive to behave.

In the USA, each state, and sometimes even each public school district, has specific rules for how a school disciplinary process must be conducted, but there are some general principles of federal law which apply. A public elementary and high school public education is a constitutionally-protected right so, like in South Africa, a student must be given what's called "due process" before a suspension or expulsion takes places. Wolhuter and Steyn (2003:521-538) define due process as meaning that the suspension or expulsion must be done in a fair and even handed manner. This generally include: the right to know the school's rules ahead of time, meaningful notice of the charges and an opportunity to be heard in an appropriate setting. At the informal appeals hearing, school representatives will present the evidence against a child, and she (or her representative) will have the opportunity to present evidence in her defence. To ensure that due processes are handled in a fair manner, school principals are prohibited from expelling learners; only the Provincial Head of the Education Department has the powers to expel learners.

Although there was also reluctance in Europe towards the prohibition of corporal punishment, between 1979 and 1999, 26 states have totally prohibited corporal punishment and children are protected by law from all forms of corporal punishment (Global Initiative to end Corporal Punishment, (2010:1).

Table 2.2: Prohibition of corporal punishment in Europe (Source: Global Initiative to end Corporal Punishment, 2010:1)

COUNTRY & YEAR OF PROHIBITION	COUNTRY & YEAR OF PROHIBITION	COUNTRY & YEAR OF PROHIBITION
Liechtenstein (2008)	Luxembourg (2008)	Republic of Moldova (2008)
Costa Rica (2008)	Spain (2007)	Venezuela (2007)
Uruguay (2007)	Portugal (2007)	New Zealand (2007)
Netherlands (2007)	Greece (2006)	Hungary (2005)
Romania (2004)	Ukraine (2004)	Iceland (2003)
Germany (2000)	Israel (2000)	Bulgaria (2000)
Croatia (1999)	Latvia (1998)	Denmark (1997)
Cyprus (1994)	Austria (1989)	Norway (1987)
Finland (1983)	Sweden (1979)	

(Global Initiative to end Corporal Punishment (2010:1)

As much as many countries (as listed above) are prohibiting corporal punishment in schools, very few countries have prohibited it in homes (Global Initiative to end Corporal Punishment, (2010:1). Because parents are reported to be using corporal punishment at home and that could give an impression that schools get parental support in administering corporal punishment and this could also imply that the advocates for the ban of corporal punishment still have a long way to go in terms of ensuring that corporal punishment is abolished. As much as it is minimally prohibited in schools and in homes, a bigger percentage (54%) shows that it is discouraged for penal system and due to this one can assume that corporal punishment is not believed to be having a corrective impact or rather is less rehabilitative for more serious offences, this could mean it is regarded as less harsh and not something that can be seen as abuse (Global Report on Prohibition of Corporal Punishment, April 2010).

Unlike South Africa and Zambia, Germany has devised strategies that were meant to capacitate people about the ban and more so alleviate their fears about the impact this will have on schools. In Germany, a public opinion poll was held and although a majority of people were opposed to the ban due to worry that parents would be criminalized, this was overcome by writing the ban into the civil law. To this end, the introduction of the law was accompanied by a public education campaign entitled "More Respect for Children", implemented by a combination of federal, local authorities and non-governmental organizations. The precise nature of the campaign varied from place to place due to Germany's federal structure, but employed a wide range of methods to get the message across. These included things like slots on national TV, the production of leaflets and educational materials for parents, public events, workshops, the introduction of structured "courses" as part of adult education programmes and more (Global Initiative to end all corporal punishment, 2010:1). In South Africa such popularization strategies are reported to be very minimal and to solve this problem Mkhize (2008:73-74) suggests that public campaigns in all form of the media must be speedily embarked upon to ensure the presence of nation building activities that are premised upon *ubuntu* and human rights in the public arena. Furthermore, Mkhize (2008:74) recommends that these campaigns must investigate, expose, and educate and communicate about human rights abuse and enable the pressure groups to play a role.

Corporal punishment is prohibited in schools in the United Kingdom (UK) but is lawful in the home, and there are also amendments to legislation in Scotland and Northern Ireland. These countries have restricted the defence of “reasonable chastisement” by introducing the concept of “justifiable assault” of children and defining blows to the head, shaking and use of implements as unjustifiable. England, Wales and most recently Northern Ireland have restricted the use of corporal punishment in terms of “reasonable punishment” by parents and some other people who are in caring positions for the children (Newell, 2007:1).

In Panama, corporal punishment is lawful both at home and in schools. Article 443 of the Family Code states: “The pupil must respect and obey the tutor and the tutor can moderately correct them” (Newell, 2003:4). In countries like Sa Marino and Tunisia, although corporal punishment is permitted in homes, it is prohibited in schools. Although not totally banished, countries like Canada and Singapore have tried to regulate the way corporal punishment is administered. In Canada it was acknowledged that some parents resort to physical discipline too quickly and too often and it was suggested that it would be preferable and more effective for the state to launch an education campaign about alternate approaches to discipline.

In Singapore, corporal punishment is not administered to girl pupils, and boy pupils are administered with a light cane on the palms of the hand, buttocks and over the clothing and, where there is more than one teacher in the school, it is inflicted by the Principal only or under his express authority (Newell, 2007:3).

It is the obligation of all states around the world to ensure that children’s right to a life free from violence, including corporal punishment and other forms of humiliating and degrading punishment, is protected and children’s right to a life free from violence also extends into the private life and home of the child (Soneson & Smith, 2005).

2.7. BACKGROUND TO SOUTH AFRICAN DISCIPLINARY APPROACHES: PRE AND POST GOVERNMENT OF NATIONAL UNITY: THE PUNITIVE AND NORMATIVE APPROACHES

As highlighted in the previous discussions in this chapter, concerning the arguments around the definition of discipline, that is, Du Preez *et al* (2002) approaches to inculcate good discipline, theories on what influences children to behave in a certain manner and the global approach to discipline show that there are two distinctive approaches which people use to discipline children. The first is in a harsh way where pain is inflicted (physically or emotionally) and the second is by guiding the child to learn things without using pain or fear. The harsh way is called the punitive and the one that entails continuous support, communication and consultation is called normative.

According to Davidoff and Lazarus (2002:3) and Sergiovanni (2001), the punitive approach is a kind of a disciplinary measure that is aimed at and concerned with inflicting punishment that mainly triggers pain. It focuses more on the systems world, that is, gives mandates, sets rules and discipline is monitored in terms of the extrinsic control, that is, the regulation of discipline is mainly external. The child is policed and inspected to see if she is behaving in an expected manner, if she is not, punishment is given. Scholars note that amongst other punitive measures corporal punishment is the most prominent and it tends to worsen or sometimes even create the very problems it is intended to eradicate (Duhaime, 2009:1, Finney, 2002:2 & Kennedy, 2010:1). The scholars believe once the punitive approach becomes chronic; it doesn't work because besides mere indiscipline there are a whole host of reasons that can make learners misbehave (Bedau, 2010:1). Causes of misbehaviour could be the following: being intellectually slow and therefore falling behind in class and misbehaving to mask the shame, being too clever for what is being offered and becoming bored, or misbehaviour could be learnt behaviour repertoires from their homes (Bedau, 2010:1).

2.7.1 A conceptual framework of punitive and normative strategies

The disciplinary approach to discipline (Figure 1) is a theoretical framework that was conceptualised by the researcher. It outlines two approaches to discipline, that is, the

normative approach and the punitive approach. The normative approach focuses more on a ‘lifeworld’. Sergiovanni (2000) defines a ‘lifeworld’ as a social, political, historical and cultural environment where human beings interpret, communicate and socially engage in multiple communal spheres. Sergiovanni (2001) further notes that a lifeworld entails socializing people in terms of the values, cultures and beliefs. The key values inculcated are relationship building (cohesion), self-determination, self-regulation, intrinsic control and moral commitment. This strategy emphasizes that the child must be guided to become a person who can make her own personal responsible decisions without being coerced. The Alternative to Corporal Punishment (ATCP) approach that was introduced in South Africa in 2000 is believed to be one kind of normative disciplinary strategy. In the normative approach children who behave in positive ways are reinforced or recognized, that is, encouraged to repeat the behaviour. The normative approach is proactive: bad behaviour is prevented; the teacher carefully observes the life cycle of the bad behaviour and identifies issues that trigger the bad behaviour so that it can be diverted in its early life cycle (Porteus *et al* 2001:30 & Ryan and Sheppard, 2008:3). Mkhize (2008:74) also believes that bad behaviour must be observed so that issues that trigger the bad behaviour can be identified, remedied or an appropriate tool be recommended if necessary. The figure below explains the two disciplinary approaches, the strategies used, the aims of socialization and the practices used in order to reach the envisaged objective.

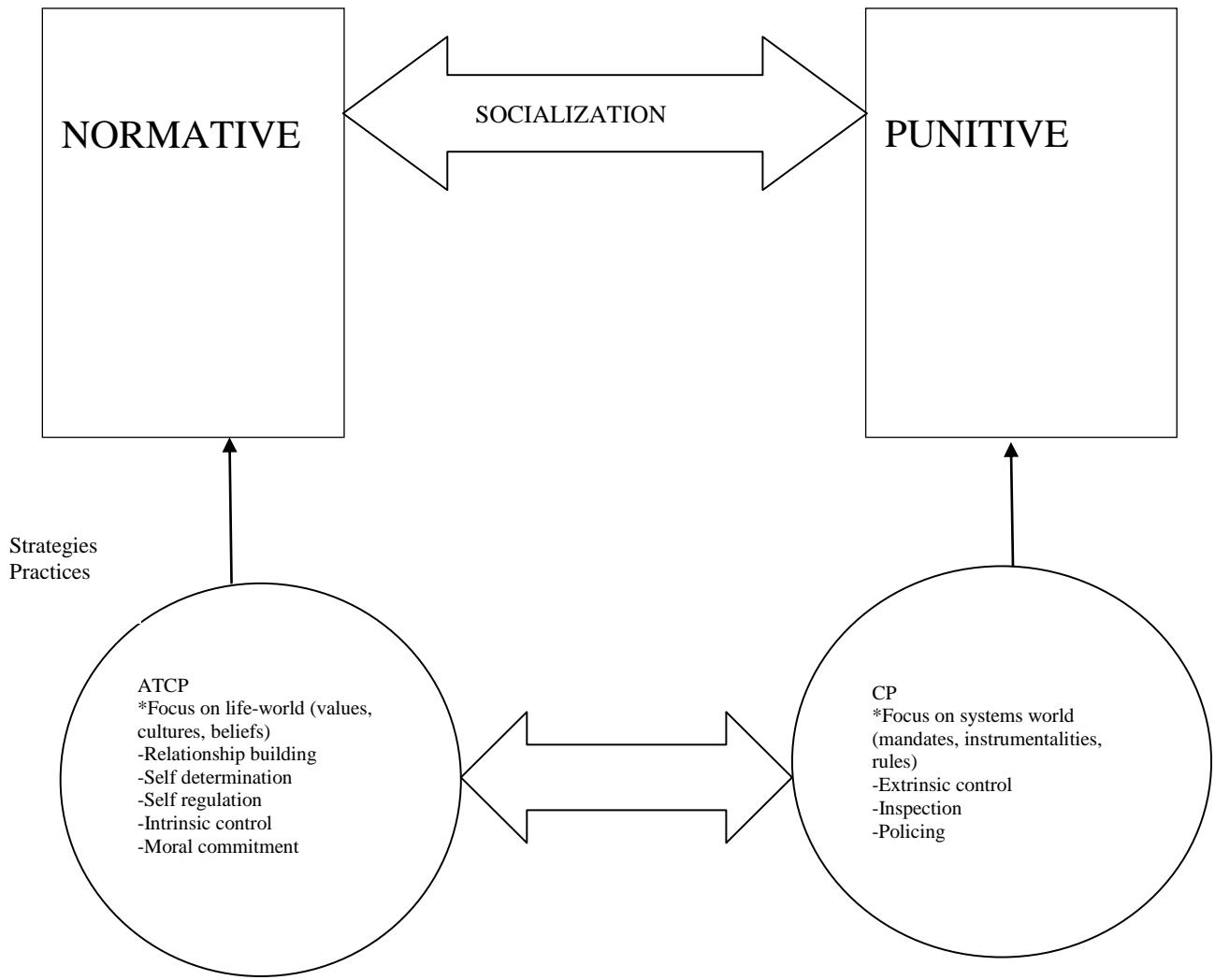


Figure 1 Disciplinary approaches to discipline

Source: Researchers own

2.8. CORPORAL PUNISHMENT: THE PUNITIVE APPROACH

2.8.1. Definition of corporal punishment

Different scholars give different definitions of corporal punishment. Some confine it to the direct infliction of pain on the physical body and some take it beyond the physical to issues related to the child's deprivation of basic needs. Those who believe that it entails direct infliction of pain on the physical body see it as the intentional or deliberate infliction of pain or discomfort and/or the use of physical force upon a student in order to stop or change behaviour and it includes hitting a child with the hand or with an object (such as a cane, belt, whip, shoe, etc.); kicking, shaking, or throwing the child; pinching or pulling hair; burning or scarring; forcing a child to stay or sit in uncomfortable or in undignified positions; excessive physical exercise; or

humiliating physical activities in front of the class (Duhaime, 2009:1, Finney, 2002:2 & Kennedy, 2010:1). Ruptured eardrums, brain damage and other body injuries and even death are listed as some of the bad and tragic effects of corporal punishment, and South Africa is also reported to have such problems. Annually Childline South Africa reports that injuries like broken arms, serious wounds and burst eardrums are still inflicted by teachers in both public and private schools (Soneson & Smith, 2005:1). Vally (2005:44) also confirms that there is strong evidence that corporal punishment has placed children at risk of physical injury and this has resulted in many physical injuries such as bruising, swelling, cuts, and scrapes and because corporal punishment is easily abused, it has also led to very serious physical injuries like broken limbs, knocked out teeth, ruptured eardrums, damaged eyes, brain damage, internal injuries and even death.

Porteus *et al* (2001:5) and Gregan-Kaylor (2004:160) believe that corporal punishment is not only actions that entail direct infliction of pain using a hand or an object but withholding the child's basic rights constitutes corporal punishment, e.g. actions like denying or restricting a child's use of the toilet or denying meals, drink, heat and shelter. As much as the above mentioned actions are deemed derogatory and qualify to be classified under corporal punishment, there are other disciplinary practices in South Africa that are not classified as corporal punishment, but are nevertheless used in schools, e.g. cleaning of school toilets, collecting firewood or sending learners away to work on teachers' homes, e.g. gardens. It is important to note that these disciplinary practices do not necessarily entail infliction of pain on the body or a deprivation of any right but are mainly instructional but also meant to punish. It is also important to note that these differing definitions of what corporal punishment is could be stemming from the practical meaning of the word "corporal", which means "physical" (Compact-Oxford, 2008:111), so people tend to limit corporal punishment to the physical.

Benatar (2009:1) believes that it is wrong to limit corporal punishment to certain acts because corporal punishment is a broad term and can be used to refer to a wide spectrum of punishments. Benatar (2009:1) notes that corporal punishment could also be forced labour or mutilating torture, and this brings forth the question, whether everything that is derogatory, child or human rights incompliant is corporal

punishment, because there are other disciplinary tools that are believed to be normative but are derogatory and could violate the child's rights to a certain extent e.g. community work. According to Aziz (2010:2) there are learners who were once subjected to community work and felt that it was derogatory because they were 'forced' to do this work, whereas community work is supposed to be voluntary. Aziz (2010:2) states that community service is supposed to be done because you feel the need to help others out of caring, sympathy and sincerity, while being asked to do the community work is also embarrassing as people will see you as an individual with no spirit of voluntarism.

Secondly, research has proved that corporal punishment doesn't only affect the physical but also the emotional and psychological (Arif, 2007:173). If then corporal punishment does not only affect the physical, it means even other disciplinary practices that are believed to be normative are questionable, e.g. taking away some privileges or giving a learner an extra learning task to do during break time can affect the child emotionally and psychologically and that deems it not fit to be called normative. Most scholars emphasize that the normative approach is pain free (Grote, 2006), so it means any kind of strategy that exposes a child to a risk of being hurt in any way is not normative enough. The emotional and psychological wellbeing of the learners cannot be regarded as insignificant. As Banda (2010:2) says, while the physical damage done to the body can be treated, the emotional and psychological effects can also affect the person deeply. Soneson and Smith (2005:5) note that compelling research (88 studies) on corporal punishment demonstrates strong associations between corporal punishment and various negative emotional and psychological outcomes. The examples of the negative emotional and psychological outcomes are; eroded trust between parent and child, aggression toward siblings, sadness and anger, crying, fear, embarrassment, withdrawal and compliance, bullying and disobedience, poor mental health, weaker internalization of moral values, anti-social behaviour, poor adult adjustment, depression, withdrawal, sleep disturbances, avoidance of school, learning problems, loss of self-esteem, and delinquency. In addition, studies show that corporal punishment is not effective as a disciplinary strategy as it does not teach an alternative behaviour because children usually feel resentful, humiliated and helpless after being hit and nevertheless do misbehave but they learn to master not to get caught. Corporal punishment

drastically alleviates guilt feelings, that is, when a child is whipped he feels he has paid the price and his guilt is gone and later, especially during the adolescent years, these children will need to be taught the inner controls of conscience and guilt.

Studies have shown a significant, positive correlation between the frequency of interpersonal violence experienced as a child and the approval of the use of interpersonal violence as an adult. A South African national household survey found that parents who supported corporal punishment were more likely to experience higher levels of partner violence than parents who didn't (ATCP, 2001:7-8 & Soneson & Smith, 2005:5). The media and various scholars (City Press, 23 November 2008:47 & Porteus *et al* 2001:14) support this by confirming that due to the fact that South Africa has a violent past, violence has reached the core of our society and there is a powerful cycle of young people moving from being "victims" to being perpetrators and ultimately children who are exposed to high levels of violence while they are growing up are more likely to use violence to solve problems when they are older.

Researchers believe corporal punishment does not improve students' academic performance but rather affects it negatively, and in one recent study in the USA, the Joint HRW/ACLU Statement (2010:5), it is reported that in states where corporal punishment is frequently used, schools have performed worse academically than those in states where corporal punishment is prohibited, and at the same time the ten states with the longest histories of forbidding corporal punishment improved the most, with improvement rates three times higher than those states which reported frequent use of corporal punishment. Du Preez *et al* (2002:88) adds that children who have been subjected to hitting, paddling or other harsh disciplinary practices have reported subsequent problems like frequent withdrawal from school activities, disengaging academically, tendency for school avoidance and high drop-out so children do not learn well when they are distracted by fear.

Soneson and Smith (2005:22) maintain that corporal punishment works against the process of ethical development by teaching children not to engage in a particular behaviour because they fear they will be beaten. It does not teach them to consider the reasons and ethics for not behaving in a particular manner and often masks the

root of the problem so this means that it is not normative and self regulation is absent so children rely on policing and inspection for their development. It is against this background that there was an urgent need to abolish corporal punishment in South Africa.

2.8.2. The ban of corporal punishment

In addition to South Africa coming from a violent history of apartheid, the use of corporal punishment in schools was seen as a contributing factor to the culture of violence in schools, thus its ban in 1996. The systemic use of corporal punishment in society has been historically associated with authoritarian and non-democratic societies in which citizens were not prepared for civic participation but rather for simple obedience to a central authority and this system rests on the philosophy that most people in a society are not capable of critical thinking and self discipline so they must be closely controlled or monitored by those in power through physical punishment. Corporal punishment was directly linked to the maintenance of unequal power relations whereby the majority of people are taught to fear disobedience rather than to think for themselves and young people were raised to obey authority rather than to consider and take responsibility for “good” and “bad” behaviour themselves (Porteus et al, Vally & Ruth 2001:5).

South Africa challenged the above mentioned view and from 1996, as a step towards reducing all violence in society, corporal punishment was prohibited in South African schools and this decision was informed by the following legislation: the Constitution of South Africa (No 108 of 1996), the South African Schools Act 84 of 1996 and the National Education Policy Act 27 of 1996. The above mentioned legal provisions are for the protection of children, since they all assert that everyone is equal before the law and all discrimination against children is a violation of human rights. Furthermore, Section 28 of the Bill of Rights protects children from neglect, maltreatment, abuse and degradation and states that a child’s best interests are of paramount importance in every matter concerning the child (South African Constitution, 1996:1247). As much as the ban of corporal punishment was highly welcomed by the advocates against corporal punishment, it was also met with opposition from those who felt the ban was unjustified and those who felt that

corporal punishment cannot be deemed to be either right or wrong as it has its pros and cons.

2.8.3. Debates and arguments for and against corporal punishment

The reported continuous use of corporal punishment in schools bears testimony to the fact that as a reasoned process or out of habit there are people who have different opinions about corporal punishment. The issue of the banning of corporal punishment is still highly contested as there are on-going debates in the media, staffrooms, school governing body meetings and within the academia that are emanating from the assertion that since the ban of corporal punishment the power of teachers has been significantly diminished and there are no effective methods for maintaining discipline in schools (Porteus, 2001:1).

The following arguments are coming from three perspectives: firstly, those who believe that corporal punishment is justified and must be reinstated, secondly, those who are in favour of the ban of corporal punishment, and thirdly, those(Benatar, 1998) who are of the opinion that it is iniquitous to view corporal punishment as not being beneficial whatsoever. Benatar (1998) argues that as much as he doesn't in all entirety promote the use of corporal punishment in schools, believes it is wrong to think that corporal punishment is totally inappropriate and must be solely blamed for all the wrongs with relation to learners' discipline. He further claims that in some instances corporal punishment can yield positive results as far as the improvement of discipline is concerned.

The arguments for and against corporal punishment are as follows:

Soneson and Smith (2005:22) reports that there are complainants who believe that corporal punishment is a necessary part of upbringing and educationand that children learn from smacking and beating and if not smacked or beaten, the following values can't be acquired: respect for parents and teachers, sense of right and wrong, compliance to rules and hard work thus, without corporal punishment, children will be spoilt and undisciplined.

Davidoff and Lazarus (2002:3), Soneson & Smith (2005:3) and Vally (2004:6) reject the previous argument by stating that the use of corporal punishment is not justified

because it is sometimes used routinely, unreasonably and unfairly and is often an outlet for the pent-up feelings of adults rather than an attempt to educate children and the advocates for the end of corporal punishment emphasize that however real adults' problems may be, venting them on children cannot be justifiable (www.endcorporalpunishment.org, 2010:2).

Causative factors that may be leading to indiscipline are often ignored, e.g. hunger, thirst, lack of rest, stressful or abusive family situations, caring for a sick parent or taking care of siblings due to the HIV/AIDS pandemic, medical problems, bereavement, divorce, abuse, neglect, large classrooms, walking long distances to school, lack or absence of individual attention and lack of support services (Adero & Stewart, 2002:33). Gang and drug related warfare also threatens the lives of both teachers and learners so using a 'quick fix' such as corporal punishment; an adult might miss the opportunity to deal with the actual problem facing the child (www.endcorporalpunishment.org, 2010:2). As a result, violence will breed violence. Furthermore, Adero and Stewart (2002:33), Owen (2005:4) agrees that there is no clear evidence that corporal punishment leads to better control in the classroom, enhances moral character development in children or increases the students' respect for teachers or other authority figures because it does not instruct a child in correct behaviour and without the replacement behaviour being taught, there will be nothing to take the place of inappropriate behaviour.

Benatar (2009:11) rejects the argument that corporal punishment teaches learners that violence begets violence but he claims, rather, that it is an appropriate way to settle differences and to respond to problems. Benatar (2009:11) questions the belief that children are taught to be violent and that a significant number of people who commit crimes were physically punished as children. In his argument, to dispute the subjectivity of the statement that, "violence breeds violence", he claims the following:

"If we suggest that hitting a wrongdoer imparts the message that violence is a fitting means to resolve conflict, then surely we should be committed to saying that detaining a child or imprisoning a convict conveys the message that restricting liberty is an appropriate manner to deal with people who displease one, and we would also be required to concede that fining people conveys the message that forcing others to pay fines is an acceptable way to respond to those who act in a way that one does not like. If beatings send a message, why don't detentions, imprisonments, fines, and a multitude of other punishments convey equally undesirable messages?"

Benatar (2009:11) notes that there is all the difference in the world between legitimate authorities-the judiciary, parents, or teachers-using punitive powers responsibly to punish wrongdoing and children or private citizens going around beating each other, locking each other up, and extracting financial tributes (such as lunch money). There is a vast moral difference and there is no reason why children should not learn about it, and punishing them when they do wrong seems to be one important way of doing this. To suggest that children cannot extract this message but only the cruder version of it described above, suggests that parents/teachers underestimate the expressive function of punishment and people's ability to comprehend it. Nevertheless, those who are beaten do commit violence against others and it might not be that they got this message from the punishment, but that being subject to the wilful infliction of pain causes rage and this gets vented through acts of violence on others so there is insufficient evidence that the properly restricted use of corporal punishment causes increased violence.

Some critics assert that the ban of corporal punishment is not a key or urgent priority. Soneson and Smith (2005:22) reports that critiques of the ban argue that although they acknowledge that corporal punishment may be wrong, it is a trivial issue compared to more important aspects of children's rights, e.g. protecting children from HIV/AIDS, poverty and sexual abuse and they query why corporal punishment is given overriding precedence over other "critical" issues". Critics point out that millions of children suffer from a lack of adequate food, shelter, medical care and education and are of the opinion that even those most concerned with children's rights may argue that corporal punishment is a relatively minor problem that should await better times.

Du Preez *et al* (2002:88) refute this argument by noting that in 1992, a group of South African children was gathered to formulate the Children's Charter of South Africa and children suggested that, "All children should have the right to freedom from corporal punishment at schools, from the police and in prisons and at the home". Du Preez *et al*'s (2002:88) view that the ban of corporal punishment is not a priority is also challenged by other scholars, such as tehe advocates for the end of corporal punishment, who insist that human rights issues do not lend themselves to a sequential approach and pressure to end corporal punishment should be an

integral part of advocacy for all children's rights. The advocates believe that the interpretation of a child's best interests must be consistent and must include the obligation to protect children from all forms of violence and the requirement to give due weight to the child's views; it cannot be used to justify practices, including corporal punishment and other forms of cruel or degrading punishment, which conflict with the child's human dignity and right to physical integrity (www.endcorporalpunishment.org, 2010:3).

Du Preez *et al* (2002:88) argue that although the ban of corporal punishment might not be of great benefit to the broader society, it is critical that the people (children) who are directly exposed to it be given an ear. It might not be a crisis to adults but it is a crisis to children because they are the ones who fall victims of abuse. Refraining from hurting and humiliating children does not consume, or distort the deployment of resources. To show its urgency critiques believe that children also identify ending corporal punishment as an issue of great importance (Straus, 2001). The advocates believe that the interpretation of a child's best interests must be consistent and must include the obligation to protect children from all forms of violence and the requirement to give due weight to the child's views; it cannot be used to justify practices, including corporal punishment and other forms of cruel or degrading punishment, which conflict with the child's human dignity and right to physical integrity (www.endcorporalpunishment.org, 2010:3). In preparation for the report on the Children's Bill, the South African Law Reform Commission (SALRC) undertook consultations with children, who raised the matter of corporal punishment themselves and noted that they prefer to be disciplined in a non-violent manner.

Because there are teachers who do not regret being beaten by their teachers, some critics feel that corporal punishment is a necessary evil. Most teachers declare that they benefited from the beatings and this is manifested in utterances like, "I was hit as a child and it didn't do me any harm. On the contrary, I wouldn't be where I am today if it were not for my parents and teachers physically punishing me" (ATCP, 2001:7). A journalist in City Press also said, "I am a product of the system of corporal punishment at home and at school, I never felt that it was abuse and I think I performed better at school because of it" (City Press, 31 July 2011:10). The latter quotations show that teachers and other members of the public believe they could

not have become what they are if it wasn't for the beatings. This links more with the punitive approach that emphasizes policing and inspection. They believe that being policed and inspected worked to their advantage.

Du Preez *et al* (2002:88) and Porteus *et al* (2001:10-11) defend the ban of corporal punishment by stating that there are plenty of examples of individuals who were not hit as children but have become successful adults, and even more examples of individuals who were hit but failed to fulfil their potential in life. Adults usually hit children because they were hit as children: children learn from and identify with their parents and teachers but this doesn't justify the use of corporal punishment because the previous generation was acting in accordance with the general culture of the time; however, social attitudes change over time. Du Preez *et al* (2002:88) and Porteus *et al* (2001:10-11) further argue that corporal punishment doesn't stop indiscipline because the same learners are being beaten for the same offences over and over again and corporal punishment doesn't impact on everyone in the same way, so it is unfair to assume that beatings can determine positive outcomes for every child.

Critics like Mwamwenda (1989:228) believe it is wrong to claim that corporal punishment constitutes child abuse if it is only used as a last resort. Mwamwenda (1989:228) and Larzelere and Smith (2000) pronounce that although they do not endorse frequent use of corporal punishment, they believe it would be naïve to say that it has no place in the maintenance of discipline because it can be used as a last resort for children who do not respond to other methods, it can facilitate learning and it may, in fact, be the only kind of treatment that will produce satisfactory behaviour in some instances, that is, corporal punishment can be a deterrent to discourage bad behaviour and encourage good work (Mwamwenda, 1989:228). Larzelere and Smith (2000) also believe that non-abusive spanking can play a role in effective parental discipline of young children. According to Larzelere and Smith (2000), spanking can have beneficial results when it is non-abusive (e.g. two swats to the buttocks with an open hand) and used primarily to back up milder disciplinary tactics with 2- to 6-year-olds by loving parents. Williamson-Maloy (2010:14) also supports this perspective by noting that a swat on the bottom to obtain the awareness of a child who is running toward the street unaware of the cars passing by, or the hand of a child who is

reaching toward the lighted burner on the stove may be considered an appropriate form of discipline in an effort to prevent injury and keep your child out of harm's way.

Porteus *et al* (2001:16) challenge the latter argument by noting that there is evidence that corporal punishment is not used merely as a last resort, but is inflicted regularly and for the smallest of infractions. They also raise the concern that if corporal punishment is regarded as a 'last resort', it may well lead learners to regard other, more positive forms of discipline as unimportant and so render them ineffective. Again, research has proved that classrooms with fewest behavioural problems are run by teachers who are committed to non-violent and child centred approaches to classroom (Porteus *et al*, 2001).

Benatar (2009:16) affirms that there are instances of abuse and of abusive physical punishment but that is insufficient to demonstrate even a correlation between corporal punishment and abuse, and research into possible links between corporal punishment and abuse has proved inconclusive. Some studies have suggested that abusive parents use corporal punishment more than non-abusive parents, but other studies have shown this not to be the case. The findings of one study conducted a year after corporal punishment by parents was abolished in Sweden, suggested that Swedish parents were as prone to serious abuse of their children as were parents in the United States, where corporal punishment was (and is) widespread so these findings are far from decisive. The findings above caution people against hasty conclusions about the abusive effects of corporal punishment. The fact that there are some parents and teachers who inflict physical punishment in an abusive way does not entail the conclusion that corporal punishment should never be inflicted by anybody. If it did have this entailment, then, for example, the consumption of any alcohol by anybody prior to driving would have to be condemned on the grounds that some people cannot control how much alcohol they consume before driving. Just as governments prohibit the excessive but not the moderate use of alcohol prior to driving, so should governments condemn the abusive but not the non-abusive use of corporal punishment?

Benatar (2009:9) also questions the motion that because corporal punishment is a form of abuse, it has numerous adverse psychological effects, including depression,

inhibition, rigidity, lowered self-esteem and heightened anxiety. Although there is evidence that excessive corporal punishment can significantly increase the chances of such psychological harm, most of the psychological data is woefully inadequate to the task of demonstrating that mild and infrequent corporal punishment has such consequences. He disagrees with Straus (2001) whose research lends support to the view that even infrequent non-injurious corporal punishment can increase one's chances of being depressed. Straus's (2001) theorizes that parents who have been physically disciplined as adolescents are more likely to believe that it is acceptable to use violence to remedy misbehaviour and these parents tend to be depressed and to be involved in spousal violence.

Straus (2001) also believes that when a parent resorts to physical punishment and the child does not comply, the parent increases the severity of the punishment, eventually harming the child. The advocates against corporal punishment support this notion and note that real discipline is not based on force but grows from understanding, mutual respect and tolerance while corporal punishment tells children nothing about how they should behave. On the contrary, hitting children is a lesson in bad behaviour as it teaches children that adults find it acceptable to use violence to sort out problems or conflicts (www.endcorporalpunishment.org, 2010:3). Williamson-Maloy (2010:15) also opposes the threatening approach by noting that positive discipline includes everything from establishing rules and expectations for your children to follow and or meet, emphasizing listening skills on both your part and that of your child, and choosing consequences that will provide teaching opportunities, so intimidating your child into submission doesn't work.

Benator (2009:9) further gives a reason why he disagrees with Straus and says Straus's studies are not conclusive, that is, the main methodological problem is that the studies are not experiments but *post facto* investigations based on self-reports and Straus recognizes this but nevertheless thinks that the studies are compelling.

Although Benatar (2009) has clearly articulated his arguments, his arguments are not convincing when looking at the examples he gives to counter the impact of corporal punishment on children. The examples he gives of prisoners and alcohol use while driving are a bit inappropriate in the sense that, firstly the prisoners have

committed an offence and they are in jail, a place where they are to suffer the consequences of their sins and be rehabilitated. In view of the previous statement, the fact that prisoners understand that in some instances they can find themselves being treated in inhumane ways can in a way prepare or affect the way they perceive what is happening around them or the way they will receive their punishment, then the impact in comparison to learners may be different. Schools are institutions of learning where learners are expected to acquire skills, knowledge and values. It is expected of learners that in their learning they will make mistakes and therefore will need to be "corrected". Teachers are expected to be *in loco parentis* so being subjected to humiliation and pain is not what the learners expect so their reaction or acceptance and impact thereof will certainly differ from prisoners. Secondly, the issue of corporal punishment cannot be compared to drinking before driving. Corporal punishment is a human and children's rights issue: it is legally prohibited while drinking is not illegal but there are limitations so when an adult decides to drink excessively before driving, it becomes a criminal offence. The adult has a choice in this situation but because the adults decide for them, the children do not have a choice or a voice in the issue of corporal punishment.

The state of affairs in homes and schools is also seen as one social problem that demands the use of corporal punishment. Critiques against this argument point out that many parents in South Africa are raising their children in desperate conditions and teachers are under stress from overcrowding and lack of resources, that is, a variety of discipline related factors are threatening the physical, emotional and intellectual welfare of teachers and are leading to demoralization and high dropout figures among teachers, so forbidding corporal punishment would add to that stress so its ban should wait until these conditions have improved (Soneson & Smith, 2005:22-23).

Hastings and Schwieso (1987:138) refute the previous argument. Whilst affirming that there are challenges, Hastings and Schwieso (1987:138) maintain that despite these challenges, research has consistently shown that corporal punishment rarely motivates children to act differently because it does not bring an understanding of what they ought to do, nor does it offer any kind of reward for being good. The fact that parents and teachers often have to repeat corporal punishment for the same

misbehaviour by the same child testifies to its ineffectiveness. Hastings and Schwieso (1987:138) further argue that countries where corporal punishment has been eliminated through legal reform and appropriate public education, there is no evidence to show that disruption of schools or homes by unruly children has increased so the emphasis must be on teaching children to be self-disciplined.

Benatar (2009:5) challenges Hastings *et al*'s (1987:138) assertion that corporal punishment rarely motivates learners and fails to be a deterrent effect because children get used to it and do not fear it; therefore it is ineffective. He argues that a punishment might have some deterrent effect without being extremely effective and once this is recognized, the mere continued existence of wrongdoing does not demonstrate the failure of punishment as a deterrent, as many have thought. To know how effective punishment is one must know what the incidence of the wrongdoing would be if prior punishments for it had not been inflicted. To establish this, much more research needs to be done. However, there is already some evidence of the deterrent effect of corporal punishment at least with very young children. Such findings cannot be considered decisive, but neither can they be ignored. Finally, he argues that while we might expect increased frequency to improve the deterrent effect, there is good reason to think that the reverse might be true. The expressive function as well as the aura surrounding a particular form of punishment might well be enhanced by inflicting it less often. If one uses physical punishment infrequently, it can speak louder than if one inflicts it at every turn. The special status accorded it by its rare use might well provide psychological reason to avoid it out of proportion to its actual severity.

Benatar (1998:4) also notes that it is important for all disciplinary strategies to be regular and consistent to be effective, so the previous argument has a gap because it is unfair for that argument only to be used against corporal punishment whilst other disciplinary strategies are also not used consistently and regularly. He argues that corporal punishment is not the only disciplinary measure that is administered irregularly and inconsistently so it is not fair to argue solely against it as if other disciplinary measures are problem free.

Other complainants argue that their religion requires that they use corporal punishment to punish children. Although South Africa has different religious groups, Christians are the most vocal group and Kempen (2008:3) reports that in 1995 Christian Education South Africa (CESA), an association representing 209 independent Christian schools around South Africa, mounted two unsuccessful court challenges to the Constitutional Court alleging that the South African Schools Act contravenes the Constitution by outlawing corporal punishment in independent schools and public schools and that teachers in these independent schools should be allowed to beat children if granted permission by parents. Some Christian parents argue that their religious freedom is being curbed because they are no longer allowed to discipline children with physical force. To give evidence that Christian teachers are still defying the ban of corporal punishment, the IOL (2005:1) and Waterhouse (2006:2) mention amongst others a court case against a teacher, Paul Rainers, who was dismissed in 2002 from F.J. Conradie Primary School in De Doorns, Western Cape for beating an 11 year old child for not knowing her timetables and in 2005 an Equality Court judge rejected Mr. Rainers complaint that he believed as a Christian he should be free to beat his pupils.

Critics like Parker-Jenkins (2002:4) are against the previous argument and explain that the historical view of discipline as corporal punishment derives from the norms and values of the Victorian society and it was based on the notion of teachers guiding children away from original sin ("a state of being alienated from God") and she maintains that this view is still often used in religious school contexts to instil a particular value system and/or to justify corporal punishment. The critics further argue that Christian National Education had an intention of producing passive citizens who would accept authority unquestioningly so teachers were encouraged to use a cane as a way of keeping control and dealing with wrongdoers (ATCP, 2001:5). Kempen (2008:3) also argues that people are entitled to freedom of religion only insofar as the practice of their religion does not break the law or infringe human rights and he asserts that there is no compelling evidence which can justify corporal punishment nor has it been shown to be a significantly effective deterrent. Its effect is likely to be degrading rather than rehabilitative. The advocates against corporal punishment note that the use of corporal punishment is a crisis to children as they carry their human dignity and physical integrity wherever they are and it should be

respected in all settings. As children are also human, they must also be treated with respect, dignity and integrity (www.endcorporalpunishment.org, 2010:1). However, Nolan (2001) suggests that all the religions must be incorporated in the curriculum in order to provide the scope for learners to explore the diversity of religions and the morality and values that underpin them. Nolan (2001) expresses the importance of the introduction and infusing of religious education from an early age into the curriculum to instil democratic virtues and to reaffirm the values of diversity, tolerance, respect, justice, compassion and commitment in our learners. In suggesting a solution to the problem Waterhouse (2006:2) suggests information-sharing sessions where religious groups would present teachings that promote the rights of children as opposed to those that infringe their rights. Waterhouse (2006:2) note that it is critical for religious leaders be engaged as participants in advocacy strategies.

Critics against the ban of corporal punishment believe that the ban is discriminatory against other cultures (Bower, 2008) and Smith (2005:1) notes that research studies has proved that 57% of parents are still using corporal punishment to discipline their children as they believe it is culturally acceptable, that is, it's part of the child-rearing tradition (Smith, 2005:1). The resistance against the ban becomes eminent when community members reject all the initiatives aimed at ensuring that human rights or rather children's rights are protected. An example is a submission by the Umtata Child Abuse Resource Centre to the Eastern Cape Provincial Committee on Social Development on the Children's Amendment Bill (No 19 of 2006) which reported that as the Centre interacted with communities through their activities, there was a big challenge - that of changing people's attitudes towards corporal punishment. Some of the Centre staff members were literally chased away at Mthentu in Mthatha by the community members including the chief when they started talking about corporal punishment. The community has strong religious and cultural beliefs and argued that the practice made children to respect adults and is a necessary part of bringing up children. They noted that they were also beaten as children and it never did them (parents) any harm (Bower, 2008). The traditional leaders (chiefs) are believed to be trustees of culture and showing their dissatisfaction could be their way of protecting their cultures and traditions.

According to Benatar (2009:15) from the perspective of public policy, prohibiting corporal punishment constitute a serious interference with the liberty interests of those parents who judge the possibility of corporal punishment to benefit their children. Such liberty interests would be discarded if there were compelling evidence of the harmfulness of corporal punishment, but the inconclusive data we currently have provides no such grounds. Likewise with religion related challenges, Waterhouse (2006:2) also suggests that resistance to change on the basis of cultural practice must be addressed by incorporating into the advocacy strategy positive principles in our cultures that respect the rights of children because obtaining and maintaining the support of respected traditional leaders is also seen as critical to the advocacy process. So this argument notes that the involvement of parents or communities was supposed to be part of the process where the issue of the ban of corporal punishment was being discussed. It notes, too, that there is no conclusive evidence that proves that corporal punishment is ineffective, so the fact that communities reject these programmes could mean that communities were not roped in when these deliberations were made.

Soneson and Smith (2005:25) opposes the notion that corporal punishment is a child rearing tradition. He argues that no culture can be said to 'own' corporal punishment and all societies have a responsibility to disown it, as they have disowned other breaches of human rights that were part of their traditions. The CRC upholds all children's rights to protection from all forms of physical or mental violence without discrimination on grounds of race, culture, tradition or religion. Critiques further articulate that in line with the Constitution, South Africa has prohibited corporal punishment of children in all aspects of public life and following the Constitutional Court the Abolition of Corporal Punishment Act, 1996 was enacted. This Act repealed all statutory provisions or legislation that authorized the imposition of corporal punishment by courts of law, including courts of traditional leaders. This means that a court of law or a court of traditional leaders cannot order corporal punishment of an adult or a child as a form of sentence and this prohibition is upheld within the judicial system but it is not clear to what extent courts of traditional leaders are adhering to the law. Human Rights Watch (2004) also challenges the opinion that most parents are supporting the use of corporal punishment in schools by noting that some parents feel helpless and, for fear of being ostracized, they are left with

the option of pulling their children out of school rather than subjecting them to an unsafe environment.

In trying to understand the point of departure of the traditionalists or parents it is important to note that given their traditional beliefs on how to bring up children, many traditionalists and parents feel threatened by any attempt that is meant to change the *status quo*. This is why any change in the law needs to be accompanied by public and parent education so that those who are expected to implement it can have the buy in of the community members and that the will to promote positive, non-violent forms of discipline. Zulu, Xhosa and other African cultures seem to be replete with sayings which suggest that corporal punishment of children is not the preferred child-rearing practice and this is eminent when traditional Xhosa sayings like this are uttered, "*induku ayiwakhi umzi*" meaning, "you can't build a family through a stick".

Other critics maintain that if corporal punishment is administered in a controlled way it is not as bad as it is presented. People who are pro-corporal punishment argue that there is a big difference between a vicious beating and a reasonable smack by a teacher, a smack that is not dangerous and causes little pain. They argue that reasonable smacks cannot be called abuse (Soneson & Smith, 2005:24). Even experts like Larzelere and Smith (2000) believe non-abusive spanking can play a role in effective parental discipline of young children. According to Larzelere and Smith (2000), spanking can have beneficial results when it is non-abusive (e.g., two swats to the buttocks with an open hand) and used primarily to back up milder disciplinary tactics with 2 to 6 year-olds by loving parents.

Niewenhuis *et al* (2007:220) and Betz (2005:1) maintain that corporal punishment is misused and not always applied in the form of a few spanks on the hand or the buttocks—it seems that some teachers let their tempers get the better of them and they resort to more violent methods of punishment so 'minor' corporal punishment can cause unexpected injury because children are small and fragile and according to the large body of international research, ruptured eardrums, brain damage and injuries or death from falls are the recorded consequences of 'harmless smacks' and reports about these negative effects are escalating. According to research studies mild punishments in infancy are so ineffective that they tend to escalate as the child

grows older. The little smack thus becomes a spanking and then a beating because the only way to maintain the initial effect of spanking is to systematically increase the intensity with which it is delivered and that can quickly escalate into abuse. Parents convicted of seriously assaulting their children often explain that the ill-treatment of their child began as 'ordinary' corporal punishment.

Vally (2005:48) reveals that there are people who are concerned that banning corporal punishment will just lead to children being treated in more horrible ways, which are, emotional abuse, humiliation, degradation and even locking them up. There is evidence that due to the ban some teachers have substituted physical punishment with emotional humiliation that entail removal of self respect and it is not an effective or appropriate alternative to physical punishment and also causes damage to the child or learner.

Critics against the possible abuse of learners due to the ban assert that the focus must not be on what can replace corporal punishment but to see discipline as a positive and not punitive process and as part of the communicative relationship between adult and child. Children must be protected from all forms of punishment and humiliation and teachers need guidance on alternatives to such punishment. Good discipline-which must ultimately be self-discipline - depends on adults modelling and explaining positive behaviour, on having high expectations of children's willingness to behave appropriately, and having realistic expectations of their developmental ability. Children who respond positively must be rewarded with praise, companionship and respect. Oosthuisen (2003:466) in Mokhele (2006:150-151) and Porteus *et al* (2001:38) also emphasize that positive behaviour can only be achieved if teachers as adults can also "model true discipleship for learners to emulate" because the importance of modelling good behaviour is rooted in the simple fact that children learn from role-models around them. Gootman (1997:25-26) advises that if teachers yell at learners, while exhorting them not to yell, learners are taught that "undesirable" behaviour is appropriate when one is an adult or has power in her hands. Miti in the Daily Dispatch (March 22, 2011:7) also emphasize that schooling is not only about the book but that children are also meant to learn a whole lot more about discipline and regimentation from any adult that will be deemed functional. Thus teachers have a role to model behaviour like punctuality and not

missing deadlines to learners. In addition, Moswel (2007) also believes that role modelling promotes commitment as well as competence among learners that will definitely demonstrate the values they are meant to uphold in the school environment and in such a sharing environment, the principal, school management team and staff members will be positive and enthusiastic. Furthermore, schools must develop their behaviour codes and disciplinary systems in co-operation with students. The imposition of arbitrary, adult-designed rules and automatic sanctions will not encourage self-discipline (Soneson & Smith, 2005:25).

Benatar (2009:13) doesn't believe that corporal punishment constitutes degradation. He argues that degradation involves a lowering of somebody's standing, where the relevant sense of standing has to do with how others regard one and how one regards oneself. Benatar (2009:13) further notes that it's the interplay between the way we understand how others view us and the way that we view ourselves that produces feelings such as shame and thus one way in which one might be degraded is by being shamed. He questions whether the term "degrade" is taken to have a normative content, in other words, whether it is taken to embody a judgment of wrongfulness and if it is not, then it will not be sufficient to show that corporal punishment is degrading. It will have to be shown that it is unacceptably so before it can be judged to be wrong on those grounds. If, by contrast, "degrade" is taken to embody a judgment of wrongfulness then a demonstration that corporal punishment is degrading will suffice to show that it is wrong. But then the argumentative work will have to be done to show that corporal punishment is degrading, because it will have to be proven that using it amounts to unacceptable lowering of somebody's standing. Benatar (2009:6) notes that there are other forms of punishment that lower people's standing even more than corporal punishment and yet are not subject to similar condemnation. He gives an example of severe invasions of privacy (such as strip-searches and ablution facilities that require relieving oneself in full view of others) as well as imposed subservience to prison wardens, guards, and even to more powerful fellow inmates, and suggests that if corporal punishment is wrong because it involves violating the intimate zone of a person's body, then surely the extreme invasions of prison inmates' privacy, which seem worse, would also be wrong. He agrees that is true that corporal punishment involves the application of direct and intense power to the body but doesn't see how that constitutes a more

severe lowering of somebody's standing than employing indirect and mild power in the course of a strip-search, for example. Benatar (2009:7) also acknowledges the fact that the prison invasions of privacy to which he has referred would be inflicted on adults whereas corporal punishment would be imposed on children, but again he maintains that he fails to see how that difference makes physical punishment of children worse. In the case of young children especially, it seems that the element of shame would be less than that of adults given that the capacities for shame increase between the time one is a toddler and the time one becomes an adult. Therefore, he disputes that if we think that current practices in prison life are not wrong on grounds of degradation, then we cannot consistently say that all corporal punishment is wrong on these grounds.

Some people feel that the ban of corporal punishment is undemocratic. These critics note that as much as this country is a democracy, there is no democratic support for ending corporal punishment because relevant stakeholders like teachers, parents and the larger communities were never consulted (Soneson & Smith, 2005:26).

The Child Rights Information Network (2005:1), Soneson and Smith (2005:7) defends this by noting that if there was a poll on the issue, a huge majority would support retaining corporal punishment and, on the contrary, if children were allowed to vote on this issue, there would be a strong support for the prohibition of corporal punishment. This illustrates that representative democracies are not run by popular referenda. When elected politicians are drawing up new laws or a new constitution, they may need to make a number of unpopular decisions based on human rights principles and informed arguments. This argument shows that if voting was undertaken to solve this issue, there is certainty that one side was going to be compromised and the assumption is that that would be the side of children because they could be marginalized in terms of their age and lack of power to make decisions. The call for democracy is made from an adult perspective and from a child perspective it is intolerable.

The uniqueness of each child is also seen as a determinant of how each child can respond to being punished. Defenders of corporal punishment suggest that children are different so some children are not even affected by corporal punishment so the

generalization that corporal punishment affects all children is wrong (Soneson & Smith, 2005:25).

Nevertheless, those who support the ban advise that the children's differences, their dependence, developmental state and fragility do not reduce their human rights or justify less protection from all forms of violence, including corporal punishment. There can be no distinction between those who can stand it and those who can't - corporal must be banned for every child (Soneson & Smith, 2005:25).

Although the arguments are mainly calling for different approaches to improve learners' discipline, it is clear that all of them have the same end in mind, which is to inculcate the following values to learners: responsibility, respect and accountability. There is a conflict in terms of how the above mentioned values can be transferred (means to an end) as some believe that values like respect, responsibility and accountability are inherent and cannot be taught using extrinsic or punitive approaches whilst others believe that corporal punishment is an effective tool to transfer these values.

2.8.4. Corporal punishment: Trends and contradictions

According to research studies undertaken it is noted that there are remarkable trends with relation to the way corporal punishment is administered as a disciplinary strategy and student demographic characteristics such as ethnic groups, age, race, socio-economic status and the degree of deprivation of the communities where learners live (township, informal settlement, etc.) (Harber, 2001:70 & Kivulu & Wandai, 2009:3). The following trends were identified:

2.8.4.1 Attitude in relation to provinces in South Africa

From the study conducted between 2003 to 2006 it is reported that some significant differences in attitude toward the various disciplinary measures appeared in provinces. Apart from the reasoning or discussion method, the research study shows the respondents' respective support for all other disciplinary methods but 60 % of the

respondents in the Western Cape, Eastern Cape, Free State and Northern Cape still supported the use of corporal punishment (Kivulu & Wandai, 2009:3).

2.8.4.2. Race

Discipline methods also differ by race: whites (72%) and coloureds (62%) tended to lend more support to methods that cause pain and discomfort than Indians (35%) and black (48%) respondents (Kivulu & Wandai, 2009:3). A recent survey of 750 school students in KwaZulu-Natal found some interesting contradictions. Among African students from township schools there was a strong public endorsement of corporal punishment. However, at the same time the majority of the very same students whose public discourse supported corporal punishment said that they felt anger, hurt and sadness and being wronged in relation to corporal punishment, and felt almost the opposite positive feelings about consultative mechanisms of discipline in relation to discussing problems with the teachers in class (Harber, 2001:70).

2.8.4.3. Socio economic background

Soneson and Smith (2005:4) report that there are study findings that note that people living in poverty, regardless of their ethnic background, were most likely to use corporal punishment. The study found that many boys and girls of all ages in South Africa experience corporal punishment in the home and at school with the exception of children from environments with the highest incomes and children from Indian communities where almost no cases of corporal punishment were reported. Most children were beaten with a belt but children from low income environments were exposed to the most severe forms of corporal punishment in the home and at school. The study also found a general, but not definite pattern, of corporal punishment being more commonly experienced by children in rural than in urban areas. Schools from high income areas generally did not seem to practice corporal punishment but were instead using alternative non-violent forms of discipline. Similar findings were reported by Harber (2001) who found that violent crime was widespread in South Africa and schools in disadvantaged areas suffer from serious problems of gang-related crime.

2.8.4.4. Gender

Research studies report that women were the ones mainly administrating corporal punishment and the main reason reported was that women have the major daily responsibility for children. In the case of primary schools and the use of corporal punishment, this is also confirmed by Jacklin (2009:2) when he notes that it is common that male teachers were mostly in leadership positions or teaching in secondary schools whilst female teachers were mainly found in primary school and very few in leadership positions because women are perceived to be better nurturers. Jansen in Drum (7 April 2011:22) also reports that female teachers prefer primary schools because there are fewer problems with discipline but the constant use of corporal punishment is questionable if primary schools are believed to be having minimal behavioural problems. In general, boys reported being subjected to corporal punishment to a greater extent than girls, as girls grow older; they receive corporal punishment less often. Girls from low income environments seem to be exposed to humiliating and degrading forms of punishment to a larger extent than boys, not least as a strategy to control the perceived sexual activities of teenage girls. There were also a few cases in the study where children, boys in particular, expressed acceptance of corporal punishment and could see no alternative to this form of punishment (Farrell, 2010:1).

2.8.4.5. Age

Due to literacy or exposure to programmes related to discipline, fewer younger parents administered corporal punishment than those who were older and this may be a promising sign of a change in attitudes and practices (Gershoff, 2002:540).

2.8.4.6. Stress

It is important to underline that although this study is looking at children from different income groups in South Africa, there are factors other than income that influence the use of corporal punishment. Other factors that influence the use of corporal punishment are relative levels of stress possibly associated with relationship problems; because learners are the closest points of contact to teachers, they are always the victims when teachers need to vent their anger (Dawes, 2005:19).

From the above mentioned discussion it is evident that corporal punishment is mainly prevalent in areas that have socio-economic challenges (low income earners, rural areas) and this discussion seems to support the opinion that schools from the historically disadvantaged areas are those that are mainly using corporal punishment and this could be due to a number of things, e.g. lack of knowledge, strong cultural beliefs, or stress emanating from the problems teachers face each day. The fact that there are learners who are in support of corporal punishment is in contrast with what is reported by Du Preez *et al* (2002) that children prefer to be disciplined in a non-violent manner and have the right to freedom from corporal punishment at schools, from the police and in prisons and at the home. These different opinions could be emanating from lack of knowledge in terms of children's rights, belief that if it's cultural then it is correct, or it could be the children told the researchers what they thought the researchers wanted to hear.

2.9. ALTERNATIVES TO CORPORAL PUNISHMENT (ATCP): NORMATIVE APPROACH

2.9.1. Definition of the ATCP

With reference to the South African school context, an ATCP is a disciplinary strategy that is meant to replace corporal punishment and it entails a milieu of effective communication in which the teacher displays an attitude of respect for the students. It emphasizes positive educational exchanges between teachers and students and there are no futile, contentious, win-lose contests and the issue of children's rights within the context of disciplinary measures was found to be one critical issue in the dispensation of modern education in South Africa (Chisholm, 2007). The prescribed disciplinary practices are verbal warnings, detention, demerits, community work and small menial tasks (physical work) like tiding up the classroom (ATCP, 2001:1). According to the South African laws and policies, such as the Constitution of the Republic of South Africa (1996) and the South African Schools Act (1996), teachers are expected to discontinue corporal punishment or other strategies based on humiliation and disrespect because they are viewed as not effective, and the ATCP is meant to ensure that punishment and discipline are not confused and that disciplinary actions are proactive and constructive to enable learners to experience an educative and corrective kind of education in which they

will learn to exercise self-control, respect and accountability (Kempen, 2008:3 & Porteus *et al* 2001:27).

2.9.2. Background: Alternative to Corporal Punishment

After corporal punishment was banned in 1996, in 2000 Professor Kadar Asmal, the then Minister of Education, introduced a guideline for the implementation of the ATCP (Mkhize, 2008:47). In the ATCP guideline introductory page, Porteus *et al* (2001) note that the aims of the ATCP are guided by the principle that entails the provision of information and practical ideas on how to build respect and discipline in classrooms, that is, to outlaw physical and psychological abuse of learners.

The introduction of the ATCP was informed or guided by South Africa's commitment to international and local legislation and policies. The international laws are: (i) The Convention on the Rights of the Child signed on 20 November 1989: it sets out the civil, political, economic, social and cultural rights of children; (ii) the SADC Commitments on the Prevention and Eradication of Violence to Women and Children: it ensures a positive learning experience for boys and girls in schools, and lastly, (iii) the African Charter on the Rights and Welfare of the Child: it recognizes the significance of human rights and proclaims and agrees that everyone is entitled to all the rights and freedoms recognized and guaranteed, without any distinction in terms of race, ethnic group, sex, language, religion, political or any other opinion, national and social origin, fortune, birth or other status (ATCP, 2001:5).

The local legislations are: (i) The Freedom Charter which is a Constitutional guideline for a liberated and democratic South Africa, (ii) the South African Constitution, Act 108 of 1996 that states that, "everyone has the right not to be treated or punished in a cruel inhumane or degrading way", (iii) the National Education Policy Act (1996) that states that, "no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution", (iv) the South African Schools Act (1996) which notes that, "no person may administer corporal punishment at a school to a learner and anyone who contravenes this Act is guilty of an offence, and liable on conviction to a sentence which could be imposed for assault", and lastly, (v) Abolition of Corporal Punishment Act 33 of 1997 that repealed all legislations that authorized the

imposition of corporal punishment by courts, including courts convened by traditional leaders (ATCP, 2001:5).

The Bill of Rights is also a cornerstone of democracy that enshrines the rights of all people in South Africa and affirms the democratic values of human dignity, equality and freedom. From a human rights perspective the Bill of Rights states that children must be protected from maltreatment, neglect, abuse or degradation; not be required or permitted to perform work or provide services that are inappropriate for a person of that child's age; and must not place at risk the child's wellbeing, education, physical or mental health or spiritual, moral or social development. It is against this background that the ATCP was seen as an appropriate strategy to discipline learners in schools (South African Constitution, Act 108 of 1996:6). Gordon and Browne (2004:275, 283) believe that the ATCP must be proactive and context driven and the point of departure should always be the enhancement of developmentally appropriate guidance and curriculum material. It was also strongly emphasized that this ATCP needs to be used together with the Code of Conduct, and the rules and policies of the schools (Mkhize, 2008:48).

The DoE (2001:25-27) also suggests that the ATCP needs to take into consideration the level of the misconduct and each level needs to be managed by giving an appropriate disciplinary measure by an appropriate person. The following are the levels, the person to administer the disciplinary measure and the recommended disciplinary measures:

- Level one (inside the classroom) – late-coming, non-attendance of classes, failure to finish homework (what are the causes), failure to respond to reasonable instructions (what are the causes) and being dishonest with minor consequences.

The recommended disciplinary measures are: verbal warning, community service, demerits, additional work and detention. These must be administered by the class teacher.

- Level two (breaking school rules) – frequently repeating level 1 misconduct and not responding to disciplinary measures, smoking or carrying tobacco, leaving school without permission, using abusive language, interrupting

education in the classroom, showing disrespect to another person, minor vandalism such as graffiti and being dishonest with more serious consequences.

The recommended disciplinary measures are: talk to the learner, talks with parents or guardians, written warnings and daily reports made by the learner and signed by the teacher. These measures can be administered by a senior official like the Head of Department in a school (HOD).

- Level three (serious violation of school codes) – repeating level 2 misconducts, where action taken by the school authorities is considered ineffective, inflicting minor injuries on other people, gambling, severely disrupting classes, forging documents or signatures with minor consequences, using racist, sexist or other discriminatory behaviour, possessing pornographic, racist or sexist materials, possessing dangerous weapons, theft, vandalism, cheating during exams, etc.

Disciplinary action carried out by the principal or referred to outside for counselling. Disciplinary measures could be a written warning of the possibility of suspension from the school, referral to a counsellor and community service.

- Level four (various serious misconduct or violations of school codes) – repeating level three where disciplinary action has been ineffective, threatening another person with a dangerous weapon, causing intentional limited injury to another person, verbally threatening another person's safety, engaging in sexual abuse, selling drugs, possessing or using alcohol and drugs or being drunk, disrupting the entire school, etc.

Disciplinary action carried out by the principal or the School Governing Body (SGB) together with the Provincial Education Department (PED). Disciplinary measures could be referral of the learner to an outside counsellor and limited suspension from all school activities by the PED.

- Level five (criminal acts which will not only violate school codes, but also break the law) - repetition of level four acts, assault, intentionally using a dangerous weapon, sexual harassment, sexual abuse and rape, robbery, major theft, breaking and entering locked premises, murder. Sexual abuse also includes sexual deviant behaviour, that is, a condition in which sexual instincts are expressed in ways that are socially prohibited or unacceptable or

are biologically undesirable such as the use of non-human object for arousal, sexual activity with another person that involve humiliation and suffering or being involved in sexual activities with a non-consenting partner (Ryan & Emmers-Sommer, 2001:1).

Disciplinary action carried out by the principal and the SGB together with the PED. The disciplinary measure can be expulsion and the transfer of the learner by the PED, criminal or civil prosecutions may follow, given the misconduct is of a criminal nature.

Maphosa and Shumba (2010:9) have raised concerns with regard to suspension and expulsions, which are disciplinary measures, recommended for Levels 4 and 5 offences. They question whether suspension and expulsion of learners from school really serves the desired purpose of curbing learner indiscipline. When the effectiveness of suspension and expulsion as a disciplinary measurement was examined by the American Psychological Association Zero Tolerance Task Force, (Skiba & Edl, 2004:5), it was found that school suspension, in general, appears to predict higher future rates of misbehaviour and suspension among those learners who are suspended. In the long term, suspension and expulsion are moderately associated with a higher likelihood of school dropout and failure to graduate on time (Smit, 2010:52).

Looking at the number of the laws and policies that are used as a watchdog to ensure that corporal punishment is never used as a disciplinary strategy in South Africa, it is clear that the South African government has done so much to ensure that legally the ban is watertight, but it becomes a great concern when it is reported that the use of corporal punishment still exists. There is a need to investigate the balance and correlation between the legislation and other programmes meant to ensure that corporal punishment is no longer used in schools, e.g. knowledge about the existing laws and policies, practical skills on the implementation of the laws and policies, availability of resources, and consultations with all relevant stakeholders with relation to the ATCP as a recommended strategy.

The Global Initiative on Corporal Punishment of Children (2000:1) reported that there are various reasons given for the failure to effectively implement the ATCP: learners,

parents, teachers and the DoE are to blame. Learners' weaknesses are as follows; lack of understanding of the need for and the value of good conduct and education, lack of respect for and interest in education, absenteeism, poor performance and drug abuse. Parents' weaknesses are: parents are neither encouraging children to go to school nor supporting them with their studies and are not involved in school activities. Teachers' weaknesses are: lack of consistency in handling cases and lack of communication with learners with relation to ATCP and the Code of Conduct. The advocates for the end of corporal punishment further emphasize that the continuous use of corporal punishment is a result of lack of knowledge about positive discipline methods and children's rights (www.endcorporalpunishment.org, 2010:3). The DoE's weaknesses are: lack of clarity with relation to the teacher's role, lack of effective communication with parents and communities about ATCP and the complex ways in which the ATCP is presented or communicated. Mabasa, an educational specialist from the University of Limpopo, believes that the ATCPs fail because they address the symptoms instead of the root causes of learner ill-discipline (City Press, 31 July 2011:10). As much as some of these causes as identified by The Global Initiative on Corporal Punishment of Children (2000:1) and are directly linked to the ATCP and its implementation thereof, there are issues mentioned that are not clear as to how they can be linked to the ineffective implementation of the ATCP. There seems to be no link between some of the problems mentioned by the report (The Global Initiative to Corporal Punishment of Children (2000:1) as impediments to the implementation of the ATCP as no further clarity is given on each cause identified, e.g. learners' poor performance is not a punishable act, then it becomes unclear why it is blamed as a cause for ineffective implementation, unless the teachers would be saying, the learners' performance is so bad in so much that they dedicate all their time in supporting the learners to improve their performance so they do not have time to administer the tool. Absenteeism, drug abuse and parents not encouraging children to go to school and to study are also not problems that can necessarily impede the ATCP implementation because by their very nature they are problems that necessitate a different type of intervention and not the ATCP, unless teachers are saying, "We do recommend certain disciplinary tools e.g. community work, but instead of the learners doing what they are assigned to do they stay at home and bunk school", then this means teachers do try to implement the ATCP but the learners reactions are leading to its downfall. The Global Initiative to Corporal

Punishment of Children (2000:1) has listed various reasons for the failure of the ATCP but there are still other arguments questioning the nature and the implementation processes of the ATCP.

2.9.3. Tensions and contradictions with regard to the nature and the implementation of the ATCP

Research by Maphosa and Shumba (2010:24) reveals that although the ATCP is presented as having a high regard and respect for human and children's rights, whilst the instrument is supposedly in use, there is still an outcry about the non-improvement of discipline in schools, and this could mean that the instrument has its own kind of challenges as far as the impact on learners' behaviour is concerned. Looking at the implementation processes Soneson and Smith (2005:4) assert that the prohibition to administer corporal punishment on learners is well-known within the school system as they note that the South African government has taken a number of measures to implement programmes in support of the ban of corporal punishment, e.g. staff members have been appointed at the national and provincial DoE levels to ensure adherence to the prohibition within the educational system, a manual for teachers on the ATCP was published and distributed widely together with a guide for facilitators and, lastly, a train the trainer programme was initiated. Senosi (2006:1) challenges Soneson and Smith's (2005:4) claim on the availability of effective implementation programmes and notes that the implementation of the policy banning corporal punishment has been thwarted and is ineffective for a range of reasons. These reasons are lack of understanding of the policy, resource constraints, beliefs and attitudes (including parent, teacher and district officials' attitudes), class sizes and the lack of alternatives perceived, or found to be adequate, and this implies that even if certain tasks were undertaken to popularize or capacitate teachers on the ATCP, there are still a number of challenges impeding the envisaged successful implementation of the ATCP. In the study conducted by Maphosa and Shumba (2010:24) teachers suggested that alternative measures to corporal punishment were not very effective in curbing learner indiscipline in schools as they were just useless and time consuming. However, Belvel and Jordan (2002) emphasise that there is still an increasing need for teachers to be aware of effective alternative measures and embrace them.

If true, Maphosa and Shumba's (2010:24) concern as noted above could be an answer to the question, why corporal punishment is still reportedly used in South African schools. It also means teachers have justifiable reasons not to implement, partially implement or wrongly implement the ATCP because they do not understand the policy, they have no resources, community beliefs and attitudes are against the ban, and classes are too big. When comparing the nature and the implementation of the ATCP against the Bill of Rights and the theoretical principles that are supposed to guide the implementation of the ATCP, (such as, the discontinuation of strategies based on humiliation and disrespect, a proactive approach on discipline, the focus on constructivism and an educative, corrective approach that inculcates values like self-control, respect and accountability) there are two concerns that can be raised. Firstly, it is evident that there is conflict with relation to the reported lack of consultation and the continued use of humiliating and degrading disciplinary measures and that might be emanating from the lack of understanding of how the ATCP is supposed to be administered, e.g. in some schools learners are denied food whilst on detention. Secondly, when critically looking the ATCP, it is important to note that a link or a similarity was identified in terms of the effect of both corporal punishment and the ATCP on the learner.

Theoretically, the ATCP sounds very 'normative' in the sense that it seems to be emphasizing 'pain-free' strategies that are aimed at ensuring that learners become self-reliant, responsible and accountable, and thus need no coercion or policing. Soneson and Smith (2005:24) notes that, on a closer look, the ATCP seems to have traits that, just like corporal punishment, may expose learners to injustices such as psychological trauma, verbal abuse, ridicule and isolation.

The comparison of the ATCP to normative strategies is arguable because, for a strategy to be normative, the life cycle of the causes of the bad behaviour must be observed so that issues that trigger the bad behaviour can be identified, remedied or an appropriate tool be recommended if necessary (Mkhize, 2008:74). The recommended ATCP strategies are silent about the identification of the causes or rather the linking of the cause with an appropriate disciplinary tool. There is nothing that says for learners who might be presenting these kinds of problems the following disciplinary tools are ideal because whilst they are administered they will rehabilitate

or correct the behaviour. Thus, it happens on many occasions in schools that the recommended disciplinary tool does not make an impact on the learners' behaviour because it could happen that the learner doesn't even view the tool as a reprimand but something that she enjoys, e.g. most learners seem to be enjoying detention (detention is regarded to be normative) as Orange (2002:14) notes, they do not engage in any meaningful work and are allowed to socialize.

Concerning the application of alternatives, while literature approves some, it also warns against others that can produce unintended results, for example, those that can evoke hatred or cause poor or bad teacher-pupil relationships in class or school. Therefore, some alternatives to corporal punishment, literature reveals, should be applied with caution (Tungata, 2006:82). Out of concern for the possible wrong implementation of the ATCP, Mabusela (2005:2) and Du Preez *et al* (2002:40-41) raised a need to think about what the ATCP is and what it may do to children, as some teachers might resort to other damaging practices that might not be physical, but still harm children emotionally or psychologically, e.g. the violence of the tongue. From a critical analysis of each level one disciplinary tool, the following was established; with relation to verbal warning this was established.

2.9.3.1 Verbal warning

In nearly every educational system, a verbal warning or "getting told off" is probably the most common sanction for minor misbehaviour. This is typically done by the class teacher on the spot, but a more serious and formal reprimand might be given in the school office, e.g. by the school principal (Porteus *et al*, 2001:102). Soaness and Stevenson (2006:1628) defines a 'warning' as a statement that warns or serves as a cautionary example or advice or an advice beforehand that one is approaching danger, and danger is defined as 'the chance of risk or harm, injury, evil or loss' (Soaness & Stevenson, 2006:363). If 'warning' is linked to 'danger', with the definitions given it implies a verbal warning has an element of fear and that is in conflict with the definition of a normative approach. According to the ATCP principles, the disciplinary tools mustn't instil fear but an intrinsic control that stems from the fact that the learner is able to make choices based on her justifications that they are good and not because of fear. Good behaviour due to fear of being

punished means that a child is merely avoiding punishment and is not happy about her choice.

Secondly, as Senosi (2006:1) has mentioned the teacher's lack of understanding of the policy and their beliefs and attitudes play a contributory role in the ineffective implementation of the ATCP; it is critical to note that some teachers may not know how to properly administer the verbal warning. Looking at the way 'warning' is defined, the risk of it being misinterpreted and therefore leading to it being implemented wrongly is very high. Kelly (2010:1) also confirms that teachers use verbal warnings in a very wrong way as they cannot differentiate between a warning and an insult and it often results in verbal abuse. Farrell (2010:2) advises that verbal reprimands should refer to the undesirable behaviour and not slander the child's character, and acknowledges that if used frequently and indiscriminately, verbal warnings lose their effectiveness and become reinforcers of undesired behaviour because they provide attention to the child. Using verbal warnings frequently and indiscriminately can increase the possibility of it being turned to verbal abuse as it was afore mentioned that some teachers may lack the skill to administer the ATCP. Anderson (2006:1) explains verbal abuse as having the following features: repeated pattern of inappropriate, derogatory or threatening speech containing words like "always" or "never"; giving someone a verbal put-down while maintaining a facade of friendliness; blaming and shaming; ridiculing and teasing; yelling; negative prediction; negative comparison; scape-goating; cursing and swearing; and name calling. Brendgen, Wanner and Vitaro (2006:1) note that a vast majority of children (85%) have the risk of becoming a target of verbal abuse by the teacher. Tabane, a journalist, also wrote an article entitled "What are we teaching our children?" in the Mail and Guardian (18, March 2011:42) and reported that his child once reported that a teacher had called a fellow learner a "*gemors*" (rubbish) after the learner had defaced the teacher's car. Furthermore, Brendgen *et al* (2006:1) consider verbal abuse as part of the broader concept of psychological abuse or maltreatment against children, and as teachers serve not only as teachers but also as important socializing agents who fulfil basic socio-emotional needs of the learners such as belongingness and esteem needs.

If verbal warning has a possibility of exposing learners to psychological abuse, the disciplinary tool is in conflict with the ATCP principle, that is, to outlaw physical and psychological abuse of learners (Porteus *et al* 2001).

2.9.3.2 Detention

Joubert (2006:127) explains that detention may take the form of isolation during class, during break or after school and in extreme cases attending school on a non-school day, e.g. "Saturday detention". Furthermore, Soaness and Stevenson (2006:390) also define detention as being kept at school after hours or being prohibited to go to break, but the challenge is whether detention is able to change the learner's behaviour. Hastings and Schwieso (1987:154) advise that the aim of detention is to remove the learner from a place where she might be getting something from being disruptive, e.g. attention, peer group status or avoidance of work, but teachers must avoid removing a learner to a situation where alternative reinforcers are available. Williamson-Maloy (2010:13) believes that prohibition can teach responsibility and accountability. He also (2010:2) believes that teaching children accountability is fundamental to their growth and development. It is necessary as it affects how they deal with people of authority, relate to their siblings and associate with peers. Without these fundamentals; children may transition into adulthood without understanding that they, too, must be accountable for their actions.

McIntyre (2005) notes that detention is one of the most common punishments in schools in the United States, Britain, Ireland, Singapore, Canada, and other countries. Niewenhuis *et al* (2007:39) mentions that during detention, students normally have to sit in a classroom and do work, write lines or a punishment essay, stand in the corner and face the wall, or sit quietly. Sometimes, students are required to participate in a work detail, doing various tasks such as picking up trash, mopping floors, or cleaning. Reasons for a detention are typically relatively minor disruption and many schools first give detention at break or at lunch and then, if a student misbehaves again, an after-school or weekend detention may be given. During detention learners may be supervised by teachers during free periods. Williamson-Maloy (2010:9) adds that a child must understand why she is being sent to time out

in order for it to be effective as a form of discipline and she must also be taught how time out works. It must be explained why she is being placed in time out and what she is to do while in time out. This is necessary for it to be meaningful to the child. Simply shouting, "Go to time out" isn't going to get the point across and discourage her from repeating certain behaviours.

Joubert (2006:127) warns that the legal implications must be considered, where underage learners will be forced to walk home because due to detention they have missed the school bus. A challenge some schools in South Africa face is that they are understaffed and do not have adequate working space, so it would not be feasible to have a detention room or teachers to supervise the learners and some do not have provisional transport for detained learners. Firstly, the Bill of Rights states that children must be protected from maltreatment, neglect, abuse or degradation (South African Constitution, Act 108 of 1996:6) so chasing the learners out of the school premises, letting them stand out of the school premises unsupervised, constitutes maltreatment, neglect and abuse. Secondly, it is not clear whether the teachers just sit and supervise the learners or if they discuss the problems with the learners because it must be noted that some learners can learn things on their own but some need to be guided.

Detention is also not positively received by learners (School Discipline, 2008:1). Some learners view detention as a punishment and this is understandable if one considers that each child is unique so their perception or receptiveness towards being kept in isolation, confinement or custody as a consequence of their actions can never be the same. To some learners detention could be interpreted as punishment as it entails taking away their freedom and can result in a learner being emotionally affected and may indirectly send a message that people who commit offences deserve to be ostracized, so the possibility of emotional pain in this instance is not minimized or eliminated.

Joubert (2006:127) suggests the following things must be taken into consideration when learners are detained: detention should not be too long (45–60 minutes); parents should be given at least three days warning that a child has detention; parents must know exactly when their children will be leaving school, and

consideration must be given to the availability of transport and the distance students have to travel home. Nevertheless, it is also important to note that according to the dynamics and contexts of different schools in South Africa, some of the recommendations are not feasible. Kempen (2008:3) believes that for alternative forms of discipline to be effective, they require creativity, commitment, time and resources. In the absence of these qualities, as an easy way-out to the problem, some teachers send learners to go and stand outside or to the library. Standing outside or being in a room unsupervised, children can find other negative reinforcers that could result in a child committing more offences instead of reforming.

Soneson and Smith (2005:27) pronounces that sending a learner outside to stand in the sun for hours, or forcing a child to sit or stand in degrading or uncomfortable positions is equal to undermining the child's self-esteem and is as damaging as different forms of corporal punishment. The fact that these practices are not physical like corporal punishment and are more difficult to identify doesn't make it lesser or better than corporal punishment.

Benatar (2009:17) warns that the responsibilities that come with detention even cause some parents to call for the non-use of detention in schools and thus other people argue that one advantage that corporal punishment has over other forms of punishment is that it punishes only the guilty because it is claimed that by detaining a learner, the school also punishes his family because the parents have to fetch the detained child at a later time. If the parent has more than one child at the school then detention of one of the children can result in two separate trips to the school, the parent must also organize alternative transport for the child or wait for the child, things that wouldn't have been in the parents' plan. These consequences seem unjust to some parents because not only the guilty suffer. A journalist in City Press highlighted the success of corporal punishment over detention by making this remark, "My experience of caning or rather the idea of being caned is that it instilled in us a sense of order and authority in a way that detention simply could not" (City Press, 31 July 2011:10).

2.9.3.3 Demerits

The Department of Education's guideline outlining how the ATCP is supposed to be administered in schools uses the word "demerit" for the point system. A demerit is a mark deducted or awarded against learners for bad work or behaviour or something that deserves blame, fault or offence (Soaness & Stevenson, 2006:380). The latter definition gives a sense that the demerit system is reactive, meaning, taking away a mark after an offence has been committed connotes that it is meant to police for wrong doing and then punish. To de-stigmatise the point system Porteus *et al* (2001: 33) prefer to call the disciplinary tool 'merit passes' or 'Merit System of Awards' rather than demerits and believe that as disruptive learners earn the demerits, those who behave well should earn merits. They also emphasize that although teachers know that they are supposed to give learners merits and demerits all teachers are aware that the ratio of the merits must be more than the demerits to show that the tool is mainly developmental and encouraging discipline rather than punishing. Joubert (2006:129) prefers to call the disciplinary measure merits-demerits system. Porteus *et al* (2001:33) add that merit marks can be given for good marks, high levels of participation in class, attendance and punctuality and the effectiveness of the merit depends on the consistency of the application and it incorporates democratic pupil involvement.

Hastings *et al* (1987:139) believe that if sanctions are only imposed when pupils behave unacceptably and giving no rewards for acceptable and improved behaviour that is punitive because it means the focus is on punishing rather than developing a learner to grow to be a responsible citizen. Joubert (2006:129) raises a concern about the issue of resources because certain schools have the following challenges: unavailability of people to manage the tool, time constraints for teachers to implement or manage the tool, and lack of capacity of the teachers in knowing how to implement the tool. All the above resources are important because if they are not in place then it means the tool won't be effective.

Mwamwenda (2004:141) argues that merits imply that the only reason the child would ever do good is to be rewarded with adult approval. He argues that he doesn't believe that children have to do good in order to receive something back but rather

as a result of a growing understanding of how their behaviour contributes to the development of a safer and more caring sense of community. For them to understand the tool Mwamwenda (2004:141) suggests that children must be led to understand that doing something right merely in order to receive approval of others is not a sound basis for moral decision making, and for them to be able to understand this they must be exposed to an intensive discussion of the disciplinary tools and be guided to be reasoning problem solvers.

2.9.3.4 Community work

Doing community work is one of disciplinary measures used to reprimand children for an offence committed. Joubert (2006:129) lists the following as activities that learners can undertake to perform community work: cleaning classrooms and toilets; cleaning a park; collecting items for charity such as clothes, food, or furniture; cleaning roadside verges; helping the elderly in nursing homes; helping the local fire or police service; helping out at a local library or tutoring children with learning disabilities. Furthermore, Joubert (2006:129) suggests that community work is especially useful to learners who lack responsibility and consideration for others.

Benatar (2009:9) reports that many teachers are concerned that assigning extra work or requiring community service ought not to be used as punishments because work and community service are seen by teachers as being good in themselves. If a child does not want to perform these activities, requiring hereto do so would be to inflict a hardship on her. One would thus be reinforcing the child's resistance to these practices and not only would the child continue to dislike working or helping in the community, but she would come to associate these activities with punishment. Moreover, Joubert (2006:129) doesn't state whether whilst doing community work there will be on-going counselling or mentoring for the child who lacks responsibility or is inconsiderate, because if that is missing the child won't be able to know the deeper purpose of the disciplinary measure. Aziz (2010:2) insists that if a learner is forced to do community work the resulting negative feeling is usually reflected in her facial expression, attitude and character or body language and this may disappoint the organization which really looks forward to the student's help.

The issue that the authors have not addressed is this: whilst using community work as a disciplinary tool, which is to be responsible if something goes wrong whilst the learner is carrying out her assignments, e.g. the occurrence of an injury? Parents know that according to the South African Schools Act of 1996, if a learner gets injured inside the school premises, the parent will carry the responsibility. Furthermore, who is to be entrusted with the responsibility of supervising the child whilst she is doing community work? Will a teacher be on site to supervise the learner? If that is not the case and the child gets into some form of trouble, who is going to be accountable?

2.9.3.5 Small menial tasks (Physical work)

According to the guideline on ATCP (2001:25), learners are supposed to perform menial tasks, that is, tasks that are basic and not degrading or lowly but there is evidence that some teachers are giving learners tasks that constitute child labour because they are not activities to be performed by children. Christie (2001:7) reports that some teachers together with principals punish learners for misdemeanours by instructing them to clean the toilets during teaching and learning time and that is not only exposing the children to danger but is also violates the children's right to learn. The most recent case is in KwaZulu-Natal where the DoE has ordered a probe after parents complained about their children being made to clean toilets as punishment. One of the parents also stated that he even moved forward to suggest better and more encouraging ways to discipline children as he believes there are other ways of teaching them rather than humiliating them but the school management declined to pursue any of his options. Another parent also noted that pupils spend Friday afternoons sweeping or polishing floors or cleaning the windows (Sunday Times, March 28 2010:3). Soneson and Smith (2005:20) is adamant that non-corporal forms of punishment such as making children do heavy physical labour also constitutes corporal punishment.

Although it is said that the ATCP is meant to redress the injustices of the past, it is clear that the nature of the disciplinary measures and practices are rather punitive in the sense that learners are still exposed to maltreatment, neglect, abuse or degradation that what was supposed to be discarded according to Chapter 2 of the

Constitution of South Africa, that is, the Bill of Rights. If children are required to perform or provide services that are inappropriate for children of that age and place at risk the children's wellbeing, education, physical or mental health, and their spiritual, moral or social development, that is tantamount to the violation of the children's rights.

Chauke (2009) also raised a concern about the teachers not having a good understanding of what they are supposed to do with regard to physical work. Teachers raised the following concerns, "Some alternatives have limitations, for example, you cannot punish a learner by giving manual work, it is against the law, and learners are not labourers" (Chauke, 2009:63), and another teacher said, "We detain learners; we give them extra work and subject them to cleaning of toilets" (Chauke, 2009:63).

It is also important to note that giving learners small menial tasks seems to be making provision for minor offences only and doesn't give guidance for some offences that are prevalent in certain areas of the country. There is no advice given on what is supposed to be done in the interim, which is, in the process awaiting the DoE ruling for the serious offences referred to them, because issues of expulsions can only be approved by the Head of Department. Another example related to the absence of strategies for area specific challenges is that the Eastern Cape Province has a problem related to learners coming from initiation schools. This has an adverse effect on school discipline due to all forms of indiscipline like long periods of absence from school and their demand for respect from other learners and teachers. These learners believe that as they are initiated men, they cannot be ordered by 'junior' members of their communities, that is, women who in most cases make the majority of the teachers and those men who have not been to initiation schools. The ATCP is quiet about ways to handle area specific cultural issues so it becomes critical to note that when formulating the guidelines that are to be used in a country like South Africa, issues of diversity and the dynamics of each area need to be considered.

2.10. CONCLUSION

In order to attend to the current indiscipline problems in South Africa Kempen (2008:3) and Mwamwenda (2004:275) suggest that all schools should have behaviour and disciplinary codes and set norms in a written policy that clearly prohibits certain activities, such as bringing weapons to school or harassing fellow learners. It is also said that zero tolerance must be exercised regarding a range of activities such as possession or use of drugs. Christie (2001:7), Du Preez and Roux (2010:7) and Masitsa (2008:244) also note that it is important to link the disciplinary strategies to the educational vision of each school, that is, discipline should demonstrate a consistency between teaching objectives, curriculum and school management otherwise disciplinary procedures will just be reduced to a mechanical behaviour modification with the educational value of the system being compromised. Squelch (2000:36) explains that the alignment of all procedures and processes is meant to ensure the protection of the fundamental rights in Section 33 of the Constitution, namely, that everyone has a right to administrative action that is lawful, reasonable and procedurally fair.

As much as all the above strategies are good in that the formulated instruments can be part of the solution to solve problems, the gap is that what is recommended above refers mainly to policies and processes and the content thereof, but the focus on the causative factors linked to the learners is limited. When looking at all the school policies including those looking at discipline like the ATCP, it is important that the dynamics of each and every school context with relation to their impact on learners be considered. A school can have good policies and can implement the instruments competently but if the root causes of the problems are not addressed, there is a chance that those policies won't work. In drawing up their management instruments the schools need to consider their own dynamics and there must be a link between the policies and the critical issues impacting on education in those societies so that intervention strategies recommended can be relevant to address the problems experienced. Each school is supposed to work on its individual SWOT (strengths, weaknesses, opportunities and threats) analysis and align it with the national education prescripts, omit some if they are not going to work for them, enhance some if there is a need for improvement and ultimately draw up disciplinary

strategies that will be relevant to their specific dynamics. In doing that the schools need to take note that whatever they recommend is not in conflict with children's rights.

In the light of the above mentioned gaps, it is clear that there are still unresolved issues in relation to the alternative discipline approaches. Research needs to be undertaken to provide further insights into these varied issues. There are still burning concerns around the lack of consultation with all the stakeholders involved -learners, parents and teachers - and the non-recognition of local cultures and religions. The problems seem to have impacted on various aspects related to rights based education in schools and also on school leadership so it imperative that this aspect must also be given due consideration, as will be done in the next chapter.

CHAPTER 3

REVIEW OF RELATED LITERATURE: SCHOOL LEADERSHIP

3. INTRODUCTION

This literature chapter on educational leadership defines school leadership and discusses the link between school leadership and school discipline. Leadership theories, approaches, types and styles are also presented. The chapter also gives background on the social contexts and the educational system in South Africa and their effects on school leadership.

3.1. THE LINK BETWEEN SCHOOL LEADERSHIP AND SCHOOL DISCIPLINE

Discipline is the practice of care and respect for others and self and it's also about safeguarding one's rights and the rights of other people (Humphrey in Mokhele, 2006:150). Oosthuizen, Roux and Van de Walt (2005) support this definition by noting that the application of discipline should not be construed as only to control unruly behaviour but as a means of entering into a loving, caring relationship for guiding learners. Good discipline is a cornerstone in the foundation of successful schools and all students are expected to conduct themselves in a manner conducive to learning in all places and activities. Teachers are in charge of their classrooms, and can make any reasonable rule for governing their classrooms, which is acceptable to the administration. Students are expected to respect all teachers at all times and follow their directions whether they are in the classroom, on the playground, in the halls, or at any school sponsored activities (Vally, 1998).

However, South African principals, teachers and school governing bodies face one of the most challenging tasks in trying to create and maintain a safe discipline environment. Education in South Africa has undergone major social, political and economic changes in the quest to establish a democratic and humane nation. One of the major changes has been the banning of corporal punishment in all schools under the South African Schools Act of 1996. Many principals, who were principals and teachers pre-1994, as well as others who qualified thereafter, may not have acquired any knowledge of the virtues of democracy, or, having done so, may not be practicing these virtues, while the authorities seem to assume that principals and

teachers are naturally imbued with the knowledge of the virtues of democracy and are able to put these virtues into practice (Novembera, Alexander & van Wyk, 2009). The ban of corporal punishment has resulted in many teachers finding themselves in a position of not knowing what to do in the absence of corporal punishment because they believe that children will neither show them respect nor develop discipline to work unless they are beaten or threatened with being beaten. Teachers feel that they no longer have power because they are not able to use corporal punishment as it is quick and easy, unlike other methods that require time and patience which most teachers' lack (www.education.gov.za). Some teachers feel the only way to deal with difficult or disruptive learners with behavioural problems who don't respond to other disciplinary measures is to beat them, while another view is that learners who think that they have got away with wrongdoing, will repeat their misconduct.

Over the past several decades, a growing body of research on the work of school leaders has made it increasingly clear that leadership matters when it comes to improving student discipline and achievement (Fullan, 2001, Marzano and Waters, 2005 & Sergiovanni, 2001). Whilst the role of the school leaders has swelled to include a staggering array of professional tasks, more than ever, in today's climate of heightened expectations, school leaders are in the hot seat to improve teaching and learning and this becomes a challenge if learners are not disciplined. As Akey (2006:2) notes, there is a link between academic performance and learners' behaviour as well behaved learners usually perform well. Rigby (2000) and Thompson (2009:1) also confirm that learners who misbehave tend to perform poorly at school and also tend to be absent frequently, so disruptive behaviour or other forms of misconduct by learners often negatively affects fellow learners' safety, security and success in education. Good order is essential and it is imperative for school leaders to maintain discipline; otherwise there will be disorder in schools. Professor Jansen, the Vice Chancellor of Free State University advised in Drum (7 April 2011:22) that it is imperative for parents to consider the link between school discipline and school leadership when choosing a school for their children. He says, "Look for one with discipline where rights of the children come first and which has a strong leader as principal".

Nevertheless, administrators, policy makers, teachers and parents have a responsibility to find solutions to curb the problem as students' disruptive behaviour, as aforementioned have very negative effects. With regard to the maintenance of school discipline, Usdan, McCloud and Podmoskto (2000) list the following as the key roles that school leaders in the 21st century should fulfil to ensure that there are disciplined schools: (i) Instructional leadership that focuses on strengthening teaching and learning, professional development, data-driven decision making and accountability so that operational issues cannot make a contributory factor to learners' indiscipline; (ii) Community leadership manifested in a big-picture awareness of the school's role in society; shared leadership among teachers, community partners and residents; close relations with parents and others; and advocacy for school capacity building and resources and this is meant to ensure that there is functional participation between the communities and schools, and, (iii) Visionary leadership that demonstrates energy, commitment, entrepreneurial spirit, values and conviction that all children will learn at high levels, as well as inspiring others with this vision both inside and outside the school building.

Practically, the second role means that in maintaining discipline school leaders must seek the active involvement and support of their communities by ensuring that policies are appropriate, articulated and that the implementation of all the policies is monitored and evaluated (Dunford *et al*, 2000:2). According to Sergiovanni (1992) the involvement of the communities in schools has a moral dimension in the sense that this approach transforms schools from organizations to communities and inspires commitment, devotion and service because the schools are built around a shared purpose, values and beliefs. Elmore (2008) asserts that as school leaders are in a position of power, they must understand that maintaining discipline means proper respect for the law as well asculivating values such as conscientious work, courtesy, truth, responsibility, accountability, capacity and justice. These norms and values must be internalised by learners, and, furthermore, leaders must lead by exemplifying the values and behaviour they want the learners to adopt.

In spearheading the normative approach to school discipline it is clear that school leaders' roles have increased in complexity. School leaders are expected to perform their contractual duties, but parents also have their expectations which are that

school leaders give meticulous attention to the physical and the spiritual development of each child, attend to the positive social moulding of the child, and cooperate with the parents to overcome any problems a child may have, whether they are social, psychological or academic (Normore, 2004:1). In order to establish democratic virtues, school principals must also understand their roles as agents of change, that is, in their roles as agents of change and leaders of learning within their schools, school principals are expected to expand their schools' capacities to learn democratic values by creating learning communities that collaboratively solve problems facing the school. Shuttleworth (2003) and Van Deventer, Kruger, Van der Merwe and Prinsloo (2003) state that, as an internal change agent, the school principal is expected to initiate, facilitate and implement change with regard to democratic school practices.

In the light of the above Fullan (2003:3) believes moral leadership can be the answer to the above mentioned school principals's dual role and it can also reinvent school leadership and bring about large-scale school improvement by challenging all who work in education to rethink the critical roles of school leaders in the current era of accountability. Fullan (2003) believes that the challenge, and moral imperative, for today's school leaders is to lead system transformations to resolve the top-down/bottom-up dilemma that exists in systemic change. Fullan (2002:9) believes that:

The moral purpose is social responsibility to others and the environment and school leaders with moral purpose seek to make a difference in the lives of students. They are concerned about closing the gap between high-performing and lower-performing schools and raising the achievement and closing the gap between high-performing and lower-performing students. They act with the intention of making a positive difference in their own schools as well as improving the environment in other district schools.

In attempting to solve the role conflict problem Davidson, Lickona and Khemelkov (2007) caution that school leaders need to strike a balance and understand that they cannot neglect their contractual duties in favour of parental expectations or visa-versa, because education in itself has two great goals, that is, helping students become smart and helping them become good so they need character for both. Furthermore the students themselves affirm the complementary roles of performance character and moral character because when Wentzel (2008) asked middle school

students, "How do you know when a teacher cares about you?," they identified two behaviour patterns: The teacher *teaches well* (makes class interesting, stays on task, stops to explain something), and the teacher *treats them well* (is respectful, kind, and fair), that is, in other words, a "caring teacher" models both performance character and moral character.

Different scholars emphasize that for school leaders to set the tone towards balancing the conflicting roles, school leaders must build a strong teacher-community commitment so as to create a shared responsibility for student and school success. Morrell (2001:296) report that school leaders are in a crisis in the sense that there are conflicts between them and some teachers, parents, and the broader communities who are against the ATCP and between the school leaders and district officials who are demanding that the ATCP must be implemented. As these conflicts emanate from schools, one can assume that the fault is with the school leaders, that maybe they didn't consult other stakeholders about the ATCP; however literature reveals that the complaints are mainly directed towards the DoE. The complainants are questioning the processes undertaken when the ATCP was initiated at the national level and the way it was filtered down to the provinces. School leaders find themselves in the line of fire: they are duty bound to implement the policies of the country but emphasizing that the policies must be implemented brings up conflicts between the leaders and the teachers, parents and the communities (Naong, 2007:285). The involvement of school leaders during the conceptualization stage of the ATCP is even questionable, as in a national conference in Durban a large number of school principals voiced their lack of support for the ATCP and called for the reinstatement of corporal punishment (Mail & Guardian, 24 May 2010:4).

As much as it is acknowledged that indiscipline is primarily committed by learners, Davis (2009:2) asserts that educational leaders must take into cognisance the importance of professional ethics for teachers and that involve moral responsibility towards the people whom teachers serve. Thus, all people who deal with children in educational settings must model behaviour and professionalism that enhances the learning experiences of young scholars. These professional ethics include, amongst others, professional language, attire and attitudes. Marlowe and Page (2005) add

that by modelling and other forms of scaffolding teachers can help students use their strengths, skills and knowledge to develop and learn. In support of the above, Jackson (1991:10) lists the following factors that have a bearing on the manifestation of discipline in schools:

- Personality-The negative effect of a teacher who has a rigid, dictatorial personality is no longer considered acceptable. Pupils respect teachers who maintain a reasonable level of discipline.
- Appearance-Personal appearance or dress is an influential factor in projecting a professional image. Dignity and appropriateness should be guiding principles for teachers as far as standards of dress are concerned.
- Academic commitment - There is a Latin saying—*Nemo dat quod non habet*—which means you cannot give what you have not got. The teacher who is not academically committed will have little to offer his or her pupils in the classroom. One of the teachers' primary tasks is to impart interest and a love of learning to pupils. In this regard, school principals should encourage their staff to better their qualifications. Enthusiasm is infectious and if love of learning is fostered from the top, the results will be apparent in the classroom.
- Preparation-Lesson preparation goes hand in hand with academic commitment, but the two need not be confused. Some teachers who are deeply absorbed and committed to their particular discipline fail to plan and a teacher needs to present lively, interesting and well planned lessons.
- Interest in activities outside the classroom-The teacher who lives only for teaching, no matter how noble that may be will become a uni-dimensional or unbalanced personality and this will start to show in her teaching. Teachers need to take an interest in the world around them.
- Enlisting the support of parents-If you have parents on your side, you will generally have the pupils on your side. The basic point is that parents are partners in the educational process and should be treated as such.

Besides the teachers' conduct having a contributory factor on learners' behaviour, it is also very important for school leaders to take note of the impact of socio-economic challenges on learners' behaviour. What could be reflected through learners as indiscipline or a result of indiscipline e.g. failing an assessment, could be a reaction

to what is not going well inside or outside the classroom. The learners' domestic problems, for example, cannot be ignored. Learners are emotionally affected by their home conditions as children become aware of social and economic status differences at a young age and they also grow increasingly aware of both their own social status and that of their peers, developing class-related attitudes during their years in primary school (Pellino, 2010). Slavin (1998:1) cites an example of learners coming from poverty stricken homes, "Children of poverty generally achieve lower levels than children of middle and upper classes and this can affect the quality of learners' behaviour". The school leadership challenges which arise from conditions found in high-poverty schools are indeed formidable so in practical terms leaders need to ask the question as to how poverty-related issues regarding learners can be overcome so that a happy and effective learning environment can be created (Kamper, 2008).

Having considered all the contributory factors to learners' indiscipline, e.g. the teachers' conduct and the socio economic factors, Maicibi (2005) still contends that without a discipline-focused leadership style, discipline and effective performance cannot be realized in schools and even if the schools do have all the required instructional materials and financial resources, there will be no benefit if students are not disciplined. Maicibi (2005) further notes that school effectiveness in the context of discipline transcends beyond students passing an examination to encompass, as well, students' attainment in other domains of learning namely the affective and the psychomotor domains. Bandele (2002) posits that the combination of the three domains of learning helps the recipient of the education to live a fulfilled life and contribute meaningfully to the society in which he lives.

Maicibi's (2005) assertion that the acquisition of the planned objectives is a determinant for school effectiveness becomes a problem when the objectives are not owned by all the stakeholders involved in education or in a specific school, e.g. according to the problem at hand, that is, the objective to effectively implement the ATCP. This seems to be the objective of the DoE only, as most people who are supposed to help to implement it are rejecting it, e.g. teachers, parents and even the communities. Reactions or occurrences like these brings to attention that in contexts like South Africa it is not advisable to use a blanket approach when dealing with

issues that affect the entire public, as the country is occupied by people from diverse backgrounds, backgrounds that have an impact on the way people choose to socialize or educate their children. In this context it is important to explore the concept of school leadership and outline the contestations that underpin it. For the purpose of this research, the researcher will explain how this study seeks to define a school leader and answer the question, "Who represents a school leader?"

3.2. DEFINITION OF SCHOOL LEADERSHIP

Globally school leadership has become a priority in education policy agendas and it plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Due to the above mentioned role effective school leadership is essential to improve the efficiency and the quality of schooling (Pont, Nusche & Moorman, 2008:9).

In defining school leadership there are similar key features which are mentioned by different scholars, that is, school leadership is a process, there are qualities or traits that must be possessed by people involved in school leadership, there are roles to be undertaken by the school leaders to transform schools, and there is an ultimate purpose to be realized. As much as the scholars have presented different definitions, it is clear that all the above mentioned key features are interlinked as the overall definition encompasses all of them. The term school leadership came into currency in the late 20th century due to demands that schools were expected to improve and reform and these expectations were accompanied by calls for accountability at school level because administration and management were deemed as terms that connote stability through the exercise of control and supervision. Lee (1955) writes that the concept 'leadership' emanated from the Greek philosophers Plato and Socrates who held many debates on the attributes of great generals with particular interest in whether a leader was born or could be nurtured. The belief that leaders are born stems from the more recent history that has kept leadership on the centre stage, particularly with high profile 'heroic' leaders who have been the driving force behind great battles, wars, political victories and sports (Heuy, 1994). Eicher (2010:46) and Bickman-Fick (2010) refute the statement that leaders are born by arguing that the most reliable and practical source of future leaders is the

organization itself as some leaders are often diamonds in the rough when they are employed and need to be polished, because, even though they may understand their organisation's business and culture, they may not be prepared to provide the fundamental leadership skills required to meet both internal and external demands. Bottery (1995:180) also challenges the notion that suggests that leaders are born rather than fashioned by the environment as a result they are expected to possess qualities which are universal to leaders e.g. intelligence, humour, tolerance and decisiveness. Bass and Stogill (1970:126) further note that through research the validity of the latter statements was evaluated and the conclusion was that leadership is a relationship that exists between persons in social situations and those persons who are leaders in one situation may not necessarily be leaders in other situations.

Besides the argument on who becomes a leader there are also arguments on who functions as a leadership in a school. The principal or school head is commonly thought to be the school leader; however, generally school leadership is known to include other people, such as members of the School Management Teams (SMTs) and the persons who contribute toward the aims of the school, e.g. School Governing Bodies (SGBs). There are a number of scholars who question this definition and suggest that effective school leadership may not reside exclusively in formal positions but may instead be distributed across a number of individuals in the school. Principals, deputy and assistant principals, leadership teams, school governing boards and other school-level professional personnel can contribute as leaders to the goal of creating learning-centred schooling. The precise distribution of these leadership contributions can vary depending on factors such as governance and management structure, levels of autonomy and accountability, school size and complexity and levels of student performance (Pont, Nusche & Moorman, 2008:19). Portin (2004), Natsiopoulou and Giouroukakis (2010:1) advise that it can become nearly impossible for a single individual to properly administer and lead a school in instruction, school culture, management, strategic development, micro-politics, human resources, and external development so any principal will have difficulty successfully lead all these areas on her own. One of the most congruent findings from studies of effective leadership in schools is that the authority to lead need not be located in the person of the leader but can be dispersed within the school in

between and among people (Day, Johnston & Whitaker, 2000). There is a growing understanding that leadership is embedded in various organisational contexts within school communities, not centrally vested in a person or an office.

In support of shared leadership Natsiopoulou and Giouroukakis (2010:1) suggest one alternative approach to school governance that has great potential for success. This alternative approach is a distributed leadership model, is democratic and it secures staff members' full participation in the school's decision-making processes, promotes meaningful collaboration and harmonious work relations, generates passion for accomplishing goals and boost student and teacher productivity. According to Ritchie and Woods (2007) the democratic and distributed leadership model involves distributing responsibility on all administrative levels, working through teams, and engendering collective responsibility and, lastly, with the distributed leadership model, the principal shares authority and power: teachers take leading roles, assume responsibility, and act independently as individuals or groups. Du Preez *et al* (2002) defines the leader who uses distributed leadership model as the one who thinks in terms of roles rather than positions as this has an immediate effect of focusing on people and purposes. Some leaders, however, remain stuck in their occupational titles as they become "too valuable in their positions" to listen to anyone else. Role orientated leaders are known to be hands-on, inspiring to subordinates and accomplishes more by delegating duties and leading subordinates within a network that is structured for optimal results.

Weinding and Early (2004:5) believe that school leadership is a process of enlisting and guiding the talents and energies of teachers, pupils, and parents and it entails developing a vision and strategies for producing the changes needed to achieve the vision. To achieve the vision, Armstrong (2004) adds that a leader must possess influence, power and legitimate authority by being a motivator, an innovator, an entrepreneur, a consultant and a thinker and this will enable the leader to be able to effectively transform the organization through the direction of the human resources that are the most important organizational assets. Bennet, Crawford and Cartwright (2003:27) believe that in leading the schools, the leaders need to (i) align people—communicate the direction by words and deeds to all those whose cooperation may be needed so as to influence the creation of teams and coalitions that understand

the vision strategies and accept their validity, (ii) motivating and inspiring-energize people to overcome major political, bureaucratic, and resource barriers to change by satisfying very basic, but often unfulfilled human needs, and (iii) produce change to a dramatic degree. Talking about leaders as the agents of change, Salisbury and McGregor (2005:3) note that leaders need to understand the process of change in school settings. It is a complicated process but there are some commonly agreed upon findings that are helpful in understanding how change happens, that is, it is a process, not an event; organizations do not change until the individuals within it change; changes come in different sizes; different amounts of time and resources are needed; change happens from the top-down, the bottom-up, and horizontally. In addition, administrative leadership is essential to long term change success; the school is the primary unit for change; facilitating change is a team effort; appropriate supports and interventions reduce the challenges of change; and, lastly, the context of the school influences the process of change.

There are also arguments that leadership is different from administration. Young (2010:1) notes that administrators are people running processes based on rules and using tools, that is, they deal with gathering, processing, and communicating information and the managers' duties are to maximise the output of the organisation through administrative implementation by organising, planning, staffing, directing and controlling. Administration and management are seen as lacking the trait of being able to guide and be exemplary as that is deemed to be the function of leaders. Leadership is just one important component of the directing function as administrators and managers like having the skills to do the job but being there and living it out requires certain inborn or nurtured skill that is only found in leaders (Bush, 2003). The skills of a manager facilitate the work of an organization because the manager ensures that everything is done in accordance with the organization's rules and regulations. The skills of a leader ensure that the work of the organization is what it needs to be. Leaders facilitate the identification of organizational goals. They initiate the development of a vision of what their organization is about. "Management controls, arranges, does things right; leadership unleashes energy, sets the vision so we do the right thing" (Bennis & Nanus, 1985:21). Kotter (1990:3) suggests this distinction to show the difference between management and leadership, "management is about coping with the transactional and complexity, and

leadership, by contrast, is about coping with change and transformation". Dimmok (1999) and Cuban (1988) add to the contestations by noting that the concept of management overlaps with leadership and administration. "Leadership" is of great contemporary interest in most countries in the developed world. Dimmock (1999) differentiates leadership and administration whilst also acknowledging that there are competing definitions: school leaders experience tensions between competing elements of leadership, management and administration. Dimmock (1999) notes that irrespective of how these terms are defined, school leaders experience difficulty in deciding the balance between higher order tasks designed to improve staff, student and school performance (leadership), routine maintenance of present operations (management) and lower order duties (administration).

Cuban (1988) provides one of the clearest distinctions between leadership and management: leadership entails influencing others' actions in achieving desirable ends and managing is maintaining efficiently and effectively current organisational arrangements. Cuban (1988) further notes that managing and leading are both distinct and important. Different settings and times call for different responses but leadership and management need to be given equal prominence if schools are to operate effectively and achieve their objectives. The challenge of modern organisations requires the objective perspective of the manager as well as the flashes of vision and commitment wise leaders provide (Cuban, 1988).

While leadership involves steering organisations by shaping other people's attitudes, motivations and behaviours, management is more closely associated with maintenance of current operations (Bush & Glover, 2003). This report considers that successful schools need effective leadership, management and administration. While the report's focus is on leadership, this term may encompass managerial and administrative tasks as well. The three elements are so closely intertwined that it is unlikely that one of them will succeed without the others (Pont, Nusche & Moorman, 2008:9).

Although affirming that leadership can present a partial solution to certain problems in education, a number of scholars dispute the fact that leadership is seen as a catch all in solving all educational problems. Carter and Cunningham (1997) disapprove of

the way in which school leadership is presented as an ideal or perfect approach. They note that whilst school leadership or educational leadership have become popular as replacements for educational administration, leadership arguably presents only a partial picture of the work of a school, division or district.

Nevertheless, Pedler, Burgoyne and Boydell (2004) highlights that since the 20th Century there has been a shift in thinking whereby leadership theory and its development has moved from the trait, or personal qualities approach, to a far more complex interaction between the individual's make up, the environment they operate in, and the type or style of organisation they work for. It has become increasingly evident that there is no one model that encapsulates either leadership or a succession of leaders who have displayed similar personalities in similar environments for there to be a common template of leadership. Despite the deluge of literature there is no consensus to the makeup, and constituent parts of either good leadership or how we best go about building sustainable leadership in organisations.

An auxiliary purpose of this study, based on the evidence above, is to assess the implications of the disciplinary practices for school leadership. It is important that the concept of leadership be explored further so that a deeper insight can be gained in terms of how a leadership theory, approach, type and style can have an impact on what becomes of a school. Different leadership styles are understood to be emanating from or influenced by certain discourses; thus it is imperative that the following theories be discussed so that the effect that they have on leadership can be understood.

3.3 LEADERSHIP: THEORIES, APPROACHES, TYPES AND STYLES

3.3.1. Leadership Theories

Different authors outline different theories discussed below:

3.3.1.1 Great Man Theory

The Great Man theory assumes that the capacity for leadership is inherent – that great leaders are born not made. These theories often portray great leaders as

heroic, mythic and destined to rise to leadership when needed. The term "Great Man" was used because, at the time, leadership was thought of primarily as a male quality, especially in terms of military leadership as leaders distinguished themselves by certain traits, like physical strength, mental balance, energy, intelligence and behaviour (Eckmann, 2005).

Critics (Sanders, 2008:1 & Jennings, 1960) assert that the "great man" theory is not convenient when it comes to actually creating change as again and again leaders disappoint and leave long-term challenges to fester. The critics do not argue the fact that executive leadership is important but argue the continual failure of the "great people" should be lesson enough that, being born only and not groomed is not sufficient (Sanders, 2008:1). Jennings (1960) also suggests that there is not a single personal factor that distinguishes leaders from others.

3.3.1.2 Role theory

Role theory posits that human behaviours is guided by expectations held both by the individual and by other people and the expectations correspond to different roles that individuals perform or enact in their daily lives, such as secretary, father, or friend. It's also about the relationship between what leaders do and the productivity of the organization so the management of the role depends on the difficulty of the work, the way the organization is organized and how coordination takes place (Dalin, 1998:83). Role theory also argues that in order to change behaviour it is necessary to change roles; roles correspond to behaviours and vice versa. In addition to heavily influencing behaviour, roles influence beliefs and attitudes; individuals will change their beliefs and attitudes to correspond with their roles. Role theory is, in fact, predictive. It implies that if we have information about the role expectations for a specified position, a significant portion of the behaviour of the person occupying that position can be predicted (Michener, Andrew & DeLamater, 1999).

There are three arguments that Michener *et al* (1999) mentions to outline role theories shortfalls; firstly, they believe that role theory has a hard time explaining social deviance when it does not correspond to a pre-specified role, for instance, the behaviour of someone who adopts the role of bank robber can be predicted - she will

rob banks. But if a bank teller simply begins handing out cash to random people, role theory would be unable to explain why (though role conflict could be one possible answer. Secondly, role theory does not and cannot explain how role expectations came to be what they are and thus has no explanation. For example, why it is expected of male soldiers to cut their hair short, but it could predict with a high degree of accuracy that if someone is a male soldier they will have short hair. Thirdly, role theory does not explain when and how role expectations change.

3.3.1.3 Trait theory

Trait theory assumes that people inherit certain qualities and traits that make them better suited to leadership (Kowalski, 2009). Trait theorists often identify particular personality or behavioural characteristics shared by leaders, and by their very nature traits describe deeply entrenched mental and behavioural habits people have formed, and as such they can be good predictors of how someone will act in the future (Kowalski, 2009). Scholars taking the trait approach attempted to identify physiological, demographical, personality, intellective, task related and social characteristics with leader emergence and leader effectiveness (Northouse, 2006). The strengths of the trait theory is that it is naturally pleasing, it is valid and there is research to support it, it serves as a yard to assess a leader and it gives detailed knowledge and understanding of the leadership element in the leadership process (Zaccaro, Kemp & Bader, 2004).

Critics assert that the trait theory is bound to involve a subjective judgement as to who is regarded to be a good or successful leader. Possible traits also tend to be too long and the descriptions are simply generalities and there is a disagreement over which traits are the most important for an effective leader. Physical traits like height and weight are often linked to effective leadership but these are not always rational requirements. Trait theory also has a high task and high relationship orientation because it is concerned with the study of attributes and characteristics of successful leaders in order to differentiate what's different about them, e.g. intelligence, self-confidence, high energy levels and dominance, but the leader can vary his style to suit the situation (Early *et al* 2004:9 & Getzels & Guba, 1957:423).

3.3.1.4 Style theory

Style theory considers what leaders do and at the core of all the style theories is the idea that leaders engage in two distinct types of behaviour: task behaviours and relationship behaviours and how leaders combine these two behaviours determines their leadership effectiveness (Henkel, 2001). The following influence this theory: the leader's style gives emphasis to people or to task, that is, people orientated (relationships) or results orientated (tasks). The key action words are tell, sell, consult and share (boss/subordinate centred). It is action centred in the sense that it keeps a balance between achieving the task, building and maintaining the team and developing the individual (Adair, 1986:9-10). The advantage is that style theory is supported by a large body of research, however, style theorists have yet to come to consensus on an optimal style of leadership for the theory implies that a high task, high relationship style will yield the best results, but this implication has yet to be supported by research (Henkel, 2001).

3.3.1.5 Contingency Theory

Contingency theorists argued that effective leadership style depends on situational contingencies, such as the specific nature of the task (Lorsch, 2010). Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers and aspects of the situation (Early *et al* 2004:10). The contingency theory perceives leadership as the conjunction of person and the situation and gives consideration to the power of the leader and the structure of the task and task orientated leaders perform best when they have either high or low leader power. When leader power is moderate, relation orientated leaders perform better (Fiedler, 1967:133). The strengths of the contingency theory is that an undesirable activity or behaviour is more likely to reoccur if it is followed by some kind of positive reinforcement or reward each time it occurs, positive reinforcements or rewards are more effective than punishment in changing behaviour, it can be used even when an individual's behaviour is out of control because it teaches self-control and, lastly, it

generalizes well, which means that it can be used in a variety of settings, such as home and school. With relation to the phenomenon under study contingency management is also a very effective tool that can improve student behaviour both at home and at school (Hall & Hall, 1998:1-2).

The literature also identifies a contingent approach to school leadership as one which draws the “conjunction of the person and the situation” (Day *et al*, 2000:10). The writers recommend the application of contingency leadership “which takes into account the realities of successful principal-ship of schools in changing times, and moves beyond polarised concepts of transactional and transformational leadership” (Day *et el.*, 2000:456).

3.3.1.6 3-D Theory

Reddin's model was based on the two basic dimensions of leadership called task-orientation and relationships-orientation and also introduced a third dimension, that is, effectiveness. Reddin posits that “situational demands” are the things that dictate how a manager must operate to be most effective and identified four major leadership styles on the high effectiveness plane and four corresponding styles on the low effectiveness plane, effectiveness being where the leadership style matched the demands of the situation. The effectiveness depends on the extent to which the manager's style, his combination of task and relationship orientation, fits the style demands of the situation he is in, which is the style demanded for: the job, the superior and subordinates (Reddin, 1976:16).

Reddin's four basic management styles result from the different levels of concern for the people and the task, and to these four basic styles, Reddin added a third dimension as a means of measuring managerial effectiveness. Where the four styles are being used in the most inappropriate way, this is the lowest level of effectiveness and those occupying these quadrants are labelled as: Missionary, Compromiser, Deserter, and Autocrat. Where the four styles are being used in the most appropriate way and thus at the highest levels of effectiveness, Reddin labelled the roles as: Developer, Executive, Bureaucrat, and Benevolent Autocrat. The appropriate use of the four basic management styles is the key to managerial effectiveness. There is no

one right management style, as depending upon the variable, any of the four basic styles can be successful, if appropriately used (Reddin, 2010).

The following diagram outlines Reddin's theory:

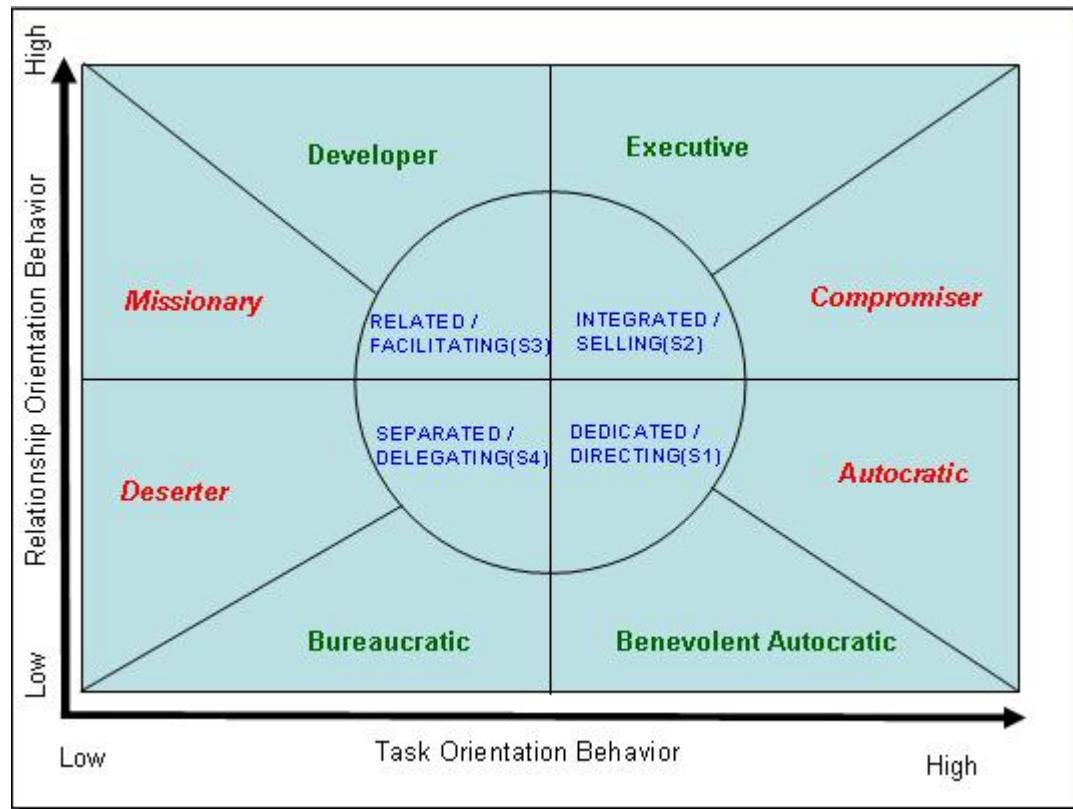


Figure 2: Reddin's 3-D Theory of Managerial Effectiveness (Source: Reddin, 2010).

3.3.1.7 Personal trait Theory

Effective leaders are characterized by particular managerial and personal qualities. Effective leaders use a range of styles according to the demands of the situation, e.g. emergencies and incidents (Early *et al* 2004:9).

3.3.1.8 Life-cycle theory

The maturity level of the organization's members determines the leadership style in any givensituation. It advocates that leaders must find situations in which their leadership styles are suited (Boles & Davenport, 1993:244).

3.3.1.9 Power and influence theory

Leadership is seen as a function of power and how that power is exercised. Key questions are: Who exerts influence? What are the sources of that influence? What are the purposes and outcomes of that influence? There are five components of this theory: instructional, transformational, moral, participative, managerial and contingent (Early *et al* 2004:9).

The contingency theory seems to be the one most suited to the study at hand. The study has identified a gap between the expectations of the DoE and the contexts in which these expectations are supposed to be realised. There is a gap between the school leaders who are supposed to facilitate the implementation of the ATCP on behalf of the DoE and the people who are supposed to roll out and support this process, namely the parents, the teachers and the communities. The contingency theory talks about linking the task with the situation. Therefore, in preparing to implement the ATCP, the school leaders need to take into cognisance the context that they will be operating in. This means that the key values that govern that community won't be ignored, and that in shaping the way the ATCP is going to be implemented, the views of the communities will be integrated with the implementation plan. Hallinger (2003) also acknowledges the concept of situational or contingent leadership in the field of school leadership, whereby it is quite meaningless to study the leadership behaviours of principals without reference to the wider school context in which they operate. Hallinger (2003) mentions that contextual variables may include student background, community type, organisational structure, school culture, teacher experience and competence, financial resources, school size, and bureaucratic and labour organisation, as all these have a bearing on whether the vision of each school is realised or not.

Linking the above definition to my research study, the leadership approach defined above seems to be an approach that could address the gaps identified by the opposing stakeholders as far as the implementation of the ATCP in schools. When comparing what emanated when the ATCP was introduced by the DoE against the steps recommended when one is taking a leadership approach, it shows that there are gaps because, as other role players like teachers and parents claim, there was

no consultation. As a result, the vision of the DoE is not shared by the school communities in which the ATCP is supposed to be implemented. There is a concern that the planned change was not introduced in a proper manner so it is imperative that, in future, an implementation or leadership approach be deemed crucial whenever a new programme is introduced.

3.3.2 Approaches to school leadership

Different scholars present different approaches that leaders use in order to ensure the envisaged dream is realised, the approaches are outlined below.

3.3.2.1 Proactive leadership

Bennet *et al* (2003:146) note that proactive leaders sense when a problem exists, identify it and move to action. Conflicts are handled in a cooperative, problem solving manner and are more likely to have positive outcomes because they generate solutions, promote insight and help individuals grow and strengthen emotionally. Bennet *et al* 2003:146) further describe proactive leaders as leaders who solve problems in a way that is more likely to have positive outcomes, promote insight and help individuals grow and strengthen emotionally.

3.3.2.2 Consultative leadership

An article from Project Adviser (2005:5) defines a consultative leader as one who directs through giving advice and leadership; is not based on power, title, or expertise; and it is a process based on giving advice to those you are leading in order to serve their best interests. The Project Adviser (2005:5) further adds that consultative leadership is similar to servant leadership, because it entails putting the needs of those you are leading ahead of your own interests. In the consultative leadership style, the leader will engage the subordinates efficaciously in the decision making and problem solving process and this kind of leadership style endorses the fact that the leader is indeed the servant of the people he is leading. The people have the power to engage in consultation with the leader and are able to make

suggestions which they know would be taken into serious consideration by the leader (Theyagu, 2010).

Consultative leadership entails the recognition that leaders are involved in the management of human and physical resources. A leader is expected to help people to develop while at the same time, is expected to maintain the team by motivation and support, and so it is a leadership stance taken by leaders that achieves success in promoting change as it is consultative rather than directive or prescriptive (Day *et al*, 1985:21).

Blanchard (1996) confirms the latter by noting that the key to successful leadership today is influence and not authority. This is the very nature of consultative leadership in that the leader will have to develop the ability to influence people rather than impose on them. Further, the consultative leadership style endorses the concept of empowerment rather than delegation. The consultative leader's role will continuously involve the development of the subordinates and this is done by being kept aware of the needs and wants of the people. The only way this information can be obtained is by having constant dialogue with the people and clarifying the goals and aspirations that you have and synchronizing this with their personal visions. When the people get to experience this state of being, they will be more prepared to 'buy-in' the visions and values of the leader (Theyagu, 2010). In giving consultative leadership, school leaders need to broker the oftenconflicting interests of parents; teachers; students; district office officials; unions and state; and they need to be sensitive to the widening range of student needs (Davis, 2005:2).

3.3.2.3 Preventative leadership

Preventative leadership has in place measures, routines and practices that prevent unnecessary disruptions to classroom practice (Blandford, 1998:52). The approach seeks to head off problems before trouble surfaces.

Since the ban of corporal punishment in 1996, it has been reported through research studies and court cases that corporal punishment is still used in schools and ATCP, if implemented at all, is used minimally or wrongly (Tleane, 2002:6; Clacherty &

Clacherty, 2005:114; Shlensky, 2006:14; Senosi, 2006:1; Burton, 2008:5;& Masitsa, 2008:240). Looking at all the above mentioned leadership approaches and comparing them with the way the issue of the ATCP implementation is being handled, not a single one of these approaches seems to have been used. There are reports that there were no consultations with regard to the recommended ATCP (consultative), no prior or adequate training in case problems cropped up (preventative), and there is nothing being done to support teachers in the light of the fact that it has been established that the ATCP is minimally or wrongly implemented (proactive). Except criminalising the use of corporal punishment, there is nothing remarkable that the DoE has put in place to address the ATCP implementation problems (Senosi, 2006:1 & Masitsa, 2008:240). Due to the decline of discipline in school and the failure to have an effective disciplinary tool, most principals are calling for the reinstatement of corporal punishment e.g. such a call was made by the Eastern Cape principals in a meeting with the President of South Africa (Mail & Guardian, 24 May 2010:4). One can assume that the reinstatement of corporal punishment does not seem able to bring positive outcomes because literature reports that corporal punishment is known to expose learners to psychological and emotional torment (Soneson & Smith, 2005:5).

It is also reported that some schools have unacceptable and illegal indiscipline preventative measures, routines and practices that ranges from internal arrangements between individual parents and individual teachers or between the school and their communities, and in some cases these arrangements are organised and condoned by school leaders, or some school leaders just turn a blind eye (Grey, 1999:3 & Bower, 2008). Features of successful schools include strong head teachers, a rigorous focus on children's progress, and clear and consistent discipline, while in less effective schools, staff 'turn a blind eye' to offences, are more likely to have 'limited ambitions' and there is a high teacher turnover (Clark, 2009:4). From the above discussion it shows that school leaders have come up with intervention strategies that are moving away from the realisation of the DoE's dream, that is, the discontinuation of corporal punishment or other strategies based on humiliation and disrespect and the introduction of disciplinary tools that are proactive and constructive to enable learners to experience an educative and corrective kind of education in which they will learn to exercise self-control, respect and accountability

(Kempen, 2008:3 & Porteus *et al* 2001:27). Against the background of the different approaches outlined, it is important to discuss the different types of leaders so that what influences the leadership approach can be understood.

3.3.3 Types of leaders

Curtin (2004:76), Boles *et al* (1989) and Pescosolido (2002:583) mention the following types of leaders.

3.3.3.1 Status leaders

Positions are created or given certain status and that status is extended to the incumbent, and the incumbent may extend or diminish the status of the position depending on his character or mannerism credit. However, the fact that one occupies a status leader role doesn't necessarily make clear the behaviours that are expected of one. Expectations seem to be elaborated in large measure by people who hold higher status, but usually a leader's peers and subordinates hold expectations for the leader as well (Boles *et al*, 1989).

3.3.3.2 Charismatic leaders

A charismatic leader is an exceptional individual who seems to have a unique personal power that makes him/her capable of securing the allegiance of a large number of people. They are persuasive, have the power to arouse deep emotions, have a cause to espouse, have an undisputable mission that others must rely on them to accomplish, and are imputed by followers to have extraordinary almost supernatural qualities whether real, alleged or presumed (Boles *et al*, 1989).

3.3.3.3 Emergent leaders

Within an established system, a leader may emerge because there is no designated leader, the designated leader is not doing what the group members expect, one person knows more than the others, or the person has a preferred outcome and she is willing to use whatever means available including force if necessary to achieve that outcome (Boles *et al*, 1989:227). Curtin's (2004:76) definition is that an emerging leader is someone who is creative, entrepreneurial and innovative in

thought process and action; someone who is community-minded or interested in issues and challenges facing the community and demonstrates community leadership or intentions towards them, and someone who is willing to contribute meaningfully to think-tank sessions and share knowledge and ideas with peers.

Pescosolido (2002:583) cautions that emergent leadership, like any kind of leadership, is difficult to quantify and its effectiveness could be measured more accurately by quantifying the following factors: whether or not one acquires a formal or informal position as emergent leader; to what extent the emergent leader achieves the outcome(s) for the group that the leader desired as determined by the leader's perception; and lastly, to what extent the members of the group perceived that the leader helped the group to achieve the outcome(s) that the group members desired.

3.3.3.4 Backroom leaders

The strength of the backroom leaders lie in enabling the systems to work well; they have policies and agreed practices for all eventualities, job descriptions are clear, minutes appear on time and things works like clockwork. The danger of these leaders is that they overlook the need for flair, the out of the ordinary and the taking of risks and they thus become too clinical. They can also become passive, political, or sit on the fence and take the lead only when it is needed (Boles *et al*, 1989:227).

In conclusion, from the discussions above, the charismatic leader seems to be fitting the description of an ideal school leader, being able to persuade and be able to accomplish the extraordinary. When looking at the current problems in schools, that is, in terms of indiscipline of learners and lack of support for the ATCP by the teachers, parents and the broader communities, it seems as if it is going to take a long haul before they can be solved. A charismatic leader, from the way she is presented, is the kind of person who can sell the concept for or against the DoE. The charismatic leader can influence the people for or against the ATCP, depending on what she deems right after weighing the options.

Looking at the case of an emergent leader, considering the reality that there are communities or parents that are against the ban of corporal punishment (Yamaguchi,

Bos & Olson, 2002), it can be assumed that some communities can be tempted to appoint school leaders who will represent their concerns, meaning people who are also not in favour of the ban and legally that could constitute disregard for the law.

Judging from the reported state of affairs in terms of discipline in South African schools it would be unreasonable to claim that school leaders in South Africa are representative of a certain type of leadership only because people and schools differ, without going deeper into the matter. There are schools where the ATCP is effectively implemented and those where the implementation has failed. According to Burton (2008), in 2008, 70.1% of learners reported that they were still beaten in primary schools and 47.5% of secondary schools learners also reported the use of a cane.

Given the nature of the problem, i.e. the non-implementation of the ATCP and the problems arising from that, the status leader and the backroom leader seem not the correct leaders that could effectively address this situation. The status and the backroom leaders are portrayed as leaders who could, if given a chance, enforce the implementation of the ATCP or leave things as they are in schools (turn a blind eye). The status leader is more concerned with the position and the expectations of such leaders are not well defined. They may be satisfied just to be occupying the position and can decide not to bother about the success or failure of the ATCP, or they can enforce the implementation to prove who is in control in the school. The backroom leader tends to be too clinical and her approach can perpetuate conflicts as there could be parents and teachers who could challenge the prescribed or recommended ATCP, and in responding to the conflict the backroom leader could just choose to be neutral or could enforce the ATCP implementation to push for the realisation of the government mandate.

School leaders in most South African schools that are not implementing the ATCP have chosen to show minimal concern for the non-implementation of the ATCP (Morrell, 2001:296) because in trying to enforce its implementation, they can be at risk of continuous conflicts with the teachers, parents and the broader communities or in reverse, showing their displeasure about the ATCP could bring up conflict between the school leaders and the DoE.

It is important to note that in trying to appease both opposing groups the rights of children are at stake and due to these conflicts the academic performance of the learners can be negatively affected. A study by Nsubunga (2007:22) established that there is a strong positive relationship between the leadership style and school performance. Cuban (1988) confirms that it is clear that leadership is a very important component and a critical ingredient in the process of improving the school's performance. This study also submits that for leadership to remain important and useful towards the promotion of quality education, the style used must be appropriate to the objective envisaged, thus it is important to discuss different leadership styles and their impact on learners' academic performance. Babayemi (2006) also testifies that the behaviour of leaders has been identified as one of the major factors influencing the productivity of subordinates in any organization in which the school system is not an exemption. Gamage, Adams and MacCormark (2009:2) witness that the leadership style determines the success or failure of a school.

3.3.4 Types of leadership styles

Different scholars present the following leadership styles:

3.3.4.1 Authoritarian or coercive

It is a strict dictatorial style which is used to ensure immediate compliance. It is good to achieve set goals but workers are tense, unhappy and stressed (Hay-McBer, 2000:1). Authoritarian leaders tend to say exactly what their followers need to do and they tell them when it needs to be done and how exactly they want it done and in this way, the followers will know who the boss is and who calls the shots. Titles are important and you have to have a title in order to qualify for respect and following, so being autocratic can also lead to resistance and court cases against teachers could be prevalent (Davies, 2005:96).

Results from the Pearson Product Moment Correlation Coefficient indicated that the relationship between the autocratic leadership style and school performance from the teachers' questionnaire is -0.65 or -65%. This was interpreted as a strong negative relationship and this simply means that the more autocratic one becomes, the poorer the performance of the school and the contrary is also true. There is a

correlation between school leaders who use the authoritarian leadership style and poor academic performance, mainly because this harsh leadership style tends to be resented by the leaders' subordinates. The greater the use of autocratic principles, the poorer the learners' academic performance, while the coercive style leader often creates a reign of terror, bullying and demeaning her subordinates, roaring with displeasure at the slightest problem. Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets. It is therefore recommended that school head teachers avoid the use of the autocratic leadership styles in the management of schools (Nsubunga, 2003:14).

3.3.4.2 Democratic

This style encompasses consultation, planning or pacesetting and partnerships to accomplish tasks to high standards of excellence, so it creates harmony among staff and between leaders and staff. Staff members are coached and developed for long-term professionalism. It is a good way to achieve goals and workers are normally happy, relaxed and motivated (Hay-McBer, 2000:1). The democratic approach could be deemed as an appropriate style but the leader would have to be very tactful as some of the issues with regard to school discipline cannot be reversed, e.g. the ban of corporal punishment. As expected from a democratic leader, the leader will have to influence and capacitate and develop all the involved stakeholders (Davies, 2005:96).

Nsubunga's (2003:15) study established that there is a positive moderate relationship between the democratic leadership style and student academic performance and the study revealed that most school managers use the democratic style of leadership. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, students and prefects, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored. This approach to management has led many school managers to rely on participatory governance mechanisms or the democratic leadership style. The leader in the school uses the democratic leadership style to build trust, respect and commitment because the style

allows people to have a say in decisions that affect their goals and how they do their work. Students in schools need to be involved in the school's administration and in the implementation of decisions because these affect them directly. The democratic leadership style encourages everybody to participate in the affairs of the school as a whole. The staff feel that they are part of the school, and hence they are part of the leadership of the school. This study also established that there is a strong relationship between the democratic leadership style of head teachers and teacher leadership. Most schools would improve their performance by becoming more collaborative and more democratic. This study therefore submits that the head teachers of secondary schools, in particular, be encouraged to use this style of leadership in the management of secondary schools (Nsubunga, 2003:15).

3.3.4.3 Laissez-faire

Laissez-faire leadership involves giving group members the freedom to make their own decisions. Laissez-faire leadership, also known as delegative leadership, is a type of leadership style in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members as it is characterized by very little guidance from leaders and complete freedom for followers to make decisions. Leaders provide the tools and resources needed and group members are expected to solve problems on their own.

Laissez-faire leadership can be effective in situations where group members are highly skilled, motivated and capable of working on their own. While the conventional term for this style is 'laissez-faire' and implies a completely hands-off approach, many leaders still remain open and available to group members for consultation and feedback. Laissez-faire leadership is not ideal in situations where group members lack the knowledge or experience they need to complete tasks and make decisions for some people are not good at setting their own deadlines, managing their own projects and solving problems on their own. In such situations, projects can go off-track and deadlines can be missed when team members do not get enough guidance or feedback from leaders (Lewin & White, 1939). In cases where there is no leadership, the organization is run in a haphazard way and workers are normally

unhappy and frustrated because they do not know what is expected from them and it is at least productive method (Davies, 2005:96). Laissez-faire is an approach that can guarantee conflict in schools because if school leaders are permissive or decide to ignore problems, this can result in chaos because there will be uncontrollable indiscipline and court cases against teachers could be prevalent.

The correlation coefficient indicated that there is a very negative correlation between the laissez-faire leadership style and the school performance in secondary schools. This study established that head teachers who use the laissez-faire leadership style tend to fail to follow up on those they have delegated tasks to and consequently performance declines. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work. Others may simply not like to do the work unless they are supervised. Laissez-faire leadership is not the best leadership style to use in the school organization because complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the school's effectiveness. This is in agreement with MacDonald's (2007) study of laissez-faire leadership which shows that it is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance, and leads to unproductive attitudes and disempowerment of subordinates. This study has established that there is a very low correlation between the laissez-faireleadership style and school performance in secondary schools. It is therefore recommended that school managers, avoid the laissez-faire leadership style which permits total delegation of responsibility to teachers and students (Nsubunga, 2003:18).

Davies (2005:96) suggests that the democratic approach could be deemed an appropriate style as this leadership style emphasises consultation, capacitation and the development of all the involved stakeholders but it cannot be ignored that what works in certain circumstances cannot work in other. Depending on the school contexts in which they work, school leaders face very different sets of challenges so school-level differences or contextual factors have important implications on the leadership practices. The results of the study conducted in seven countries by Leithwood (2005) also reveal that features of the "organisational or wider social context in which school leaders work impacts on their practices". These features

include: student background factors, school location (e.g. urban, rural), school size, government or public versus non-government designation of schools, school type and school level (elementary, middle, and secondary). In other studies, the level of schooling has been found to influence the type of leadership practices required as primary schools tend to be smaller and involve different leadership challenges than large secondary schools and small primary schools provide more opportunities for school leaders to spend time in the classroom and closely monitor teachers, whereas leaders in large secondary schools tend to influence teaching more indirectly and may rely on teacher leaders or department heads to engage in curricular issues (Leithwood, Louis, Anderson & Wahlstrom, 2004). Heck (1992) also testifies that in many primary schools school leaders are mainly classroom teachers, which may lead them to envisage their leadership in a more collegial and participative way as he established that school leaders in effective primary schools are more directly involved in instructional issues than school leaders in effective secondary schools, so the study of the effects of contextual factors is very critical.

3.4 SOCIAL CONTEXTS IN SOUTH AFRICA

3.4.1 The definition and the effects on school leadership

Social context is defined in four dimensions: ecology (physical and material aspects), milieu (social dimension created by characteristics of groups of persons), and culture (social dimensions created by belief systems, values, cognitive structures, and meaning) and social system (social dimensions created by the relationships of persons or groups) (Fullan *et al*, 1992:4). Crossley (2005) explains that the social context reflects and influences how people view and interpret things, so there is a danger that a criterion that is considered to be effective in certain contexts are then taken to be universal. Chisholm and Vally (1996) further add that the socio-economic context within which schools are located greatly affects the dynamics within a school. Sergiovanni (2005), Russel (2003) Fullan (2003) and Day *et al* (2000) have identified a range of factors associated with effective leadership but Mulford (2003) has argued that whilst there may be universal characteristics in relation to what constitutes effective leadership and indeed effective education, these need to be questioned rather than assumed. A leadership style or management

structure that works well in one school may be totally unsuitable in another; indeed, they could become unsuitable over time, even in the school where they were once effective so it is important for school leaders to regularly review leadership and management roles, structures, principles, practices and styles so that schools can adapt to changes in their particular circumstances (Effective leadership: Position Paper, 2007:2). Crossley, Herriot, Waudo, Mwirotsi, Holmes and Juma (2005), Oduro (2006), Riley (2000), Horner (2003), Riley and Macbeath (2003) advise that there is a need to develop a contextualised understanding of leadership practices in different contexts and this understanding needs to be seen, interpreted and possibly amended in the light of local values, perceptions and realities and there is a need to engage with the local goals of education and leadership which relates to the specific needs of children who live in distinct communities and which may vary from school to school. Townsend (1994:105) notes that recognizing variation in local priorities and needs lend support to the view that effective leadership styles are contingent on context, that is, there is no one package for school leadership, no one model to be learned and applied, regardless of culture and context so the aim must be to provide evidence to inform the leadership debate through providing a contextualised understanding of effective leadership in largely contrasting locations in South Africa.

3.4.2 Background and the context of South African schools

The key contexts of focus in this study will entail looking at the geographic location of a school (township, rural, suburban, farm or informal settlement) and leadership cultures (mores, the routines and conventions) and these will be explained from a South African perspective. Five South African contexts will be discussed, township; rural; suburban; farm and informal settlements.

3.4.2.1 Township schools

The term township refers to the often underdeveloped urban living areas that under apartheid were reserved for principally black Africans, Coloureds and also working-class Indians. The townships were usually built on the periphery of towns and cities. These townships were also called *locations* or *lokasie* (Afrikaans translation) and are often still referred to by that name in smaller towns. The term "kasie", a popular short

version of "*lokasie*" is also used sometimes to refer to townships. The townships are cramped and overcrowded and sometimes there are large informal settlements nearby. Most township schools are woefully under-resourced and many of the township's residents lack access to proper sanitation systems and other basic services and amenities.

Crawage (2005:23) mentioned the following as challenges that are reflective of both teachers and learners in some township schools. With relation to teachers and other staff members, the following are the challenges:

- clear disrespect by the teachers
- teachers and other school staff are always involved in quasi-political spats: having a heated debate in the staffroom about who should take the position of principal, as a result of which, teaching periods are often missed
- some of the teachers in township schools are poorly trained and the matriculation pass rate remains low (South Africa.info, 2010)
- teachers go on for weeks without looking at learners' books because they do not understand the work
- school receptionists are rude and uncooperative
- teachers are more eager to strike and less eager to teach (Crawage, 2005:23)
- teachers are accused of being "teachers on paper" but not in classrooms

And with regard to learners these are the challenges:

- late-coming
- disregard of all forms of school etiquette like the dress code and overall appearance
- clear disrespect by the learners
- possession of knives and drugs
- TV, radio, sound system and conversations in the neighbouring houses are always loud and prevent learners from concentrating
- parents and other family members are not educated, therefore, they do not understand when learners have to study
- learner enjoy "free periods" as the teachers are always absent from class and learners play soccer, smoke, fight and do nasty things with girls in the toilets

In the light of the above mentioned problems it is clear that managing such schools to ensure that there is effective teaching and learning and also to maintain discipline is a daunting task as it is evident that lack of discipline is not only a problem linked to learners but teachers are also in need of discipline. However, Gallie (2004:8) a representative of the South African Council of Educators (SACE) notes that there are township schools that are more democratic and successful than white schools although there are people who are making the mistake of wanting to transform township schools into 'white' schools.

3.4.2.2 Rural schools

Rural areas are large and isolated areas of open countryside (in reference to open fields) and often with low population density. Unemployment is extremely high and most people depend on old age grants and farming. Scattered rondavels (mud structures) around the village and unsafe buildings with cracks are usually used as classrooms and girls in Grades 4, 5 and 6 are usually sent to the river to fetch water and cow dung to clean the classrooms. Parents similarly depend on children to help with domestic labour and household chores create conflict between school schedules, family responsibilities, social roles and the desire for education. Because of the risk of rape and robbery, the bussing system was introduced although it brought its own challenges like squeezing a large number of learners into buses that are not certified to carry such numbers (Bot, 2005:6). Community libraries are rare and in most cases there are no reading materials except the Bible and there are no adequate, up to date textbooks in schools (Hendricks, 2008:4).

Gardiner (2008:14) also confirms that villages and rural communities are difficult to reach, the physical conditions in schools are inadequate, and learner performance in comparison to schools elsewhere is weak, although there have been significant infrastructural improvements since 1994. According to the National Education Infrastructure Management System: National Assessment Report published by the Department of Education in 2007, however, many rural schools still lack clean running water, electricity, libraries, laboratories and computers. More than one-quarter of the schools in Eastern Cape, KwaZulu-Natal and Limpopo have more than

45 learners per classroom and these are not easy conditions in which to provide a sound education for young people (Gardiner, 2008:14).

The South African Human Rights Commission (SAHRC, 2004) estimates that nearly 16% of rural children between the ages of six and fourteen are not in school and poverty or inability to afford school fees and other education costs was the reason given most often by out-of-school children (Dieltiens & Vally, 2001). Herskovitz in Mail and Guardian (Jul 2, 2010) also reported that relating to rural learners pregnancy is prevalent. In Mpumalanga, for example, 1 052 girls from 110 high schools and 58 primary schools had fallen pregnant and teachers were the suspected fathers in most cases and this could be why HIV prevalence was estimated to be 38% in a population of 250 000. The impact of the HIV/AIDS pandemic and early pregnancy is also reported to be preventing children from attending school and there are also a significant number of children compelled to work to supplement family income. Getting to and from schools is also a problem, as many learners in rural areas lack transport and must walk great distances to reach their schools.

Canales, Tejeda-Delgado and Slate (2008) note that effective leadership of rural school districts can be very complex and challenging because, firstly, in comparison with their urban and suburban counterparts, rural school leaders must develop, execute, and supervise the total school program. Secondly, school leaders must do whatever is necessary to operate the program but the support staff are frequently not available and this poses a problem because administrative roles and responsibilities are many and varied (Arnold, 2004). Thirdly, a small percentage of teachers in a largely rural province of South Africa perceived certain crucial educational relationships not to be necessary (SAHRC, 2004).

A relatively larger percentage of teachers in rural areas still perceived the support services that should help them create and maintain these relationships with their learners to be non-existent or unavailable (SAHRC, 2004).

It is clear from the above mentioned challenges that some rural school are experiencing a critical lack in terms of the teachers upholding the ethics of their

profession and it is also evident that attitude is a problem for teachers as they seem not to appreciate or take into cognisance that support services for both teachers and learners can play a big role in improving the situation in rural schools. It is imperative, therefore, that school leaders must ensure that both learners and teachers are capacitated to ensure they know and understand the values and ethics that underpin the education fraternity.

3.4.2.3 Suburban schools

A suburb of a city is usually characterized by its population of middle-class white majority residents who have moved from the inner city areas to find open spaces or to get away from the crime ridden streets. A suburban school is still administered by the school district it is located in but because of the middle-class suburb that surrounds the school, it will generally reflect the affluence of its community. These estates provided cleaner air and open spaces for children to grow in and accordingly the schools that grew to service these areas were newer and better equipped than their urban predecessors (Silvestri, 2010:1).

Because the suburban school generally is slightly more affluent, the parents are more involved in the day-to-day running of the school, which provides for a more cohesive home life and this in turn cuts the crime rates. Parents create an atmosphere for studying, providing their children with the correct nutrition, study aids, tutoring, adequate physical and psychological space, and quiet time. However, too much concentration on sports and other extramural activities is reported to have been to the detriment of the learners' schoolwork. Suburban schools still have the same sorts of problems with teenage crime as other schools, but the numbers are less than half the urban or township schools. The quality of education is somewhat better in a suburban school because of the fact that they seem to attract better teachers. This is not to say that the teachers at other schools are necessarily any less educated than suburban school teachers but because they have more support and funding in suburban schools, experienced teachers are more likely to be hired there (Emmerson, 2009:1).

The prevalence of racism by both learners and teachers is mainly reported about suburban schools and the perpetuation of racism could be indicating prejudice and disrespect for fellow beings and it also reflects the violation of children's rights. The South African Constitution notes that, "every child has a right to be protected from maltreatment, neglect, abuse or degradation (Bill of Rights: Children, 1996: 28:1255). Erasmus and Ferreira (2002) state that racism could thwart learners' feelings of truly belonging to the school and can make learners to feel like outsiders, an experience that could have a negative impact on their school careers and future lives. Ladson-Billings (1994:20-21) further confirms that learners are not treated equally since white teachers are prejudiced against black learners as a result of stereotyped perceptions that they have internalised. Erasmus and Ferreira (2002) insist that these perceptions are derived from mainstream society's invalidation of African culture.

According to Holley (2009) suburban schools are reported to have structure, impeccable discipline, and unrivalled results because of well equipped, well qualified and motivated teachers. Consequently, an overwhelming number of learners gave a positive confirmation and reported that their teachers were very helpful and parents are actively involved in their education, e.g. they help with homework. However, as much as school leaders seem not to have many problems with relation to teaching and learning, they have a huge responsibility to ensure that there is transformation to prevent racism-motivated incidents in their schools.

3.4.2.4 Farm schools

A farm is an area of land with various structures on it, devoted primarily to the practice of producing and managing food, that is, farms are the basic facility in food production. Farms may be owned and operated by a single individual, a family, a community, a corporation or a company. A farm can be a holding of any size, from a fraction of a hectare to several thousand hectares. The three main obstacles to providing quality education in farm schools have been identified as: their dependence on, and often their vulnerability to, the farmer on whose land they are built; that relatively few schools enjoy access to a full range of services and

resources; and the chronic levels of poverty and a deeply entrenched culture of violence and oppression on farms (Education Rights Project, 2002:1).

A report written by the Human Rights Watch (2004) noted that the attitude of farm owners to the schools is also a problem. The report documented cases where farm owners or managers prevented learners and teachers from getting to school by locking school facilities or obstructing access due to lack of contractual arrangements with the state. The South African government is failing to protect the right to a primary education for children living on farms by neither ensuring their access to farm schools nor maintaining the adequacy of learning conditions at these schools. Farm schools constitute 13% of all state-funded schools and provide education to about 3% of learners in the public school system, yet they are ranked among the poorest in financial resources. Farm children attend schools without electricity, water, sanitation, suitable buildings or learning materials. Also, these children face harassment from farm owners, and one of the difficulties is the violation of the children's right to be enrolled in farm schools stemming from their parents working on the farm where the school is located, or on a neighbouring farm. This means that if a farm worker parent is evicted, the child has to leave the school - unless the child can find appropriate accommodation near the school to continue attending classes. In some instances farm schools are forced to close because of inadequate learner numbers, teacher resistance to teaching large numbers of learners per class, the fact that just over 20% of farm school teachers are forced to teach more than one grade at a time, and due to official requests for closure from farm owners, as opposed to arbitrary evictions (Karodia, 2000).

The lack of state-funded transport from homes to farm schools further hinders access to education and two-thirds of children, some as young as eight years old walk up to 30 kilometres, (18 miles), to school each day. Such conditions adversely affect the ability of these children to adequately participate in activities in the classroom. This results in poor performance, non-attendance or regular absence. Girls, in particular, face the risk of sexual assault when walking several hours to and from school each day," (Human Rights Watch, 2004). However, despite the latter problems, farm school managers have much reason to ensure that their schools are provided with more than the most basic facilities (Karodia, 2000).

3.4.2.5 Informal settlement schools

Informal settlements are referred to as squatter camps, slums or shanty towns. They are densely populated areas, comprising communities housed in self-constructed shelters under conditions of informal or traditional land tenure. They are settlements, (sometimes illegal or unauthorized), of impoverished people who live in areas not formally proclaimed and serviced for residential use (Holley, 2009:1). They are common features of developing countries and are typically the product of an urgent need for shelter by the urban poor. These areas are characterized by rapid, unstructured and unplanned development. As such they are also characterised by a dense proliferation of small, make-shift shelters built from diverse materials, degradation of the local ecosystem and by severe social problems (UNESCO, 2010:1).

Living conditions within these settlements are typically poor with residents facing a range of basic challenges, including poor access to basic sanitation and water supply, solid waste accumulation, recurrent shack fires, safety and security risks, and a range of health hazards. HIV/AIDS and domestic violence are critical issues, and shelters for battered women are limited. The attempts of students from sprawling informal settlements, poor townships and rural areas to link poverty to the obstacles that prevent them from accessing and receiving quality education has become a feature of community struggles in the past year in South Africa (Maarman, 2009). As a result, some learners are compelled by the circumstances to do piece work to supplement their parents' income (Mwamwenda, 1995:311). Other than basic needs there is also lack of secondary needs such as media centres and recreational centres, medical services and transport. Poor living conditions cause a strain on parents and, as a result, they are emotionally exhausted and unresponsive to the needs of their children. Because of inadequate housing, there is no privacy in the homes (Ndlovu, 2008:4). Mwamwenda (1995:311) cautions that frustration at home and at school results in pupils' misbehaviour in class. It is, furthermore, difficult to enforce discipline as conditions are often beyond the learners' control. With regard to performance, home work is a particularly onerous task when there are no candles to provide sufficient light to study by; facilities to do school work are inadequate due to

overcrowding, and the fact that many household chores reduce the learners' study time (Pillay, 2004:7).

The teachers on the management teams in informal settlements are closely involved with the poverty issues of the learners and the community, and are therefore regarded as insightful respondents (Creswell, 1998). Maarman (2009) suggests a forum for principals in informal settlements to communicate their contextual challenges to the DoE in order to contextualise the funding policy to ensure that the critical needs of their learners are met.

3.5 CONTEXTUAL ISSUES VERSUS THE ROLE OF THE SCHOOL LEADERS

Sergiovanni (2000:88), Donald, Lazarus and Lolwana (2000) believe that the community is at the heart of a school's life-world as it provides the substance for finding and making meaning, and that it is, therefore, the framework of culture building. Communities have the following characteristics: members share an identity with a common place, members share a commitment to common values, norms and beliefs, and they share common interpersonal bonds. Deal and Peterson (1999:129-130) support this by noting that schools have complex relationships with local 'customers' or communities, the community provides many things the school needs and vice versa. Communities often view schools as museums of virtue, storehouses of memories and prime sources of local pride. People look at schools as springs of hope that local values are transmitted and that thus the future will have a connection with traditions of the past.

Communities can be taken to mean organisations or groups in the local community that can assist schools to improve their effectiveness and contribute to the social capital and educational outcomes of students by working in partnership with them. They are in regular, meaningful communication with their school communities and recognise the importance of building and sustaining partnerships beyond the school. If there is lack of communication in a school, it shows that the principal is overlooking the Batho Pele principles (information and consultation) that are supposed to be upheld by all leaders managing public institutions (Batho Pele Handbook, 2009). Highly effective schools are characterised by high levels of parent and community

involvement. Highly effective schools recognise the possibilities for support and enrichment that communities provide and, in turn, are willing to share their own resources with their communities. Parents are encouraged to have an active role in supporting their children's learning. Highly effective schools develop strong and reciprocal relationships with their communities to meet school goals and improve outcomes for their students. Learning is about more than high scores on national or state tests, however. It is about every child being equipped with the skills and knowledge to be able to contribute meaningfully to society (Schools First, 2004:4).

Thompson (2009) adds that if there is anything to be developed in schools, development can only come from within. It must be endogenous, thought out by people for themselves, spring from the soil in which they live and attuned to their aspirations, the conditions of their natural environment, the resources at their disposal and the particular genius of their culture, and this can be a precondition to deciding the form of struggle that should be adopted. Starratt (1996:77) further notes that a major part of the school leader's moral responsibility is to help the school define and develop itself as a learning community, to help members of that community make meaning of their worlds and reinvent their schools for the twenty-first century.

In most societies whilst policymakers clamour for change, parents and local residents are very often ambivalent about new approaches to teaching and assessments. As a result, as Sergiovanni (2000:88) puts it, an imposition of foreign values to communities is interpreted as the colonization of a life-world and this can have serious negative long-term effects on a school culture, character and performance as both uniqueness and discretion at the school site are needed for a school culture to flourish. Boles *et al* (1993:15) advise that schools work better when both the systems and the life-world are expressed together and if not so, there could be value conflicts that usually are chronic and may endlessly stimulate hostility. Foster (1986), Hodgkinson (1991), Starratt (1996) and Sergiovanni (2000:88) all agree that such conflicts, along with role conflicts, certainly affect observable individual behaviours and relationships and people at the very centre of school administration and teaching will be negatively affected.

The management task of the school principals has undergone dramatic changes in recent times. This evolutionary change is seen in the shift from a pedagogic-didactical orientation to a more managerial approach (Calitz, 2002;Van der Westhuizen, 1987). Changes in educational management in South Africa have also resulted in school principals not being prepared for their duties as school managers (Thurlow, 2003). Ubben, Hughes, and Norris (2001) postulate that the management task of the school principals has changed from that of a reactive manager who had to maintain the status quo and give voice to the policy requirements determined by a bureaucratic hierarchy, to that of the present-day school principal who has to ensure that schools become beacons of productive learning by utilising her leadership acumen. By means of the dynamic humanness developed out of an own-value system, a school principal must endeavour not only to change a school, but also to cooperate proactively with institutions inside and outside the school in order to transform the school into a professional institution capable of excellent learning and teaching (Novembera, Alexander & van Wyk, 2009).

To reiterate the argument above Bush (1995:11) also states that as school leaders have dual accountability, that is, they are accountable to external bodies (DoE) and to the internal stakeholders within their immediate communities. The role of the school leader is a difficult and complex one as she is considered to be the interpreter and the connector between the schools and the system's goals and priorities and specific teacher practice (Crossley, 2005). The school leader carries the dual accountability of both the education system and the school on their shoulders. Within the current change agenda school leaders find themselves increasingly caught between the needs and imperatives of the education system and the pressing demands and reality of everyday school life. School leaders are highly significant as they are also expected to steer the teachers' levels of commitment and engagement to new initiatives and reforms (Day, 2000 & Fullan, 2002). Bush (1995:25) further states that school leaders are expected to set an overall direction for the improvement of the school within relevant national and local policies and also define the school's mission or propose for it an educational vision. Davies, Ellison and Bowring-Carr (2005:19) caution that when drafting an ethical code with the community, often the mores of the community can be in contrast to those that the school tries to adhere to, e.g. the expectations for schools to implement the ATCP

whilst the communities are against this alternative. Nevertheless, even if there are value conflicts, Blandford (1998:48) maintains that issues involving the management of discipline in schools cannot be dealt with in isolation and exclude other critical stakeholders. There is a need to communicate with teachers, parents, pupils and others; communication is therefore central to effective school based operations. An open supportive communication climate will promote positive, cooperative working relationships whereby all members of the school community will feel valued, trusted, secure and confident.

As aforementioned, school leaders face a dual challenge: acquiring the knowledge they need to understand data-driven decision making, for which their pre-service and in-service training did not prepare them, as well as guiding their learning community through the changes in attitude and behaviour the high stakes accountability environment demands (Achieve, 2001). Most scholars agree that for the effectiveness of the schools, school leaders cannot lose the support of any of the critical stakeholders, e.g. parents, teachers and the broader communities. Deal *et al* (1999:132) note that schools need strong organic linkages between schools and parents. Only when a solid and positive partnership prevails between schools and parents will education flourish. Different scholars strongly believe that parents are the first nurturers and teachers of their children as reviews of literature consistently provide support for the effectiveness of parental involvement in facilitating children's development and there is evidence that parent involvement improves student achievement beyond dispute. Scholars believe that it is important for parents to be consulted because as they say a school is about the whole life, and teachers need to draw on the outside world including the pupil's families, as parents know more than teachers about their children, and are likely to have taught them more too (Stern, 2003:3 & Hornby, 2000:2). Moreover, schools often want parents to help out, be involved in the governance and provide coaching, encouragement and inspiration (Deal *et al* 1999:129-130); it becomes problematic when there are bad relations between the school leaders and the parents. Good relations between the school leaders and their communities are critical because simultaneously schools are producers of knowledge and conveyors of meaning and connections to the community.

School leaders find themselves in a dilemma as they are faced with conflicting issues of accountability; being accountable to superiors (DoE), parents and to teachers (Day, 1985:154 & Halstead, 1994). It becomes difficult for the leaders to manage the conflict in a way that can please all the parties. The DoE, parents and teachers, for example, may have negative perceptions about the school leaders. The DoE may think that school leaders are defying orders whilst parents and teachers may view the school leaders as selling them out. However, Pashardis (2005:600) cautions that if teachers perceive the school leaders in a certain way, then the teachers will almost certainly behave towards the school leaders in the way they perceive them. If the views of the school leaders match the views of the teachers, the functioning of the school will be smooth. If these views, however, are divergent then there will be problems and dis-functionalities in the day-to-day operations of the school due to differences emanating from the way participants perceive things. With the understanding of the contextual factors, sometimes school leaders find themselves seeking peace or the smooth running of the school in ways that are against their contractual obligations with the DoE, turning a blind eye to something or permitting teachers to use corporal punishment, for example. If they do not act in this way, they risk the wrath of their teachers, parents and the broader communities.

Teachers are also the school leaders' most valuable resource. They deserve and require that school leaders establish a daily presence in the school, and be involved and active in the school to build relationships with the stakeholders of the school community, the benefit of which could well be the improvement of instruction and student achievement (Hall, 2005). Nevertheless, Porteus *et al* (2001:1) report that there are on-going conflicts between school leaders and teachers with regard to the implementation of the ATCP because neither the information about the alternatives nor in-depth training were provided to teachers and many have come to believe that there are no effective alternatives to corporal punishment. Besides lack of consultation and training, it appears that some teachers believe that discipline can only be maintained through the elevation of cultural values. They see traditional, cultural values as preferable to emancipation and human rights values (Du Preez & Roux, 2010:1). Some teachers feel corporal punishment is the only strategy to effectively maintain discipline in the classroom and some believe that the ATCP

maybe a workable alternative for learners in other contexts but they do not believe it can work for learners in their classrooms.

In presenting the ATCP implementation challenges in schools, one cannot avoid the fact that the challenges could be a result of the paradigm shift, that is, the move from the time when corporal punishment was legal to its ban and replacement by the ATCP. As much as it is a daunting process, school leaders as agents of transformation are expected to lead all the stakeholders through the process of ATCP implementation. Davies *et al* (2005:92) note that the leadership and management of change is fraught with tensions. Tensions between the desired and imposed, between systematic change and evolutionary change and these tensions can usually be guaranteed to cause great disturbances within the school. Sergiovanni (1990:23) describes "bonding" as the aspect of leadership that emanates when school leaders have managed to achieve the objective of having shared values, this bond keeps both teachers and the school leaders together for a common cause in order to meet a common goal. Chrispeels (1990:39) reports that if school staff have a shared vision, there is a commitment to change and the shared vision becomes a "shared covenant that bonds together leader and follower in a moral commitment" (Sergiovanni, 1990:24).

A leader with vision has a clear, vivid picture of where to go, as well as a firm grasp on what success looks like and how to achieve it but it's not enough to have a vision; leaders must also share it and act upon it. A leader must be able to communicate her vision in terms or ways that cause followers to buy into it. She must communicate clearly and passionately, as passion is contagious. A good leader must have the discipline to work towards her vision single-mindedly, as well as to direct her actions and those of the team toward the goal. Action is the mark of a leader. A leader does not suffer "analysis paralysis" but is always doing something in pursuit of the vision, inspiring others to do the same (Hakala, 2008).

However, school leaders need to understand that a vision is more than an image of the future for it has a compelling aspect that serves to inspire, motivate, and engage people. Manasse (1986) describe a vision as "the force which moulds meaning for the people of an organization", a force that provides meaning and purpose to the

work of an organization. Pejza (1985) notes that a vision is a compelling picture of the future that inspires commitment, therefore it does more than provide a picture of a desired future; it encourages people to work, to strive for its attainment so for educational leaders who implement change in their school or district, vision is "a hunger to see improvement".

According to the case at hand as much as DoE, teachers, parents and communities may have a common vision to improve discipline in schools, due to the fact that schools are on the receiving end of a number of societal problems such as the collapse of the family and overpopulation, the means to an end are different as well as the contexts, thus the conflicts that occur (Ramharai, Curpen & Mariaye, 2009:2). School leaders should create an atmosphere of trust in which all stakeholders in the school can feel free to argue, propose, question and challenge. Davies *et al* (2005:19) note that when there are changes in community life, its values and its culture are also revisited and tested and these tests are not always calm and reasonable. However, Davies *et al*, (2005:19) further note that there will be conflict, but as long as conflict occurs in trust and in an atmosphere that accepts diversity and argument, then the inevitable conflict will be creative with the emphasis on alignment not conformity.

Du Preez and Roux (2010:8) highlight that although discipline rightly deserves a firm value base in order to be effective, choosing to draw on the value system of one cultural or religious group to fulfil this role might be problematic and profoundly unconstitutional. Some might argue that many of the religious and/or cultural groups have common values so drawing on only one life-world's values should not be a problem, e.g. the value of *ubuntu* (humanity) is shared by both Christians and African traditionalist, although, one often finds that the way in which these values are interpreted differs greatly. It is an awareness of this very diversity of interpretations, in part, that led to the Manifesto on Values, Education and Democracy (2001). The Manifesto is aligned to the ideals enshrined in the Constitution which proposes a set of socially constructed values that all South Africans must subscribe to (Du Preez, 2008:254-255).

3.6 CONCLUSION

This chapter has explained the link between school leadership and school discipline. School leadership was also defined and the leadership theories, approaches, types of leaders and leadership styles were also outlined. The social contexts in South Africa and their impact on learner discipline were also discussed and the role that school leaders can play in managing the impact of contextual issues on learner discipline was also outlined.

CHAPTER 4

METHODOLOGY

4. INTRODUCTION

This chapter outlines the methodology used in the study. The chapter begins with philosophical foundations of research and goes on to cover issues of research design, methods of data collection, research quality, limitations of the study and ethical considerations.

4.1. PHILOSOPHICAL FOUNDATIONS

4.1.1. Research paradigm

The researcher opted to use the post-positivist or mixed methods research (MMR) to map the complex territory of the study. MMR was deemed the most suitable for this kind of study as it aims to combine and integrate both qualitative and quantitative research approaches. Newman and Benz (1998) describe MMR as the “qualitative and quantitative interactive continuum” of research which is based on a unitary vision of science according to which qualitative and quantitative methodologies must interact in a continuous way in order to allow researchers to answer different and complimentary research questions. The MMR also allows for multiple world views and paradigms: asking different and more complex questions and consequently looking for more complex answers (Gelo, Braakmaan and Benelka, 2008:280 & Lieber, 2009:285). As Lather (199:89) would say, because the MMR entails the processes of making predictions by having a hypothesis, and seeking deeper understanding and deconstruction, the MMR would enable the study to acquire quantifiable and self-reported responses; each approach will enhance the other therefore adding value to the reliability and the validity of the findings. Andreason (1995:2) adds that in using MMR researchers are qualitatively provided with an understanding of the perspective of the target participants through immersion in a culture or situation and quantitatively they get quantifiable, reliable data that is usually generalizable to some larger population. In support of the latter, Gelo *et al* (2008:268) further note that the quantitative research requires the reduction of the phenomena to numerical values in order to carry out statistical analysis whilst the qualitative research involves collection of data in non-numerical form, such as, texts,

pictures, videos, etc. Gelo *et al* (2008:268) also explains that according to the quantitative approach, the psychological and social phenomena must have an objective reality so it means it relies on tangible evidence to validate data and the relationships between these phenomena are investigated in terms of generalizable causal effects which in turn allows for prediction. Contrary to the quantitative, the qualitative approach considers reality as psychologically and socially constructed, therefore mixing both approaches allowed for triangulation. In this study the researcher used both the quantitative (survey) and the qualitative (case study) instruments so that the findings of each can be cross examined against the other. The two instruments were used to measure the same construct, the survey was used to look at the patterns and the case studies were intensely examined against these patterns. Creswell *et al* (2007), Baban (2008:338) and Morse (2003:122) describe the triangulation design as providing different but complementary data on the same topic, and entails comparing and contrasting quantitative statistical results with the qualitative findings to validate or expand quantitative results with the qualitative data; therefore this widened the framework of data analysis and interpretation. Newman *et al* (2003) and Brown and Dowling (1998) note that according to MMR, the research purpose is more fundamental than the research questions because if the purpose is systematically ordered, then linkages between different research questions and the correspondent methodologies may be accomplished and this can ultimately provide a good foundation for MMR methodologies.

Considering the disadvantages usually highlighted when a single approach is used, e.g. with the quantitative approach it is always mentioned that its greatest weakness is that it de-contextualizes human behaviour in a way that removes the event from its real world setting and ignores the effects of variables that have not been included. Contrary to the above, the MMR approach encouraged the researcher to think flexibly, and “outside the box”. As much as the qualitative side of the research was labour intensive and time-consuming, the MMR provided the researcher with an opportunity for skills enhancement in methodology and expertise in using both languages in dissemination, the technical language of research that entailed statistical analysis and the emotive language that is entailed when a qualitative approach is undertaken (Andreasen, 1995:2 & Brennen, 2008).

Nevertheless, as much as the MMR has a number of positives there are concerns/questions as to how far do MMR researchers analyse, interpret and write up their research in such a way that the qualitative and quantitative components are mutually illuminating (Bergman, 2008:14). Baban (2008:340) advises that for qualitative and quantitative components to be mutually illuminating, the MMR needs to reconcile two sets of standards (qualitative and quantitative) for assessing the credibility of results and interpretations.

4.1.2. Epistemology

Boufoy-Bastick (2005) and Hay (2008) define epistemology as one of the several branches of philosophy that deals with "knowing", i.e. "What is knowledge?" "How is knowledge acquired?" "What do people know?" "How do we know what we know?" "Why do we know what we know?" Armstrong (1973) and Pollock (1975) note that epistemology is divided into two categories that is propositional knowledge which can be thought of as "knowledge that" as opposed to "knowledge how". The second is personal knowledge that is gained experientially. Epistemology focuses on analysing the nature of knowledge and how it relates to connected notions such as truth, belief and justification. Figure 3 is a Venn diagram that represents a definition of knowledge.

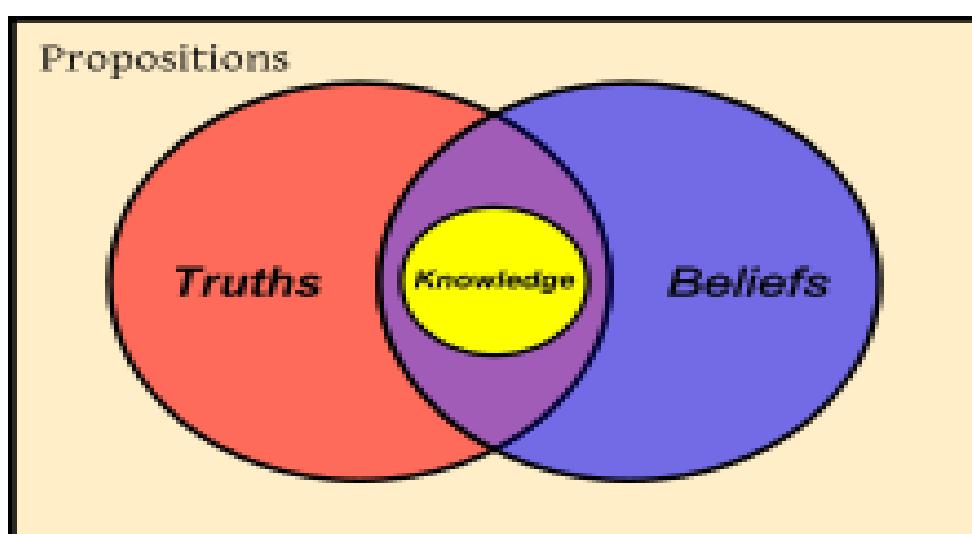


Figure 3 Venn classical definition of knowledge (Source: Chein & Mugnier, 2009).

Statements of "belief" sometimes mean the speaker has faith that something would prove to be useful or successful in some sense when any cognitive content is held as true, however belief is the most commonly invoked truth bearer. Epistemologists argue over whether belief is the proper "truth bearer" and some would rather describe knowledge as a system of justified true propositions, and others as a system of justified true sentences. Some epistemologists like Plato believed that knowledge is true belief that has been "given an account of"-meaning explained or defined in some way. One must not only believe the relevant true proposition, but one must also have a good reason for doing so (Armstrong, 1973 & Pollock, 1975).

As the study is using the MMR research paradigm to ensure that there is a balance between the belief, truth and justification, in order to realise the purpose of the study the researcher used both the quantitative (positivist epistemology) and the qualitative (interpretative epistemology). According to Cantrell (1993); Rensburg (2001); Guba and Lincoln (1998); Gough (undated); Terre Blanche and Durrheim (1999) and Connole (1993), in positivist epistemology the researcher is objective, controls her bias and is a detached observer who observes through clear rules that are not modified by the setting but are independent of it. In an interpretative epistemology the researcher is an empathetic observer and meaning, the basis of data, is produced through the linguistic and cognitive skills of a researcher (Cantrell (1993); Rensburg (2001); Guba and Lincoln (1998); Gough (undated); Terre Blanche and Durrheim (1999) and Connole (1993)). In using the positivist epistemology (survey-statistics) the researcher was able to identify trends and patterns with relation to the purpose of the study and the interpretative epistemology (in-depth interviews) enabled the researcher to dig deeper in trying to understand the trends and patterns. As part of the interpretative epistemology, literature was also used as a knowledge acquisition tool as Morton (2002) and Preyer; Siebelt & Ulfig (1994) classify literature under authoritative knowledge.

4.2. RESEARCH DESIGN

A two-phase MMR design approach was undertaken: the quantitative and qualitative approaches were applied one after the other to different samples in the different stages of the study. The first phase was the quantitative phase, the survey, and the

second phase was the qualitative phase, the case studies. The survey was used to collect quantitative data from the targeted population and to be able to identify trends and patterns with relation to the disciplinary practices used in schools. Using the survey was deemed appropriate because it made it possible to get a large number of respondents, to standardize questions so that they are relatively free from some kind of errors and because it is cheaper and relatively easy to administer (Kelly, Clack, Brown & Ciczia, 2003). The case studies were deemed necessary as a follow up as it granted the researcher an opportunity to probe deeper and get deeper insight on the findings of the survey. Hamel (1993:1) believes that a case study excels at bringing researchers to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research as case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships.

4.2.1. The quantitative phase: survey

Thomas (2003:41) defines a survey as a process that involves gathering of information about the current status of some target variable within a particular group and reporting on the findings. The survey was considered the most suitable for this study as the researcher aimed at getting responses from a number of principals and teachers responsible for discipline from each of the 125 randomly selected sampled schools in the East London area. The researcher believed that covering 250 participants would lead to the acquisition of a very large sample and therefore make the results statistically significant even when analysing multiple variables. The researcher planned to distribute the survey questionnaire by using the postage system to send the questionnaires and a stamped self addressed envelope was to be included. The survey package consisted of the following documents, the researcher's introductory letter (see Appendix A1), the permission letter from the District Director for Education (see Appendix A9), the confirmation letter from my supervisor (see Appendix A7) and two questionnaires, one for the principal (see Appendix C1) and one for the teacher responsible for discipline (see Appendix C2). In preparation for the distribution the researcher visited the District Offices for Education in all the participating towns and was duly advised against using the postage system as schools tended to ignore the correspondence and not respond to

it. The researcher then decided to distribute the questionnaires by using the following distribution channels:

- Hand delivery to schools
- Principals' meetings, and
- University of Fort Hare education workshops

The researcher managed to distribute questionnaires to eighty schools and then made telephonic follow ups and when the questionnaires were ready; the researcher would go and collect them. The number of questionnaires that were received back was 58 (36.2%), that is, 24 from township schools, 12 from suburban schools, 8 from informal settlements schools and 14 from rural schools.

4.2.2 The qualitative phase: multiple case study approach

A multiple case study approach is an ideal methodology when a holistic, in-depth investigation is needed because it gives a picture that illustrates relationships and patterns of interaction between variables (Feagin, Orum, and Sjoberg, 1991). Gregan and Kaylor (1999:103) define this approach as taking an in-depth look at an individual, in context, a situation or an intervention, but each case also has a number of elements within it, which make up a total picture or a vignette which 'says it all'. Multiple-case studies follow replication logic and therefore serve to strengthen the results by replicating the pattern matching, thus increasing the level of confidence in the robustness of the theory and each individual case study consists of a "whole" study, in which facts are gathered from various sources and conclusions are drawn based on these facts (Bell, 1992). The multi-site case study was undertaken in five primary schools in the Buffalo City Metro Municipality, East London, Bhisho and King Williams Town. The five primary schools were from the following contextual backgrounds: a farm school in King Williams Town, a rural school in Bhisho, a township school in East London, an informal settlement school in East London and a suburban school in King Williams Town. The determining sampling criteria was lifestyle related, as the researcher had noted that some areas were classified under certain contexts although their historical backgrounds emanated from different contexts and the lifestyles were in conflict with a description given to them. An example is that some areas are classified as farms but informal settlements have

ultimately sprouted around and the lifestyle is more of a township. For the purpose of this study the definitions outlined in Chapter 3 (3.4.5) are used as acceptable definitions of each context.

To ensure that the sampled school fitted the above descriptions, during the day of the interviews, principals from each school were requested to give a written and/or verbal background of their schools. Most principals opted for the verbal discussion and the researcher used that discussion as an ice breaker before the actual questions of the interview were asked. The researcher took notes whilst the principals were giving the backgrounds about their schools. The principals gave the following background about the contexts of their schools:

- Farm school: The primary school falls under King Williams Town and is classified as a public school on a private property (PPP) as it is housed on the Catholic Church premises and is believed to be a “church school” because it is regulated according to Catholic values, e.g. praying three times a day. The school is servicing 17 farming communities and the furthest is 23 kilometres away and the learners are transported by government buses to the school. Most parents are farm workers and because of the distance between the school and the communities, it is difficult for the teachers to know the home background of their learners. There is very little parent involvement in school activities. As a result there is no SGB as parents are only given one hour by the farmers to attend to school activities. Parents do not earn much and alcohol abuse is rife but to alleviate poverty the school has a government feeding scheme. In addition to their meagre earnings the farm communities survive on government grants.
- Rural school: The primary school falls under Bhisho and the village has about 30 households. Previously the community relied on agriculture and livestock but due to drought and laziness people are no longer planting their fields. Most parents are unemployed and others are working in low paying jobs like being domestic workers. Most are granny and child headed homes as the parents are either dead due to HIV/AIDS or work far from home. Families depend on government grants. Alcohol abuse is very rife and the principal also noted that they receive very little support from the parents.

- Suburban school: The school is situated in King Williams Town. The principal reported that it is former Model C School which used to accommodate only white students but after 1994 the school started admitting other races as well. Currently most of the students are coloureds and blacks and most of the white children have moved to other schools that are still conservative. When it was still a Model C school, it used to own hectares of land, including the properties situated next to the school yard. These properties were also a source of income for the school but when the new government demanded that other races be admitted, the school board then sold the land and properties. Most parents are civil servants but the challenge is that most learners are coming from homes where parents are either divorced or single and the principal noted that these unstable backgrounds have resulted in the school having discipline related challenges. He also noted that at times he is forced to motivate that children be moved to foster homes. The school has a boarding hostel. Despite this, the principal does not see the boarding school as a solution to discipline problems as he maintains that children do not need boarding schools but homes. In the principal's own words, "They need a personal touch". The principal stated that because parents are working it is not easy to get hold of them and if there is a crisis they have to wait for a time when the parent is available.
- Informal settlement school: The school is in East London in an area that is regarded as a shanty town. The housing structures are shacks that are built very close to each other and the streets are very narrow. Fires are rampant and when they break out, many housing structures are destroyed and the children are left homeless. Very few people are employed and crimes like rape, theft, and drug and alcohol abuse are very common. The safety of the learners is an issue as the unemployed youth are always loitering and tend to sit on the street pavements very intoxicated. Street fights and vulgar language are the order of the day. Sanitation and hygiene are a problem as there is always a stench from sewage and dirty water thrown on the streets, and the neatness of learners is also an issue. The principal also noted that parent participation is minimal as some are working, some are not in a good state of

mind due to alcohol abuse and some learners are orphans who either live alone or with grandparents who cannot even walk to school.

- Township school: The school is also in East London and it is about three kilometres from an affluent suburb. The school used to be housed on a nearby farm and when the farm was sold the school was moved to the township which was previously an informal settlement. The living conditions here were unbearable and the learners would come to school scantily dressed and dirty; however, a number of NGOs have now intervened. Skin diseases and diarrhoea were very rife due to poor sanitation and the NGOs brought food, clothing and they would even come and wash the children. There was a great change after 1996, after the Reconstruction and Development Programme's (RDP) houses were built for the residents and the principal believes that due to better living conditions, people were motivated to be civilized, and thus there was a gradual change even to the kind of learners the school received. Despite the shift the principal noted that socio economic problems are still a concern, as most people are unemployed, there are a lot of illegal taverns and the crime rate is high. As parents are working or rather uninterested, the school struggles to have a good working relationship with parents.

Schools and learners known to have indiscipline related challenges were targeted for the case study and the researcher planned that identification of problematic learners would be sourced from information from the documents provided by the schools and this was noted in the introductory letters sent to the schools. Two learners were to be purposively identified. The package consisted of the introductory letter from the researcher, the permission letter from the District Director for Education and the confirmation letter from my supervisor. The roles of the participants in the schools were also considered, e.g. people in leadership positions, (principals and members of the SMT), Disciplinary Committee members, Guidance or Life Orientation teachers and learners. These people were targeted to ensure that the information gathered was rich and representative of all levels in the school communities. In each school the researcher was allocated a venue: in the rural, township and the informal settlement the researcher was accommodated in the principal's office, in the farm school the researcher was allocated a space in the school library and in the

suburban school a teacher's office was used and the above mentioned participants were all interviewed.

The initial plan for the selection of the learners was changed, that is, learners were supposed to be "purposively identified" by the researcher by perusing the schools discipline documentation, but the schools chose the learners. Three assumptions could be given for this occurrence, the first could be that the schools misunderstood the meaning of the concept "purposively identified", the second could be, the unavailability of the required or evidence documentation, e.g. a record book, and the third could be that schools chose to select learners that they could influence or those that schools hoped that they would not share information that would incriminate the schools. When the researcher visited the schools for interviews, the researcher was told learners were already chosen and the signed letters from parents were given to the researcher. The researcher settled for the chosen learners because the documents that were to help the researcher with the information were also not available in the schools.

In the township and informal settlement schools, the deputy principal and the HOD who were interviewed told the researcher that because the schools are mainly primary schools, they do not have serious cases thus they didn't have minutes but only kept an incident book in which they only recorded the names of the learners but not the finer details of what the learners had done and what the sanctions were. With regard to the learners to be interviewed, schools emphasized that they had chosen learners that meet my description in the sense that the learners provided were problematic and had committed offences. They also showed me the signed letters from the parents and before the interviews could ensue and the deputy principal of the township school requested a copy of the interview responses so that she could file them. The researcher assured the deputy principal that the responses would be sent to her but because of the research ethics on the issue of confidentiality she won't be able to get the LO teacher and the learners' responses. The researcher proceeded with the interviews and each learner was interviewed separately.

The HOD from the township school told the researcher that their school had experienced a number of problems and is currently under mentorship so their new

committees and all the policies are under review, including the disciplinary policy, thus the researcher couldn't get copies. A document with a brief background of the school was given to the researcher.

In the rural school the researcher didn't get or see the copy of the disciplinary policy but was informed that the aspects of discipline are covered in the school policy but the copy of the school policy was also not available. The principal showed the researcher a textbook on school discipline and he noted that he was using the textbook as a guide as he was in the process of crafting the school and discipline policy. The principal also informed me that the issue of recording cases or the "green book" was never done after 1994 so they did not have a record book to record cases moreso that the cases they deal with are not very serious. For the learners that the researcher wished to interview, the researcher was told by the principal as much the school had no records, there were two "special" cases that he felt the researcher needed to look at because they were serious and entailed the involvement of the police. However, the principal was not comfortable about giving letters to parents to sign as he thought that maybe the parents would be uncomfortable or unwilling to grant permission. He noted that he was going to call five kids including those that he was targeting and he would inform them of whom the researcher was and would tell them why the researcher was interested in interviewing five learners but would start with two. The principal did so and the targeted two remained and the researcher interviewed them separately. In terms of ethical considerations there were no consent letters from parents but the principal and researcher told the learners about the true identity and the intentions of the research study.

In the farm school the principal noted that the Code of Conduct that was displayed on the wall of his office was no longer in use as they were using a SAMS (South African Management Systems) document that outlines the procedures that must be followed when disciplining learners but the document wasn't shown to the researcher. The principal also noted that the school has a book in which they record offences which was also not shown to the researcher. The principal told the researcher that he usually sorts out the cases himself by beating the learners; he doesn't bother to call the parents so the record book might have very few entries. After the researcher had interviewed the principal, the principal called the teacher

and told her to choose two learners. In his own words he said, "Madam, choose two learners, a boy and a girl, the naughtiest of them all," and two learners were brought to the researcher and the interviews with each learner ensued.

In the suburban school a copy of the Code of Conduct was given to the researcher and the files with offence records were shown to the researcher and it was also noted that the information was also stored in the computer and managed by the school clerk. Copies of the detention forms in three different colours representing the levels of the misconduct were given to the researcher. The delegated teacher also informed the researcher that the learners were already selected for the interviews and those were learners who had already acquired three different colour forms in a term, yellow, orange and red. An old file dated 2004 consisting of the disciplinary procedures was given to the researcher to peruse. When it was the principal's turn to be interviewed, the principal was not in a position to answer or clarify some of the disciplinary measures administered in some of the cases taken from the file, and noted that those incidents happened before his appointment at the school. The principal in the suburban school also noted that his approach is more restorative and he tries as much as he can to use the detention system that is handled by the class teachers and recorded by the school clerk. Because of the personal commitments of the SGB members, he tries as much as he can not to bother them by calling them now and again for discipline issues so he tries as much as he can to sort out issues, thus there was very little the researcher could get from the minutes recorded since his term as a school principal began.

4.3. METHODS OF DATA COLLECTION

Four questionnaires were designed for the research study, two questionnaires for the quantitative phase (survey), one for the principal and one for LO teacher, and two questionnaires for the qualitative phase (in depth interviews), one for the principal and the LO teacher and the other for the learners.

4.3.1 Quantitative phase: questionnaires (Appendix C1 & C2)

The main data collection instruments (questionnaires) in the quantitative phase enabled the researcher to cover a large number of participants. The aim of using a

questionnaire was to get quantifiable and comparable data; moreover, questionnaires tend to be relatively low in terms of cost and time requirements so a large quantity of relevant data was to be amassed and subjected to statistical analysis within a short space of time. Punch (1998) also believes that questionnaires are easy to analyse and they reduce bias as the researcher's own opinions cannot influence the participants because there are no verbal or visual clues to influence the participants.

The questionnaire design took a Combined Items Approach as some parts of the questionnaire had checklist items, and some had dichotomous questions and open format questions. For the checklist items, the participants were provided with a number of options from which to choose, and the space for "other" things not listed was also provided. For the open format questions, the participants were given an opportunity to express their opinions (Research Services, 2009:1). The researcher chose to use a Combined Items Approach due to the consideration that both question types has pros and cons; thus in-depth interviews were considered so as to probe for in-depth information. The advantages of the closed ended questions is that they are quick, require little time investment as they require just the answer. The disadvantages of the closed ended questions are that, participants can give incomplete responses, it requires more time with inarticulate participants, it can be leading and hence irritating or even threatening to the participants, it can result in misleading assumptions/conclusions about the participants information and it discourages disclosure (Jennerich & Jennerich, 1987:14). The self-completion questionnaire was titled, "A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Metro Municipality: Implications for school leadership".

The survey questionnaires were designed in the following manner: the cover page, the introduction, Part A that was reserved for the school demographics (code and location) and participant's biographical data (management and teaching experience and gender), Part B-D that contained the actual questions and the statement of goodwill. The questions required the participants to indicate the current status of discipline in their school, the disciplinary practices, the frequency or consistency of these practices and their perceptions about the ATCPs and corporal punishment.

After the questionnaire was designed, it was piloted to test if the questions were valid and reliable.

4.3.2 Qualitative phase: interview schedules (Appendix C3 & C4)

With the in-depth interviews the researcher wanted to understand the meanings that school leaders (SMT), teachers and learners give to their social reality regarding disciplinary practices in schools. The interviews also assisted the researcher to elicit the opinions, get in-depth and useful insights and untangle complex topics. The researcher was granted an opportunity to probe: adapt questions, clarify doubt, ensure responses are properly understood and repeat or rephrase the questions so that the interviews could produce a higher response rate. The researcher could also pick up nonverbal cues from the participants, through frowns, nervous tapping and other body language that was unconsciously exhibited by the interviewees. The researcher was also able to observe the school surroundings, e.g. the way disciplinary issues were handled and what the policies that were adorning the walls in the principal's offices had to say.

The content or questions for the interview schedules were also influenced by the results of the survey, while the frequencies and patterns observed from the survey influenced the phrasing of some of the questions asked during the interviews. The interview questions were standardized and open ended. The exact wording and sequence of questions were predetermined but the interviewer asked questions without any prompting with regards to the range of answers expected and the participants' response were noted verbatim (Welman & Kruger, 2006:174). The advantages of using this approach are that open-ended questions develop trust, are perceived as less threatening, allow an unrestrained or free response, and may be more useful with articulate participants; nevertheless it has disadvantages like it can be time-consuming, may result in unnecessary information, and may require more effort on the part of the participants (Ohio Reference Excellence, 2000:8).

The interview questions were designed to feature three focal points: the introductory notes on the purpose of the interview, ethical issues, definition of concepts and the participant's questions for clarity. The introductory part was followed by the interview

questions that had an emphasis on discipline and contextual issues with regard to their personal reflections on disciplinary practices that teachers are using and learners are subjected to in their schools. The researcher took note of the fact that questionnaires tend to be weak on validity, e.g. as opposed to direct observation, surveys depend on subjects' motivation, honesty, memory, and ability to respond. Participants may not be aware of their reasons for any given action, may have forgotten their reasons, may not be motivated to give accurate answers or may be motivated to give answers that present themselves in a favourable light. Secondly, questionnaires with closed ended questions may have low validity when researching affective variables. Survey question answer-choices could also lead to vague data sets because at times they are relative only to a personal abstract notion concerning "strength of choice". For instance the choice "strongly agree" may mean different things to different subjects, and to anyone interpreting the data for correlation (Norman, 2010). To ensure validity the interview schedule was structured in a way that the questions posed were clearly articulated and directed. The in depth interview questionnaire was also piloted.

4.3.3 Piloting

After the questionnaires were designed, the piloting process was undertaken. The pilot was meant to help to confirm the simplicity and clarity of the questions, to make sure that they were fully understandable to the participants. Welman *et al* (2005:148) mention the following as the aims of a pilot: to detect possible flaws in the measurement procedures, to identify unclear or ambiguously formulated items and piloting also affords the researchers an opportunity to notice non verbal behaviour. The responses were later discussed to check the commonality or the differences in terms of comprehension and then relevant corrections were made. The pilot study was undertaken in two phases that entailed visits to two different primary schools in East London, one in a township and one in an informal settlement, the primary schools were chosen conveniently because they are closer to the researcher's home. Despite, the latter, the issue around the context was given serious consideration thus the selected schools were from two different contexts, i.e. township and an informal settlement. The first phase was meant to test the appropriateness of the questions and concepts by requesting the participants to complete the questionnaires and

interview schedules privately, and on a later date the researcher came back to collect the questionnaires and the participants were asked to share their concerns with regard to the questions. In the second phase the researcher conducted a site visit where the questionnaires were completed by the teachers in the presence of the researcher and a discussion ensued afterwards. The mock interviews were also undertaken with the learners who were not interviewed in a group but one by one.

4.3.3.1 First Phase: privately administered questionnaires (Appendix B1, B2 & B3)

For the first phase, the questionnaires were completed by the one principal and three teachers from a school in an informal settlement in East London. Upon collection one teacher noted that the questionnaires were understandable and suggested no changes but the principal raised the following concerns:

INSTRUMENT 1 (Appendix B1)

In Part A, the principal needed clarity on the following:

Firstly, he raised a concern about the classification of the school with relation to the location: The principal became confused when he had to classify the school. He wasn't sure whether to classify it as a "township or informal settlement" school. He gave me the background that the area was previously a hostel that later changed to an informal settlement and ultimately RDP houses were built and it became a township. He settled for township because the area is currently called that.

The second concern was around the 'altogether' teaching experience versus the experience as principal parts: The principal noted that he became confused when he had to complete the "Teaching experience altogether" part. He was not certain whether to write the years as a principal or as a teacher because he noted that there are principals who are also offering tuition. As a result he wrote both the years as a principal and as a teacher.

Thirdly there was also a concern around oversight role versus directly performing a role: The principal raised a concern about Questions 3 and 4 and noted that as a principal he is accountable for all the roles although he plays an oversight role and there are people that are delegated to do the actual roles.

With relation to all the concerns raised by the principal the following changes were made to the questionnaire:

- A part where the overall number of years as a principal is to be mentioned was added because for the purpose of the study this is imperative as the researcher needs to be able to identify trends and patterns between principals with less or more experience.
- No changes were made for the first and the last concerns, the questions remained as they were phrased. With regard to the classification of the school, principals would be allowed to classify the school according to what they deem is correct. With relation to the principals it was also left open so that principals could choose what was relevant to them. Putting explanatory notes on both questions would clutter the question and could be confusing to the participants.

The following was noted with relation to the instruments:

INSTRUMENT 2(Appendix B2)

Question 2, Part B of Instrument 2 was not answered by all the teacher participants and the researcher couldn't establish if it was intentional, not understood or the respondent didn't notice it.

INSTRUMENT 3 (Appendix B3)

The questions seem to be understandable to the participants and the answers given were relevant. Nevertheless, the researcher noticed certain contradictions:

A teacher participant stated that "truly speaking" there was no disciplinary policy in the school and cases were just treated as they came but the principal gave the researcher a copy of the disciplinary policy. One teacher participant also didn't respond to (Instrument 2 Appendix B2), Question 9, that is, the question whether the school policy was in line with the prescripts of NEPA.

In Question 5 of the interview schedule the disciplinary measures mentioned by the teacher were different to those outlined by the principal. Another participant stated that there were no structures - each teacher used his or her own strategy- whilst the principals mentioned a number of structures.

In Question 6, the participant notes that beatings with a stick are common whilst the principal noted that they happen occasionally.

The responses in Question 7 and 11 do not link up as the participant noted that beating the children yields positive results, however in Question 11, she recommends counselling as a good strategy to improve discipline in schools.

4.3.3.2 Second Phase – group administered questionnaire and mock interviews (Appendix B1 & B2)

This took place in a township primary school in East London. There were ten teachers who participated in the completion of questionnaires and discussions and three learners that participated in mock interviews. On the agreed date the researcher visited the schools and only those who volunteered participated. The sample of participants were brought together and asked to respond to a structured sequence of questions and if the participants were unclear about the meaning of certain questions, the researcher explained. For the reliability of the responses and to emphasize the importance of the task the researcher discussed the importance of giving answers that are reflective of what is happening in schools and also explained or discussed the contents of the questionnaire and how the participants were expected to respond to the questionnaire. Lastly, the researcher ensured that adequate time was allocated for the completion of the questionnaire. After the completion of the questionnaire the participants were asked to turn it face down and to quietly leave the room. The questionnaire took 30 minutes to complete and afterwards the researcher collected the questionnaires. After a short break (5 minutes) a discussion about the case study questionnaires ensued and it took another 30 minutes. After the two exercises the following suggestions were made by the teachers:

- In the survey questionnaire (Appendix B1 & B2), Question 1 of Part B that is meant to establish if schools have disciplinary policies must be followed by the question whether the policy is aligned to the prescripts of the National Education Policy Act (NEPA) because most schools do have policies although they are not aligned to NEPA. The participants advised that if the researcher aims to look at the school policy and other documents the question is very

important so that the researcher can compare the contents of the documents against the responses with relation to policy alignment to NEPA.

- The concept “capacitate” in Appendix B1 and B2 was changed to “train” because the teachers were concerned that some teachers might not be familiar with it.
- There was also a lengthily discussion on Appendix B4. The teachers debated the appropriateness of the term “offence” because it sounds strong and condemning. A number of alternatives were suggested, e.g. “bad behaviour” and “unacceptable behaviour” were suggested but it was also agreed that the latter names could also have the same effect (strong and condemning). It was also noted that learners commit some offences because of things beyond their control and get punished nevertheless so using the word “bad” might lead them to leave such critical information and only concentrate on offences that they feel liable for. The concept “unacceptable behaviour” was also refuted due to the fact that to young children it might minimize the impact and learners might concentrate on minor offences. The participants suggested that in the ice breaking part, the researcher needs to include a part that will be looking at the de-stigmatisation of the concept “offence”. The researcher must explain to the learners the reason for the use of the concept “offence” and explain that its use is not aimed at apportioning blame or labelling learners.

All the above mentioned suggestions were accepted and due changes were made on the questionnaire before it was taken for the second pilot.

For the learners’ mock interviews, the researcher used the record book to select two learners; and as it was noted by the principal the learners were not very problematic so the recorded offences were more like the same, so it was questionable to hope that the learners chosen were the most problematic. This also corresponds with the responses in Instruments 1 Appendix B1 and 2 Appendix B2. In Part C (1) both the principal and the teacher responsible for discipline didn’t mark very serious offences or criminal offences as problems experienced in their school.

In addition to the two learners that were targeted the researcher added one more learner because one of the two learners that were initially interviewed was very

nervous and her responses were thin and telegraphic and despite the fact that the researcher probed deeper, the learner could not open up so the researcher ended up interviewing three learners instead of the sampled two.

It was also important for the researcher to clarify the meaning of the word “offence” because learners looked very uncomfortable when the term was used and when they were asked to mention the offences that they ever committed, they looked as if they felt I was condemning them. The learners associated the word with serious offences and they refused to acknowledge that they ever committed an offence or that they were ever punished. To de-stigmatise the word the researcher had to rephrase the question by mentioning the actual disciplinary measures by asking if they were ever beaten, sent outside or instructed to clean the school yard. When this was done, the learners became relaxed and started being open as the researcher observed that the learners didn’t deem the latter disciplinary measures as wrong or unacceptable. This exercise highlighted the importance of de-stigmatising the concept “offence”.

4.3.3.3 Analysis of documents

Documents include discipline policy document, minutes of disciplinary hearings, and an incident book or a record book where the learners who committed offences are recorded. The researcher only received two documents, the school policy and the record book for learners that have committed offences. The principal noted that the absence of the minute book was due to the fact that the school isn’t experiencing serious offences; as a result minor/petty offences are recorded in the record book. He noted that the school has three disciplinary structures:

- The Class teacher: minor offences
- Deputy principal or HOD, class teacher and the learners parent/s: serious offences
- The Disciplinary Committee consisting of the SMT, two member parents, the class teacher, one teacher and the parent/s of the learner/s that have committed an offence: very serious offences.

The principal stated that the hearings or discussions seldom go beyond the second structure. In the first structure there is no recording done, the recording is only done

in the second structure and the record book is used. The record book has six columns: Name of the child, offence, punishment, signature of parent, signature of the SMT member present and the last column is for the signature of the class teacher. The recording is not detailed, just the name of the offence or punishment.

The school policy is not comprehensive and is written in point form or in statements, e.g.

- No smoking
- No dreadlocks
- No beads to be worn on the head, hands, neck or ankles

There is no clear explanation of why these things are not supposed to be done and what sanction will be administered for that. Contrary to the South African Constitution, the policy seems to be marginalizing other cultures and religions. The policy is silent on what will be done on special cases, e.g. if there are special requests related to culture or religion that a certain child be exempted from the policy prescripts. After the completion of the analysis the researcher chose the learners that were going to be interviewed.

4.4. DATA COLLECTION: FIELDWORK

To realise the purpose of the study it was imperative that fieldwork be conducted and it was undertaken in two stages, survey stage and in depth interview stage. Fuller, Rawlinson and Bevan (2000) consider the following to be key educational objectives of fieldwork: development of observational skills; facilitation of experiential learning; encouragement of student responsibility for their own learning; development of analytical skills and development of personal skills. Bartlett and Cox (1982) further note the strength of fieldwork is that it provides opportunities to learn through direct, concrete experiences, enhancing the understanding that comes from observing 'real world' manifestations and it develops skills like observation, synthesis, evaluation, reasoning, instrumentation skills, practical problem solving and adaptability to new demands that call upon creative solutions. Fieldwork also results in two forms of field based analysis of spatial information which are the enhanced knowledge and understanding of a particular problem or issue and the enhanced knowledge and

explanation of a particular problem or issue leading to theory building or modelling with far greater reaching explanatory powers (Fuller *et al*, 2000).

A solo approach was undertaken as the researcher worked alone and the process was overt as the researcher's identity was not concealed; however the variations in observer involvement were that of both a participant and an onlooker. Initially, the duration of the fieldwork was planned for a month but due to postponements and delays of the participants to complete and return the questionnaires, the fieldwork went over a period of two months. The following stages were followed in conducting fieldwork: entry into the field, routinization of fieldwork, bringing fieldwork to a close and evaluation feedback. Sources of data to be interrogated and observed were to be the setting, the human-social environment, historical perspectives, planned program implementation activities and formal Interactions, informal interactions and unplanned activities, the language, nonverbal communication, unobtrusive observations, documents, observing what does not happen, nested and layered case studies during fieldwork and observing oneself. The data-gathering process entailed the writing of field notes, interviews that entailed probing when necessary, observations, and analysis of documentation (Hall & Strydom, 2005).

Although the researcher was mainly intending to have in-depth interviews by questioning and listening to the participants, the researcher also observed behaviours and analysed documents so due to that both headwork and text work were considered. Gough (2003:5) advises that while conducting fieldwork it is important for the researcher to consider headwork methodological issues: theories, analysis and criticism of how the research should proceed, and epistemological issues: theories of knowledge and justificatory strategies and text-work which entails documenting stories, including testimonies to fieldwork and headwork to critique alternative readings of other texts. Grounded theory was used as the researcher made a comparison with what was happening in the sampled schools in comparison to the participants' responses. Glacier (1998:21) notes that the grounded theory allows for the discovery of underlying social processes, the research aims to uncover "what is actually going on" with regard to a particular issue and how it is handled. In the process of fieldwork the researcher observed a number of things thus field notes were compiled, Hamesley and Atkinson (2000) and Jackson (1990) define field notes

as written records of observation data produced by fieldwork. Whilst conducting fieldwork, the researcher observed the following:

4.4.1 Survey

The questionnaires were hand distributed to schools, the University of Fort Hare teacher workshops and the Department of Education workshops, and were collected on an agreed date. The researcher would make telephonic and email follow ups or schools would call or email to indicate when questionnaires were ready. About five schools, mostly suburban schools emailed to say they couldn't help with the completion of the questionnaires because of busy schools programmes. In some instances the researcher would be called to collect but would only get one questionnaire instead of two and would be told that the questionnaires were either lost or were misplaced. The researcher would have to re-visit the school to deliver a new questionnaire. The following were observed delivering and collecting survey questionnaires and the contents of the questionnaires also reflected the following:

4.4.1.1 Scribbled notes to give more clarity

Some participants scribbled some notes next to the response column to give more clarity on what they thought with relation to the responses given and some would comment about their preferred phrasing of questions, e.g. one participant wrote, "It could give more sense if it was phrased in this manner". The researcher took note of those comments and kept them as additional notes for the study.

4.4.1.2 Uneasiness of school principals

The researcher noted that some school principals (township) became very uneasy when the researcher was explaining the intention of her visit and mentioning the title of the research study. Two principals verbalized their fears, one principal said, "We are going to help you with this but please note that we do not want to see the names of our schools splashed over the newspapers". The second principal said, "I don't know what you expect us to write in these papers of yours because we beat the

learners, nothing else". To alleviate their fears the researcher explained to the principals that the purpose of the study was not a witch hunt or meant to apportion blame but only to contribute to the existing body of knowledge and assured them of their anonymity and that the information will be treated as confidential.

4.4.1.3 Interest to have an open debate about the study

Some principals, mostly suburban, showed an interest in the topic and opened a debate about the issue being discussed with some noting their personal convictions with relation to the use of corporal punishment. Many noted that they believe in using corporal punishment although they are against its excessive use. They strongly stated that they have a strong respect for the Constitution and that they are not using corporal punishment as it is prohibited but at a personal level they do not believe in its ban. On some of the questionnaires the respondents wrote some notes, e.g. "This is a personal opinion".

4.4.1.4 Contradiction between the practice and the survey responses

When the researcher visited an informal settlement school to deliver the questionnaire, she had to wait for a while whilst the principal was handling a late-coming related case. The researcher observed that because learners were late, the principal sent them away to call their parents. The principal emphasized that, "If you don't come with your parent, don't come back unless you come with your mother." Some learners who live nearby the school hastily came with their parents. In the presence of the researcher the principal gave the parents the cane and told them to beat their children. Parents took turns in beating them and the principal shouted that parents mustn't play games and beat the children. The beating intensified some beating the children up to five lashes and after that the principal also beat learners' three lashes and told them to run to their classes and never do the offence again. In the case an elder brother (about the age of 16) who was sent to represent the mother because she was not at home, was also instructed to beat the younger brother. On another day (collection day) the researcher observed another incident at the same school. After the researcher had collected the questionnaires, a teacher responsible for the completion of the teacher's questionnaire offered to escort the

researcher out of the school premises. In the process of being shown out, the teacher was approached by a sickly looking parent who was in tears. She noted that she had come to see the principal with regard to her child's late-coming case. The parent pleaded with the teacher and noted that she had been talking to her child and he doesn't change. She pleaded that if the child committed the same offence, she mustn't be called but the child must just be beaten by the teachers. She noted that she was sickly and couldn't afford to be stressed as that could lead to her admission in hospital. The teacher promised to see to that by saying, "I will talk to the principal and deal with him too. He knows me, I pinch them".

The contradiction was noted when the researcher was entering the responses on the SPSS programme. The principal under discussion had responded "never" to the part that says, "Do you use an object to beat learners (cane, stick, ruler)", so the response was the opposite of what the researcher had observed. A researcher also observed learners being beaten in another school but the response given was, "occasionally".

4.4.1.5 The use of DoE documents to outline disciplinary procedures

In one school the researcher was called to come and collect the questionnaire and upon collection the researcher found the principal busy completing the questionnaire and copying from a booklet that outlined the DoE disciplinary procedures. The researcher wondered if the principal was sincerely using the book as a reference whenever she had to discipline a child.

4.4.1.6 Group approach in responding to the questionnaires

One sampled primary school didn't have a principal; the school had six teachers rotating in acting as school principal. The teachers informed me that they responded to the questionnaire as a group, they discussed the questionnaire and came up with answers that were applicable to their school. The responses were entered as they are.

4.4.1.7 Same responses from one school

The researcher also noted a school where both questionnaires were completed by one person, all responses from both the principal and the teacher were the same. It could be that they both have the same understanding of what is happening in their school but having the same answers even in parts where participants were supposed to share their opinions. The responses were entered as they are.

4.4.2 In-depth interviews: Multiple Case Study

In this phase, five cases were studied in three towns (East London, Bhisho and King Williams Town) that form part of the BCMM, that is, 1 farm school in King Williams Town, 1 township school in East London, 1 suburban school in King Williams Town, 1 rural school in Bhisho and 1 informal settlement school in East London. Data was collected by means of comprehensive on-site interviews, employing a semi-structured interview protocol that was developed from the literature for this purpose (Costello & Zumla, 2000; Henry, Dunbar, Arnott, Scrimgeour, Mattheus, Murakami-Gold and Chamberlain, 2002 & Henry, 2004). The interviews elicited open-ended responses as the comprehensive individual interviews were conducted as a stand-alone method to explore and probe deeper into the participants' perceptions and attitudes about research and research collaboration. The following people were interviewed in each of the sampled schools: one principal, one LO teacher or a teacher who is the member of the Disciplinary Committee and two learners, a boy and a girl. To ensure validity, the questionnaire, the rationale, the completion rules, and issues of anonymity were explained. The interviews were conducted both in English and Xhosa; further clarity was given in Xhosa or English whenever it was necessary. The interviews were audio-recorded with the participants' permission but not all participants were keen to be recorded and the tape seemed to be a form of distraction to the learners as they kept on looking at it and were very uneasy. To manage the situation the interviewer asked the learners if they were comfortable with being recorded and six of the learners requested that it be switched off. Notes where the interview responses were classified and coded according to opinions, suggestions etc., were taken in preparation for transcribing. Each interview took approximately 30 minutes and the whole procedure, took 2 to 3 hours on average per school.

When conducting the interviews an issue of validity was given serious consideration and data was transcribed as soon as it was collected and this enabled the researcher to complete contact summary sheets and to do follow up interviews where it was deemed necessary (Marshall & Rossman, 1989; Silverman, 2001). After the first case study interview (township) the researcher noted that there are aspects that needed further clarity and the researcher returned to the school to seek the answers and that experience helped the researcher to take note of those aspects when conducting interviews in other schools.

In terms of validity the researcher would check if the findings can be substantiated by evidence that doesn't waiver (Niemann *et al*, 2002:283). The validity of qualitative research has always been questioned (Denzil & Lincoln, 2000) and Miles and Huberman (1994) note that traditional notions of validity emphasize external validity, which is the generalizability of the findings in other contexts. Looking at the qualitative side, generalization from sample to population is not a major purpose in qualitative research (Miles & Huberman, 1994). Kvale (1996) explains that the validity of qualitative research depends on the researcher's ability to act as her own 'research tool', namely her ability to reflect critically and reflexively on the process, including the possible influences she might bring to bear to the study by virtue of her values and prior assumptions, throughout the conduct of the study. Likewise, Miles and Huberman (1994) recognize the importance of using different sources and testing the evidence of each source. Emerging findings were discussed with the supervisor to get alternative opinions (Miles & Huberman, 1994).

The researcher noted that there could be weaknesses that can affect the data, from both the side of the researcher and the participants, e.g. tiredness. The researcher informed the participants that probing questions were going to be asked and the participants were encouraged to ask if there was a need for further clarity so the researcher asked the participants to be patient. The researcher also noted to the participants that as stipulated in the permission letters she would avoid disturbing the school programme but if it was acceptable to the school, she would love to come to the school two hours earlier than the set time. Three principals welcomed this and noted that the researcher could come as early as the starting time so that she can have time to make some observations and be familiar with the environment. It was

also noted that the researcher would be given an opportunity to conduct the interview whenever one of the sampled participants was free and this enabled the researcher to interview most of the participants in the morning and in most instances the researcher would have finished the interviews at mid-day and the chances of exhaustion were minimized and afternoons were dedicated to transcribing. Only two schools wanted their participants to be interviewed in the afternoon and that did not have a negative impact on the responses as the participants looked fascinated by the discussions. Other teacher participants felt uneasy when the objective of the research was mentioned as they thought it was aimed at policing whether schools were still using corporal punishment. One participant even said in the beginning of the interview, "I am using what I know for a fact that you don't approve of, I use corporal punishment", and when such fears were raised the researcher would duly remind the participants about the purpose of the study. One participant also felt uneasy about the anonymity of her responses when she was interacting in face-to-face interviews and to alleviate such fears, the researcher explained the research ethics with relation to guaranteed anonymity and confidentiality and also how the coding system works. The researcher also noted that the participants could under-report on disciplinary practices, because they want to sound professional and be seen as law abiding citizens and to avoid these problems the participants were made aware of the importance of providing accurate information. The researcher did her best to be organised and adhered to all research ethics; nevertheless the following things were observed:

In one school (informal settlement) the learners chosen seemed not to be meeting the criteria (learners with behavioural problems) for they noted that they had never done any offence and were very defensive. The learners kept on raising the fact that corporal punishment was not used in their school even when the questions were not related to the use of corporal punishment. The researcher continuously reminded the learners about the purpose of the interview and also emphasised the issue around the de-stigmatization of the concepts like "offence" or "bad behaviour" and with further probing, learners became relaxed and were ultimately able to answer questions asked and stopped giving defensive answers. The answers given after they became relaxed contradicted the answers they had given at the initial stages of

the interviews. The learners' behaviour reflected that there could be a possibility that learners were coached on the answers to give to the interviewer.

In one case (rural), the principal promised to choose the learners for me but when I came the principal brought five learners and told me there were two "special cases" that he wanted me to interview but he didn't want the learners to know they were chosen for a specific reason. The principal noted the learners were once involved in corporal punishment cases that ended up being taken to the police. The principal called five learners and introduced the researcher and noted that all of them were going to be interviewed but the researcher was going to start with the two learners that the principal chose. The three then left with the promise that they were to be called later and the researcher remained with the two that were interviewed at different times. The first learner had something that looked like a severe case of eczema and when I asked him to share with me about an offence that he had once committed he told me about an incident where he was beaten by a teacher having done nothing at all. He reported that the teacher beat him on the wound that was on his hand and narrated the story up to the time they ended up going to the police, where the teacher asked for forgiveness. I do not understand why the principal chose that specific child and I assume that it could be linked to his utterances in the interview that I earlier had with him where he noted that, "Parents need to be advised that it's not always advisable to rush to the police and not come to the school first as there are due processes to be followed and the case can end up taking a very long route." In his responses the principal noted that corporal punishment was not used in that school; however, a participating LO teacher noted that corporal punishment was used occasionally ("they steal it") but both learners interviewed reported that corporal punishment was used every day.

4.4.3 Document analysis

Document analysis was meant to enable the researcher to assess if the disciplinary policy was in line with NEPA and to evaluate whether the disciplinary measures used in schools were in line with what was outlined in their policies. In addition to this these documents were requested to enable the researcher to access reports or statistical data that could help to identify trends, patterns, rituals and school values,

propose new questions or corroborate qualitative data. The qualitative data would help the researcher to study the nature of the offences and the perceptions around the offences and disciplinary practices. As aforementioned four schools could not provide the necessary documents and only one school (suburban) produced the documents, detention forms, code of conduct and the minutes of disciplinary meetings. The planned selection procedure for the learners was affected by the non-availability of documents. The available data was studied and analysed (Gelo *et al* 2008:276). The Code of Conduct of the suburban school had the following contents: preamble, objectives, school uniform, general weakness, disciplinary system, drug policy, testing for drug abuse, learner pregnancy rate and traditional circumcision policy. The researcher noted the following discrepancies from the documents provided by the suburban school:

- Recent documents were not given to the researcher - only an old file consisting of 2004 documents. The principal could not comment on the contents of those files because he wasn't the principal at that time. The researcher could also not compare the contents of the report against the 2010 Code of Conduct.
- Christian principles are given an overriding precedence over the Constitution of the Republic of South Africa (1996) as the Code of Conduct notes that it is based on Christian principles, and this statement precedes the acknowledgement for the Constitution in the page for General Remarks (Code of Conduct, 2010:2). The Constitution of South Africa (1996) also notes that in public schools no religion should be given an overriding precedence over others but this seems to be disregarded by the school
- Although it was noted in the Code of Conduct that the contents were in line with the prescripts of the Constitution of the Republic of South Africa, the Code of Conduct left no room for diversity or discussion as the rules were listed as "beads are not allowed," "children must always be in school uniform," etc., there is no provision for special cases so that the parents can approach the school if they need to do so.
- Measures outlined in the Code of Conduct are in contrast with the learners' responses; some of the disciplinary measures reportedly used in the school

were not listed in the Code of Conduct, e.g. standing on one leg, carrying bricks whilst kneeling and standing in front of the class for the entire period.

4.5. SAMPLE

For the case study purposive sampling was used to sample the respondents and the participating schools as it guaranteed that crucial people or crucial factors were covered (Bernard, 2002 & Given, 2008). With the exception of the senior secondary school and special schools that would not take part in the study, the population in this study consisted of 237 schools. From the 237 schools 5 schools were sampled as case study sites with twenty participants, four participants from each of the five schools. Case selection was based on the fact that the schools were supposed to come from the three towns of the Buffalo City Municipality and also they have to be from the five different contexts: farm, rural, township, informal settlement and suburb. The sampled schools are from the following towns: farm school: King Williams Town, rural school: Bhisho, township school: East London, informal settlement: East London and suburban school from King Williams Town. The study was made up of the SMT (principals, deputies and HODs) members, members of Disciplinary Committees, Guidance or Life Orientation teachers and two learners, a boy and a girl. Teachers in managerial positions, in post Level 1 and in discipline related programmes, were targeted. School grades, gender and the disciplinary profiles were also considered when sampling the learners. One of the determining factors became the issue of race, for all the five contexts blacks were a dominant race and whites were also a good number but coloureds and Indians were not featured, thus the choice of the suburban school in King Williams Town, which has both black and white students while coloureds are in the majority. Initially, only learners from Grade 7 were to participate in the study because learners from the lower grades were deemed unsuitable because they would struggle to speak as it would be expected from the participants, but the issue of the grade was overwritten as teachers chose learners who they knew could talk without necessarily being in Grade 7, so the learners interviewed ranged between grades 5 and 7. Because the interview questions were crafted with consideration for the survey results, according to Denzin and Lincoln (2000) purposive sampling was therefore the most appropriate method when data review and analysis would be done in conjunction with data collection.

From the population of 237 schools 125 schools were sampled for the survey and the targeted sample size was 250 participants, two participants from each school, a principal or a member of the SMT and a guidance teacher. Initially random sampling was supposed to be used to select schools for the survey, a random table was designed and a number was allocated to every second school in the school list and the questionnaires were supposed to be sent to those schools. Due to the change of plan, questionnaires being distributed by hand, in workshops and meetings, the questionnaires were given to whichever school was accessible, available or represented so convenience sampling was deemed the most suitable. Wellman (2005:60) defines convenience sampling as involving selecting haphazardly those cases that are the easiest to obtain for the sample. Except the change in the sample size, the change in the sampling procedures did not have a negative impact on the reliability of the study because the schools accessed also had the qualities that the researcher was looking for, i.e. primary schools with SMT members and LO or guidance teachers.

4.6 RESEARCH QUALITY

To ensure good quality in research one needs to consider a number of things, e.g. trustworthiness (reliability and validity), dependability and confirmability.

4.6.1. Trustworthiness

4.6.1.1. Reliability

To ensure or to estimate reliability of the instruments Cronbach's Alpha (α) was used as the coefficient of reliability. According to Miles and Huberman (1994), reliability is concerned with the extent to which the research process is consistent and stable over time across researchers and methods. Marshall and Roseman (1999) argue that the universe is not static; it continuously changes and therefore people change and develop and also their points of view will evolve with time, thus, attaining absolute reliability can be problematic. In order to strengthen reliability the researcher kept a record of the interviews and different accounts occurring during the interview process (Miles & Huberman, 1994; Mkhize, 2003, Patton, 2002). The coefficient ranges in value from 0 to 1 and the higher the value the more reliable the generated scale is so a value of .70 or higher is considered as adequate or

acceptable (Maizura, Masilamani & Aris, 2009:219). When Alpha was run for all variables (c.f. Appendix D4) the result was a coefficient of .721 which is considered adequate. The Alphas for different sets of variables are also shown in table 4.1.

Table 4.1: Reliability: Internal Consistency

Variables	Cronbach's Alpha	N of Items
All	0.721	45
Offences	0.821	17
Disciplinary measures	0.076	22
Beliefs	0.785	20
Roles	0.757	10

The general picture from table 4.1 is that there was adequate to a high degree of reliability in the measures for the variables. Although the coefficient for Disciplinary Measures is rather low, that part of the research relied more on qualitative data from in-depth interviews in case study schools.

4.6.1.2. Validity

According to Golafshani (2003) validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. To ensure appropriateness and clarity of questions, the instruments were first piloted and the participants raised concerns and suggested some changes (c.f. Chapter 4: 4.3.3) and that reasonably suggests that the questionnaires used gave a reliable measure of what the researcher was looking for.

4.6.2. Dependability and confirmability

Shenton (2003) notes that dependability means, if the research study was repeated, in the same context, with the same methods and with the same participants, similar results would be obtained. As advised by Shenton (2003) in order to address the issue of dependability, the processes within which the study was undertaken is reported in detail, thereby enabling a future researcher to repeat the work and to gain the same results. The outlined processes include the research design and

implementation, the operational detail of data gathering and the reflective appraisal of the project.

Confirmability is the degree to which the findings are the product of the enquiry, not artefacts or biases of the researcher (Babie & Mouton, 2001). To ensure confirmability of the study drafts, notes, pilots, preliminary schedules, observation sheets, filled questionnaires and data analysis, products have been forwarded to the University of For Hare for auditing. The availability of the above mentioned items means my research study can be verified through an enquiry audit when necessary.

4.7. DATA ANALYSIS

In MMR, the data is interpreted after it has been collected and analysed and it involves a cyclical combination between quantitative deductive inference (theory driven hypothesis testing, verification oriented) and qualitative inductive inference (data driven hypothesis and theory development, exploratory orientated) (Braakman & Benektar, 2008:286). Therefore, even though this study had two sets of data, quantitative and qualitative. For the quantitative data the Statistical Programme for Social Sciences (SPSS) was used. The researcher entered the data onto the SPSS as soon as it was received and would leave spaces for the delayed forms and, upon completion and collection, the researcher would enter those outstanding entries. Tables were used to present the results and using the SPSS programme the data collected was cross tabulated and correlation exercises were also undertaken. In a nutshell, in the quantitative phase analysis the researcher analysed the quantitative data by finding if the relationships between the observed variables (either of a causal or co-relational nature) in one or more groups are statistically significant and generalizable to the population the sample is drawn from (to check trends and patterns). Then the analysis proceeded from being descriptive to inferential analysis and finally the results were presented in a form of statements summarizing the statistical results; tables and figures may also be used (Gelo *et al*, 2008:276).

A second and complementary phase of data analysis that built on the first analysis was done after the interviews were completed and the data was analysed using the content analysis, that is, field notes, recorded data and the documents requested

from the sites and this data was used to give a deeper insight or to explain the findings from the survey. Content analysis is based on the examination of the data for recurrent instances of some kind; these instances are systematically identified across the data set and grouped together by means of a coding system. Coding is a process of grouping evidence and labelling portions of text so that they reflect increasingly broader perspectives (Lieber, 2009:5). The researcher divided the text to be analysed into units (sentences, phrases and paragraphs) and labelled them using terms that could come from the exact words of the participant. According to the observed similarities and differences between the labelled text units, the researcher grouped labels together into themes. The emergent themes were relabelled using the language closer to the researcher and to the theory of reference and, finally, the themes are interrelated into each other and abstracted into a set of themes which received new labels and the obtained data was then presented and this involved a discussion of the evidence for the emerged themes and perspectives.

At the end of the second analysis the data was merged by comparing the data with the results of the quantitative and qualitative datasets through a discussion. The quantitative results were displayed and then discussed with reference to the obtained qualitative results (Lincon & Guba, 1985 & Silverman, 2004). The data was interpreted to give meaning to the findings. Quantitatively it entailed giving meaning with reference to the theory the hypothesis was developed from, and qualitatively interpretation entailed a process of creating meaning and consistent explanations, understanding, and conceptual frameworks or theories drawing on a systemic observation of the phenomena; meaning is with reference to the particular context of the study (Tashakori & Teddie, 2003).

4.8 LIMITATIONS

Possible limitations were in contexts like farms schools where there were one or very few teachers, as a result of which the expected number for the survey or interviews would not be feasible, or where one teacher would be playing multiple roles in the school. An example is that in some farm schools there could only be one teacher, who is both a principal who is responsible for discipline and a subject teacher who is offering guidance or life orientation classes. This could have an impact on the

responses as the participant would be responding from all the perspectives, and therefore might leave out some critical issues that could be important if one was responding solely as a school leader or a Post Level 1 teacher. The researcher chose purposively and avoided the latter schools by looking for a school which had a representative number of staff. Even if the researcher couldn't get the required two participants, she would ensure that the sampled farm school would be able to have one participant from the leadership level and one from a teacher level. A compromise would be made if necessary by interviewing any available teacher even if she was not a member of a Disciplinary Committee or teaching Life Orientation or Guidance. This limitation never affected the researcher as the school she decided to use consisted of eight teachers and she got to interview two respondents who were meeting the requirements.

Secondly, the use of corporal punishment in schools is a sensitive issue since it has been criminalized in South Africa and a number of teachers have lost their jobs as a result of the law. Due to this the teachers were reluctant to participate as they saw the research as a witch hunt that could maybe expose them. Two schools promised to participate but later pulled out, excusing themselves because of their workload. In the survey questionnaire the researcher noticed some questions related to corporal punishment were left unanswered and some learners felt uneasy when asked if corporal punishment was used in their schools. The researcher continuously reminded the participants about the purpose of the research. Due to this fear, teachers could also influence the learners not to give a true reflection of what is happening lest they get caught. The researcher assured the learners about their guaranteed anonymity and the researchers' ethical subscription to confidentiality and the implications thereof.

4.9 ETHICAL CONSIDERATIONS

The overall approach of the study was guided by the recognition of the following ethical principles; respect, beneficence and justice. The researcher respected the dignity and autonomy of all participants. The researcher also exercised beneficence and justice, psychological and social risks associated with research were minimized, and the benefits that accrue to research participants were maximized (sharing of the

knowledge gained) (Denzin *et al*, 2000).The following issues were considered before the research study was undertaken:

4.9.1 Access to site

After the research proposal was approved the process of requesting access to the sampled schools and ethical clarification began. To access the participants the researcher wrote a letter to both the Provincial Education Department and the District Directors to solicit the cooperation of all the schools involved. This was to ensure that all protocols were observed and the provisions of the DoE Research Policy Guidelines and Procedures were adhered to (DoE Research in Schools Policy, 2007). Only after their permission was granted did the fieldwork begin.

The following issues were given serious consideration during the fieldwork: The researcher had two visitations at the research sites; the first visit was for distribution of questionnaires in survey schools where the hand delivery was done, and for the case study schools the first visit was for the introduction of the study to the research participants, the clarification of the purpose of the study, the format in which the data would published, issues of risks and the researcher also responded to questions that were asked. The researcher assured the recruits that if there could be unforeseen risks, all reasonable attempts would be made to counteract them. In other schools possible dates for the survey and the interviews were discussed and confirmed and in others the dates were confirmed by telephone. The second visits were for the collection of questionnaires for the survey schools and in the case study schools interviews were conducted.

4.9.2 Voluntary participation

The right to voluntarily participate and the right to withdraw at any time were explained to participants so that they would not be coerced into participation. It was clearly articulated to the participants that they are under no obligation to participate (Cresswell, 2003: 64).

4.9.3 Informed consent

(Appendix A5 & A6)

Informed consent is a mechanism for ensuring that people understand what it means to participate in a particular research study so they can decide in a conscious, deliberate way whether they want to participate. Informed consent is one of the most important tools for ensuring respect for persons during research. A pre-drafted letter of consent was given to the schools to be given to parents so that they could give consent about their children's involvement (Henning, 2004:73 & Denzin *et al*, 2000).

4.9.4 Anonymity and confidentiality

Anonymity and confidentiality was guaranteed by ascertaining that the signed consent forms were treated with the utmost discretion. "The researcher remains accountable for the ethical quality and should take great care and when in doubt seek advice" (Henning, 2004:74). The names of the schools which participated and the participants were concealed and only codes were used. In cases where the participants mentioned names, pseudonyms with an asterix were used instead.

4.10. CONCLUSION

This chapter outlined the methodology of the study, starting with the post positivist paradigm, the chosen mixed methods, the sampling process, piloting and fieldwork. Data collection instruments outlined includes questionnaires, interviews, school records and policy analysis and observation. The study also outlined the steps undertaken to ensure validity and reliability. The next chapter proceeds with data presentation and analysis.

CHAPTER 5

DATA PRESENTATION AND ANALYSIS

5. INTRODUCTION

This chapter presents and analyses the data of this research study and it is divided into seven main sections. These are: biographical characteristics of participants; discipline problems in schools; roles played by school principals in maintaining school discipline; teachers' beliefs in relation to effective disciplinary approaches; disciplinary measures used to instil discipline in schools; socialisation consequences of the disciplinary measures; and implications of the disciplinary measures or practices on school leadership.

5.1. BIOGRAPHICAL CHARACTERISTICS OF PARTICIPANTS

A total of 78 participants spread across 34 schools in the East London District participated in the study. Their distribution by rank is shown in Table 5.1.

5.1.1 Distribution of participants by rank

The summary distribution of participants in Table 5.1 shows that there was one principal and one Life Orientation (LO) teacher per school, making a total of 34 per level. The 10 learners were made up of two learners per school from each of the five schools visited for in-depth study.

Table 5.1: Distribution of participants by rank

Level	No
Principal	34
Teacher	34
Learner	10
Total	78

It can be seen from Table 5.1 that the participants featured are the three main players with relation to discipline in schools because as outlined in Chapter 3 (3.1) maintenance of discipline is listed amongst the key roles of school principals (Akey, 2006:2). LO teachers also have a duty to teach learners about discipline as this is encompassed in the LO curriculum, as a result some LO teachers play a role of counsellors and some are even delegated duties related to the maintenance of

discipline, for example, being part of the Disciplinary Committee (DC). It was also important for the learners to be included so that their voice could be heard as the study focuses on learner discipline.

5.1.2 Distribution of participants by gender

Gender is understood to be a variable that has a bearing on the ways in which learners behave and the way teachers handle disciplinary issues (Chapter 2: 2.8.4 iv). The participants' distribution by gender is shown in Table 5.2.

Table 5.2: Distribution of participants by gender

	Gender		
	Male	Female	No
Principal	20	14	34
Teacher	7	27	34
Learner	5	5	10
Total	32	46	78

It can be seen from Table 5.2 that most participants who are school principals are male whilst most LO teachers are female. The higher number of the female participants in lower positions versus male participants who are principals is typical or representative of the South African schools. Jacklin (2009:2) also notes in Chapter 2 that it is common that male teachers are mostly in leadership positions or teaching in secondary schools whilst most primary schools have a higher number of female teachers. Jacklin (2009:2) further reports that this emanates from the premise that female teachers have always been seen as caregivers and not as administrators as they are believed to be better nurturers compared with their male counterparts.

5.1.3 Distribution of schools by location

As literature reports that the context has an influence on the learners' behaviour (Chapter 2: 3.4) the study was undertaken in five different contexts, which were suburban, township, farm, informal settlement and rural. The distribution of schools which participated in the study by location is shown in Table 5.3.

Table 5.3: Distribution of schools by location

Location	No	%
Farm	1	3
Informal settlement	5	15
Suburban	7	21
Rural	8	23
Township	13	38
Total	34	100

It can be seen from Table 5.3 that from the above five targeted contexts, township schools reflect the highest participation rate. Farm school participation is low because the researcher could not distribute questionnaires to many farm schools as the researcher was informed by the Department of Basic Education (DoBE) District Office that most farm schools in the East London area were closed and the few that received the questionnaires didn't return them so only one farm school participated, that is, the school that was sampled for the case study.

5.1.4 Distribution of principals by years as school managers

Due to the evolution of the disciplinary approaches used to improve discipline in schools in South Africa, from the use of corporal punishment to ATCP, it is important to look at the school managers' work experience in order to determine their exposure to learner disciplinary issues and their familiarity with different disciplinary approaches. The distribution of principals by years as school managers is shown in Table 5.4.

Table 5.4 Distribution of principals by years as school managers

Years	No	%
0 - 5 years	15	44
6 – 10 years	6	18
10 years & over	11	32
Missing	2	6
Total	34	100

It can be seen from Table 5.4 that 50% of the principals have between 6 years and more than 10 years of managerial experience and this indicates that these principals were exposed to both disciplinary approaches as corporal punishment was banned

in 1996 and replaced by the ATCP in 2000. The principals having more than 10 years of experience were part of the process of managing the transition from corporal punishment to ATCPs.

5.1.5 Distribution of LO teachers by years of teaching experience

The LO teachers working experience can also shed some light on teachers' experience in terms of dealing with disciplinary issues and their familiarity with the two disciplinary approaches, that is, corporal punishment and ATCPs. The distribution of LO teachers by years of teaching experience is shown in Table 5.5.

Table 5.5 Distribution of LO teachers by years of teaching experience

Years	No	%
0 - 5 years	5	15
6 – 10 years	5	15
10 years & over	19	55
Missing	5	15
Total	34	100

The majority of teachers (70.5%) were highly experienced as they reflect to have 6 to more than 10 years teaching experience and this indicates that they had extensive experience in dealing with learner discipline and were familiar with both disciplinary approaches which are corporal punishment and the ATCP.

5.2 DISCIPLINE PROBLEMS IN SCHOOLS

For a study on disciplinary practices, it is important to establish what disciplinary problems schools experience in the first place. All the 78 participants in 34 schools were asked to indicate the disciplinary problems that were most common in their schools.

5.2.1 Distribution of discipline problems in schools

Derived from literature in Chapter 2 (2.1) a number of offences noted as common were listed in the survey questionnaire for the participants to mark those that relate to their schools and a space was also provided to add "other" offences that might not

been featured on the list. During the case study interviews the participants were also requested to name the offences common in their schools. As a measure to determine the scale of a disciplinary problem in a school, it was decided that if 40% and above of the respondents reported a disciplinary offence as occurring in their school, this was deemed as high, and below that was considered low. The results are shown in Table 5.6 and offences are classified according to the DoE five levels as outlined in Chapter 2 (2.9.2).

Table 5.6: Distribution of discipline problems by level of offence

Level 1 offence	Percentage reporting offence
Late coming	77.6
Absenteeism	79.3
Bunking of classes	43.1
Not doing assigned work	74.1
Level 2 offence	Percentage reporting offence
Noise making	75.9
Vulgar language	63.8
Disobedience to rules	37.9
Level 3 offence	Percentage reporting offence
Theft	70.7
Vandalism	22.4
Level 4 offence	Percentage reporting offence
Fights	60.3
Bullying	69
Intimidation of teachers	1.7
Drinking	5.2
Drug abuse	8.6
Possession of dangerous weapon/s	5.2
Level 5 offence	Percentage reporting offence
Rape	0
Sexual deviant behaviour	24.1

From Table 5.6 it can be seen that reported problems were mostly under levels 1 and 2 in the ATCP classification (Appendix D4) and this indicates that very few serious offences are committed under level 5. Level 1 and 2 offences committed by learners mainly happened in the classroom. To confirm this situation one LO teacher defined their situation as follows,

...we have a very minimal problem of indiscipline; we do have those unserious ones because children are children but with regard to the serious ones like theft we have 1 or 2 in a year's time... **[P2 (F) Dataset 1]**

In similar vein another principal further cited one example with relation to few serious cases,

...there was one rape case where a learner was raped in the hostel but that's not common... **[P3 (S) Dataset 1]**

A clear explanation for the lack of very serious offences was provided by a participant, **[E4 (R) Dataset 1]** whostated that,

...because this is a primary school we don't have much of discipline problem compared to high schools. Primary school learners listen and they take note and are afraid when a teacher reprimands or scold them... **[E4 (R) Dataset 1]**

According to E4 (R) the prevalence of non serious offences is attributed to the fact that the study was carried out in primary schools where children are young and not expected to commit serious offences that can be classified under levels 4 and 5, and literature in Chapter 2 (2.4. v) also confirms that age has an effect on the offences that learners commit. Besides the level and type of disciplinary problems there is the issue of the reason for the offences.

One participant gave a reason for learner indiscipline in the classroom,

...discipline starts from the classroom and different teachers from different backgrounds use different skills. I don't want to say it's bad but there are teachers who can and those who cannot manage their classes... **[P5 (T) Dataset 1]**

This indicates that offences committed in the classroom are not always emanating from the learners' lack of discipline but are also influenced by the teachers teaching and classroom management strategies. This confirms what the advocates for corporal punishment believe that, "poor classroom management can also play a role as disruption doesn't always emanate from poor learner discipline" ([www.endcorporalpunishment](http://www.endcorporalpunishment.com), 2010:3, Steyn & Wolhuter, 2008). In other words, instead of focusing on punishing learners, teachers must reflect on their classroom management practices and seek to improve them. Literature in Chapter 2 (2.1) defines this approach as normative practices whereby teachers concentrate on

development practices rather than punitive ones. Another reason for disciplinary offences was given by one teacher, who said,

I would say it comes from their family background, domestic violence is very rampant in their homes, even if it's not their parents they see it from their neighbours [P1 (IS) Dataset 1]

Yet another teacher claimed that,

...every 10 minutes people are fighting in their communities and shacks are very close to one another so it is very impossible for them not to hear these things. They are so fascinated by fights in so much that whenever there is a fight they will run to it but they do not stop the fighters but will just stand and watch... [E1 (IS) Dataset 1]

A third teacher concurred by stating that,

I think it's because of their community, the rude language could be emanating to the fact that it's a normal thing in their community. The other thing is that caring parents are very few; parents are no longer instilling home values... [E5 (T) Dataset 1]

Nolan (2001) in Chapter 2 also believes that such undesirable behaviour as rude/vulgar language is copied from parents/guardians and peers as well as from television. Nolan (2001) further notes that fights are caused by exposure to violence from home and abusive backgrounds.

From the above it would seem that the environment that learners grew up in has a bearing in the way the learners conduct themselves so it is important for teachers rather than to concentrate on punishment, to concentrate on establishing ways in which learners who come from problematic environments can be identified and helped as Gaustad (2002:2) and (Blandford, 1998:50) explain in Chapter 2 (2.5).

From the data above it can be seen that serious offences that entail criminal acts were not common in the Buffalo City Municipality primary schools. This was said to be due to the fact that these were young children not capable of committing serious offences. Most offences identified were factors that relate to classroom organisation and management. Poorly managed classes were seen to cause learners to misbehave. Other offenses such as 'late coming' had to do with contextual issues, such as long distances travelled by learners who live far away from school. Other offences such as 'vulgar language' were linked to the environment in which learners

grew up where such language was in common usage. This agrees with what literature says (c.f. Chapter2: 2.1).

5.2.2. Cross tabulation of disciplinary problems by school type/location

Having established what discipline problems were common in the schools that were studied, it was important to determine how they were distributed across the different locations and contexts covered in the study. The different contexts covered in the study were: Suburban; Township; Informal Settlements and Rural. The distribution of offences by contexts is shown in Table 5.7.

Table: 5.7 Distribution of discipline problem by school location in %

Discipline Problem	School Location			
	Suburban (No. = 12)	Township (No.= 24)	Inf. Settlement (No.=8)	Rural (No.=14)
Late coming	66.6	70.8	100	85.7
Absenteeism	50	87.5	87.5	85.7
Noise making	66.6	91.6	87.5	50
Bunking classes	41.6	41.6	87.5	21.4
Vulgar language	50	79.1	75	42.8
Theft	75	70.8	87.5	57.1
Fights	41.6	70.8	87.5	42.8
Vandalism	25	12.5	37.5	28.5
Rape	0	0	0	0
Teacher	0	0	12.5	0
Intimidation				
Drinking	8.3	4.1	0	7.1
Disobedience to rules	5.8	45.8	37.5	7.1
Bullying	83.3	70.8	87.5	42.8
Sexual Deviancy	41.6	12.5	37.3	21.4
Not doing asg. Work	83.3	83.3	87.5	42.8
Drug abuse	8.3	0	37.5	7.1
Possession: weapons	8.3	0	25	0
Possession: phones	16.6	4.1	0	0

It is evident from Table 5.7 that township schools appear to show a clear trend with regard to late coming; absenteeism; bunking of classes; not doing assigned work; noisemaking; vulgar language; theft; fights and bullying, where it can also be said that if township, suburban and informal settlement are put together, most problems

are reported in non-rural contexts and the most common of all the offences is late coming.

5.2.2.1 Correlation between location and discipline problem

Generally speaking Table 5.7 does not appear to have striking differences across location contexts. In order to glean more insights into whether different contexts in the East London area can be used to explain patterns of discipline problems further statistics were run, that is Spearman Correlation Statistic. Pallant (2001) and Field (2009) suggest that the Spearman Correlation Statisticbe used as the sample was a non-probability and small sample size non-representative and therefore does not allow for generalisation. From the results shown in Table 5.8 it can be seen that there is a weak negative correlation ($N = 47$; $r = -0.11$) between location and behaviour which is non significant ($p > .05$) or ($p = .46$). In other words, according to this data, being in a particular context does not pre-dispose a learner to behave in a particular way, or to commit certain acts of indiscipline. This statistic does not necessarily contradict the fact that children learn behaviours from the context in which they live; it simply does not allow us to predict that if, for example, a child living in an informal settlement is more likely to commit certain offenses.

Table: 5.8 Correlation between location and behaviour

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Interval by Interval	Pearson's R	-.095	.148	-.639	.526 ^c
Ordinal by Ordinal	Spearman Correlation	-.112	.149	-.753	.455 ^c
N of Valid Cases		47			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

5.2.2.2 Qualitative assessment of discipline problem and location

Although the statistics in Table 5.8 do not show a strong correlation between location and behaviour, qualitative assessment seem to point to a need to probe this issue further.

LO teacher from an informal settlement noted that disregard for rules is very common in their context if this is to be compared to suburban contexts. She narrated this personal experience,

Last week I went to a prize giving in Clarendon Primary then if I need to compare them to Clarendon I would say with that school discipline is 100%. Those learners sat down for the entire event there was no moving up and down as it is a case with our learners, there was no teacher standing in-between tell them to keep quiet. Our kids are like this, when one want to go to the toilet the others would want to follow, I even told my friend that with us I could have drank five glasses of water as I would be so exhausted from reprimanding them **[E1 (IS) Dataset 1]**

The quotation above seem to imply that that learners from informal settlements are more inclined to punitive measures and seek constant supervision as compared to their counterparts from the suburban school who seem to be acting normatively by exercising self regulation.

LO teacher from an informal settlement reported that fights are very rife in their school and articulated her response in this manner,

Every 10 minutes people are fighting in their communities and shacks are very close to one another so it is very impossible for them not to hear these things. They are so fascinated by fights in so much that whenever there is a fight they will run to it but they do not stop the fighters but will just stand and watch **[E1 (IS) Dataset 1]**

The above response by the teacher confirms what Nolan (2001) shares in Chapter 2 that fights are caused by exposure to violence at home and from abusive backgrounds. As recommended by the DoE (2001:25-27) teachers need to counsel learners and understand the reasons behind the learners' fights before they can administer a disciplinary measure.

A farm school principal and LO teacher reported that absenteeism is very rife in their school due to the weather and transportation problems. The principal said,

...absenteeism is related to the weather, see today its rainy 50% of the learners are not here. These learners come from 17 different farms and the furthest is 23 kilometres away and they are transported to school and the rule is you wait for the transport it doesn't wait for you so if a child is late for the bus there she will be absent, some learners must at the bus stop by 6:30am... **[P2 (F) Dataset 1]**

It can be deduced from the quotation above that the weather and the distance that learners travel is the cause of learner absenteeism so this shows that at times the offences that learners commit are not always intentional.

The teacher supported the principals account and said,

Absenteeism stems from the weather conditions; if the weather is bad they do not come **[E2 (F) Dataset 1]**

The data confirms what literature reports in Chapter 2 that lack of state-funded transport is the cause of absenteeism in schools (Human Rights Watch, 2004, Bot, 2005, Maarman, 2009 & Mwamwenda, 1995:311). The reasons given by both the principal and the teacher for absenteeism, e.g. problems with transportation and the weather also indicate that sometimes reasons for absenteeism are not always due to learners' ill-discipline but the conditions around them make them prone to such an offence. Teachers need to consider the reasons that have led to absenteeism before they can administer a disciplinary measure.

It is clear from the teachers' accounts that the environmental problems that learners are exposed to have an impact on the learners' behaviour while Nolan (2001) in Chapter 2 also believes that whereas swearing is not unusual rude/vulgar language is copied from parents/guardians and peers as well as from television.

Although the statistical data in the study does not allow for prediction, as they show a weak negative correlation between location and behaviour, qualitative evidence from teachers' and learners' accounts confirms a strong relationship between context and disciplinary offenses. A further study of this phenomenon based on a probability sample needs to be undertaken.

5.3. ROLES PLAYED BY SCHOOL PRINCIPALS IN MAINTAINING DISCIPLINE IN SCHOOLS

The key duties of school leaders is to improve teaching and learning and this becomes a challenge if learners are not disciplined as scholars report that there is a

link between academic performance and learners' behaviour so it is imperative for school leaders to maintain discipline in schools (Rigby, 2000; Thompson, 2009:1 & Akey, 2006:2). It is against this background that it becomes important to establish the roles that principals were performing on the matter of instilling discipline in their schools.

5.3.1 Distribution of principals by roles

The total number of principals who took part in the survey was 29 but only 28 responded to the question. The survey participants were provided with a list of roles and they had to mark those relevant to them. The distribution of the principal's roles with relation to learner discipline is shown in Table 5.8.

Table: 5.9 Distribution of principals by roles

Role	No	%
Chairperson of DC	9	32.1
Coordination of DC meetings	12	42.8
Communication with parents	19	67.8
Offer training on discipline	13	46.4
Counselling	12	42.8
Recording of sanctions	12	42.8
Monitor implementation of sanctions	11	39.2
Monitoring compliance to the disciplinary policy	17	60.7

It can be seen from Table 5.8 that not many principals were playing a leading role in the disciplinary committee (32.1%) but were more involved in communicating with parents (67.8%) and monitoring compliance to disciplinary policy (60.7%). However, the latter roles are mainly related to their administrative and management functions relating to the maintenance of order in the schools.

The data does not show evidence of principals taking proactive leadership roles. Reddin (1976 & 2010) has explored different types of leadership which include spiritual and moral moulding, relationship building and inspiring. These qualities go beyond management and administrative functions or what Sergiovanni (2001) refers to as "instrumentalities" (c.f. Chapter 2: 2.4.6 and Chapter 6: 6.3.2). Leadership designed to instil self-discipline should be directed towards building a new culture of moral behaviour.

The principals' roles were focused mainly on administrative and management functions. There was no mention of moral leadership roles that would encourage the development of a school lifeworld that encouraged discipline from within, self-regulation and intrinsic discipline.

5.4 TEACHERS BELIEFS WITH RELATION TO CORPORAL PUNISHMENT

Given the apparent ambivalence on the introduction of ATCP this study sought to find out teachers' beliefs on the matter. A Likert type instrument (c.f. Appendix C1 & C2) was used to collect data on this. Respondents were asked to rate statements drawn from literature (Soneson & Smith, 2005:22; ATCP, 2001:7; Larzelere and Smith, 2000; Williamson-Maloy, 2010:14; Straus, 2001; Kempen, 2008:3; Smith, 2005:1 & Vally, 2005:48), opposed to and in support of the ATCP on a scale of 1 to 5. The coding scheme was as follows: 5= strongly agree, 4 = agree, 3 = uncertain, 2 = disagree and 1 = strongly disagree. The modes and standard deviations of teachers' beliefs are summarized in Table 5.9 and 5.10. Table 5.9 gives a set of statements in support of corporal punishment and table 5.10 to statements opposed to corporal punishment.

5.4.1 Statements in support of corporal punishment

Table 5.10: Modes and standard deviations of teachers' beliefs in support of corporal punishment

	Mode	SD
1. Corporal punishment is a necessary part of learners' upbringing and education	1	1.2
2. The ban of corporal punishment constitutes serious interference with the liberty interests of parents	4	1.1
3. Corporal punishment is effective when used as a last resort for learners not responding to other methods	4	1.2
4. State of affairs in homes and schools demands for corporal punishment	2	1.3
5. Religion and culture must determine the way discipline is managed in schools	4	1.2
6. Reasonable smacks cannot be called abuse	2	1.2
7. It's wrong to assume that corporal punishment cannot determine positive outcomes; beatings don't have the same impact on every learner	4	1.1
8. Banning corporal punishment has resulted in stress for teachers	4	1.1
9. Corporal punishment can result in positive change of behaviour	2	1.3
10. Detentions, demerits and community work also have a negative psychological impact	2	1.2
11. The ban of corporal punishment is a less serious issue that doesn't deserve the urgency it is afforded	4	1.1

Of the 11 statements in support of corporal punishment six scored a mode of '4', that is, agreed with the statements. This shows a high level of agreement, and as can be seen from the table, the standard deviations (SD) are fairly uniform, which means that there was not much variation in the responses.

5.4.2 Statements opposed to corporal punishment

Table 5.11: Modes and standard deviations of teachers' belief opposed to corporal punishment

	Mode	SD
1. Corporal punishment intends to produce passive citizens who accept authority unquestioningly	4	1.2
2. Corporal punishment is often an outlet for pent-up feelings of teachers	2	1.1
3. Corporal punishment is psychologically damaging	4	1.2
4. The use of corporal punishment might not be a crisis to adults but it's a crisis to children	2	1.2
5. Corporal punishment teaches learners that violence is an appropriate way to respond to problems	4	1.2
6. Corporal punishment causes learners to undermine other disciplinary measures as unimportant	2	1.3
7. Adults must model and explain positive behaviour to learners	5	1
8. Classrooms with fewest behavioural problems are run by teachers who are committed to non violent approaches to classroom discipline	4	1.2
9. In protecting learners' rights, race, culture, tradition or religion must be disregarded	2	1.1

Of the nine statements in opposition of corporal punishment one scored a mode of '5' that is strongly agree and four scored the mode of '4', that is, agreed with the statements. This means that, on the whole, the teachers, according to the above data in Table 5.10, are opposed to corporal punishment. Further insights with regard to teachers' beliefs were sought during in-depth interviews.

5.4.3 Qualitative assessment of teacher's beliefs in support of corporal punishment

In order to get a deeper understanding of the basis of the teachers' support for corporal punishment in-depth interviews were undertaken and the teachers shared the following reasons for their support. One teacher stated that,

...it is necessary to give a beating sometimes in cases where children are naughty and you want to frighten them... [E5 (T) Dataset 1]

Another added,

...you beat them you want to frighten them... [E5 (T) Dataset 1]

and the third said,

...with corporal punishment, there is a lot of improvement... **[P2 (F) Dataset 1]**

This indicates that some teachers believe that “fear” has a role in teaching discipline. The latter assertion on the role of fear in learner discipline confirms what the advocates against corporal punishment say that in maintaining discipline corporal punishment confuses discipline with punishment and respect with fear (AACP, 2010:3).

A further justification for the use of corporal punishment came from a principal, who said,

...there are also boundaries in using a hiding...you only smack when something is life threatening so a hiding must not be for every offence e.g. when a child's is running towards a car, smoking or is pulling an electric plug then you can use it... **[P3 (S) Dataset 1]**

The latter responses indicate that participants believe that corporal punishment is necessary in certain situations, when danger is eminent, however, the normative approach emphasizes that it is important that a child be guided towards acquisition of self reliance and independence so that she can make informed decisions that are not based on fear or reprimand (Biermanet al, 2010:1).

Interviewee P2 (SV) did not believe alternative measures are always feasible. She stated that,

...I beat these children because it is not even easy to get hold of the parents as they live far and have to pay and moreover some are working so if I can handle it, I beat the child... **[P2 (SV) Dataset 1]**

This indicates that corporal punishment is used as a quick solution in cases where alternative measures are not feasible and this also implies that at times learners are being punished for things beyond their control, e.g. a learner presenting behavioural problems due to domestic violence, so by beating the learners the teachers are not addressing the real problem that is causing the deviant behaviour.

5.4.4 Qualitative assessment of teachers' beliefs in opposition to corporal punishment

The teachers who opposed corporal punishment gave their reasons. One teacher thought that,

...beating the children doesn't work in the sense that beating or being beaten is not a nice thing and it leads to a child not using his brains...because of the beatings the child can end up being naughty because a child who is always beaten becomes unstable and will also use the same approach to deal with problems even when he/she is an adult... **[E5 (T) Dataset 1]**

A second said,

...it doesn't solve the problem but promote violence... **[E5 (T) Dataset 1]**

A third said,

...if you beat or shout at them children are sometimes cheeky and have a grudge they can end up stabbing you... **[E2 (F) Dataset 1]**

The above statements indicate that corporal punishment causes trauma, stifles independent thinking and produces passive citizens who accept authority unquestioningly.

Two sets of constructs, one measuring support of corporal punishment and the other opposed to corporal punishment, sought to measure belief or otherwise in corporal punishment. Measures revealed ambivalence. Results show that, on the one hand, there was strong support for corporal punishment, with modes of 4, that is, agreeing with most of the statements which support corporal punishment, while at the same time disagreeing with some statements which oppose corporal punishment. There is, therefore, weak to no evidence that teachers believe in alternatives to corporal punishment. If this is true, then it becomes difficult to see how they can be expected to successfully implement alternatives to corporal punishment.

5.5. MEASURES USED TO INSTIL DISCIPLINE IN SCHOOLS

The teachers' beliefs with regard to the introduction of ATCP give a somewhat confounded picture with relation to whether teachers fully embrace it or not. It then

became necessary to examine the reported practices to instil discipline and determine the extent to which they are consistent with principles of alternatives to corporal punishment. The section start by presenting the measures used to instil discipline.

Table 5.12 shows disciplinary measures that were in used in schools. The measures are a mixture of those that are consistent with corporal punishment, the punitive ones, and those that are consistent with ATCP, the normative ones. The table shows re-coded responses, where “sometimes” and “always” have been combined to mean “yes” the measure is used and “never” to mean the measure is not used.

5.5.1 Distribution of disciplinary measures according to frequency and context

Table: 5.12 Cross tabulation of disciplinary measures frequently used across school contexts as shown by percentage reporting use of measure

Disciplinary measure	Percentages			
	Suburban (N= 6)	Township (N= 12)	Informal (N= 4)	Rural Settlement (N= 7)
Clean: school yard	82	91	88	100
Assign community work	58	4	43	25
Give additional school work	75	92	88	71
Keep them in class to ponder	41	33	86	46
Demerits	100	58	57	54
Verbal warning	100	87	100	93
Give counselling to learners	100	92	100	92
Write words repeatedly	59	64	86	62
Stand on one leg	8	43	86	17
Run around: school premises	17	5	57	23
Stand with noses on the wall	33	4	0	0
Put cello tape on mouths	0	0	0	0
Clean school toilets	0	9	29	46
Strip naked: books uncovered	0	0	0	8
Sit in labelled corners	17	14	86	8
Ignore them/turn a blind eye	58	13	29	36
Beat with a hand	8	9	0	23
Beat with an object	0	8	50	50
Pinching	0	13	43	29
Chase them out of the class	75	4	43	29
Deny the child use of a toilet	42	29	29	15
Deny use of lunch time	25	0	14	8

From Table 5.11 it can be seen that primary schools in Buffalo City Metro Municipality, across location contexts, used a mixture of punitive measures which inflict pain and are consistent with corporal punishment. The schools also used measures recommended in the ATCP, that is, those that are normative and meant to instil new values to learners. To glean further insight from the data analysis it becomes important to analyse it from qualitative responses from teachers and learners.

5.5.2. Qualitative assessment of disciplinary measures according to frequency and context

5.5.2.1. Punitive disciplinary measures that cause pain and fright: Teachers' views

From the sixteen punitive measures listed in Table 5.12, teachers only admitted to using the following:

Beatings and pinching

One teacher admitted,

...I want to be honest I beat these children because it is not even easy to get hold of their parents...I beat the child **[P2 (F) Dataset 1]**

Another teacher also confirmed that,

...I do pinch them or beat them **[E5 (T) Dataset 1]**

A third teacher in a different school showed some guilt by saying that,

...we steal from what is prohibited (*siyebisa*) and we beat them **[E4 (R) Dataset 1]**,

("*siyebisa*" means we are stealing/we don't publicly do it)

The reason for using the beatings is to trigger fright, as a township school teacher explained,

....it is necessary to give a beating sometimes in cases where children are naughty and you want to frighten them... **[E5 (T) Dataset 1]**

This was supported by a farm school principal, who explained that,

...corporal punishment instils fear so it spoils the relationships between the teacher and the child ... **[P2 (F) Dataset 1]**

However, there is recognition that punitive measures on their own are not the solution and this came from one respondent who said the pain and the soreness do not seem to change behaviour. A township school teacher explained that,

...other learners would just say, it will only be sore now but I am going to repeat it the deed and I will do it where she will not be able to see me...[E5 (T) Dataset 1]

The above is an admission that instilling discipline takes much more than beatings and pinching.

Verbal abuse and intimidation

A township school teacher confirmed to be using verbal abuse and said,

...I shout them... [E5 (T)]

However, a farm school teacher noted that shouting is not effective and can be dangerous to the teacher. The farm school teacher explained,

...if you...shout at them children are sometimes cheeky and have a grudge they can end up stabbing you... [E2 (F) Dataset 1]

The latter statement confirms that shouting triggers fear and in reverse the fear triggers anger and has an element of danger, and the latter approach does not reflect effective communication which is emphasised as one of the principles of the ATCP (Chisholm, 2007).

Related to verbal abuse is a measure of intimidation. A township school principal noted that teachers also use intimidation, threats, force and coercion to frighten learners; however, he also noted that intimidation is not an effective disciplinary measure as learners make a mockery out of it at times. The principal said,

Sometimes you have to coerce or rather intimidate them but at times that also doesn't work, they respond in silly ways even if you are trying to frighten them. One day I tried to frighten certain boys that were playing outside and I told them I was going to beat them. They made a joke out of it, peeping in-between classroom shouting, "you are lying, Mr Majola". Sometimes you end up laughing at these things [P5 (T) Dataset 1]

However, another teacher, believes that intimidation works as the learners do not want to be chased out of schools, the farm school teacher explained,

...it works, as our principal always state that this is a school for learners and if one is not prepared to be a learner, she/he must leave and let others learn... [E2 (F) Dataset 1]

An interesting point that has consistently emerged from teachers' use of punitive measures and statements in support of corporal punishment is that discipline is brought about by use of force. None of the participants seem to draw on principles of ATCP even though they may be using some measures from that strategy.

5.5.2.2 Punitive disciplinary measures that cause pain and fright: Learners' views

Although the teachers reported to be effectively using the ATCPs, on the contrary learners reported constant use of the following punitive measures:

Verbal abuse

Learners reported constant shouting and use of vulgar language. A learner from a suburban school mentioned the following incidents and said about his teacher,

...she complains even if you wipe your nose with a toilet paper she will chase you out and use vulgar language like, "rha or sies...**[L2 (S-M) Dataset 2]**

Other learners mentioned other instances where shouting was used,

...when we do silly things, a teacher responsible will even call the deputy, and the deputy will come and shout... "...she will scream and shout at you... **[L2 (S-M) Dataset 2]**

From these incidents it can be confirmed that verbal abuse is a form of violence that is constantly used by teachers as confirmed by learners. This raises the question of how these learners are being socialised (c.f. Chapter 2: 2.9.3.1) as acceptable ways to instil discipline.

Beatings

Learners also confirmed being beaten by teachers, a learner from a suburban school explained,

...we are beaten with a duster on our fingers, we are told to shape our fingers like a cone and then a teacher will strike you... **[L1 (S-F) Dataset 2]**

A learner from a suburban school relayed her story,

...We were beaten with a stick, we are beaten if we commit offenses, sometimes its 2, 3 or 5 lashes **[L1 (R-F) Dataset 2]**

When asked to mention other ways they were being disciplined learners from a rural school mentioned that there was no alternative disciplinary measures, only caning was done. One learner said,

...We are not given such punishment, we are beaten whenever we commit an offence **[L1 (R-M) Dataset 2]**

Another learner said,

...Such things are not done, we are only beaten **[L1 (R-F) Dataset 2]**

A learner from a rural school noted that being beaten is painful and heart breaking, the learner said,

...I was heartbroken; I didn't feel good at all because that stick is very painful... **[L1 (R-F) Dataset 2]**

Another learner from a rural school noted that the pain or being beaten had no effect on his behaviour, the learner said,

...I am not afraid of being beaten I am used to it, I just give them a hand... **[L2 (R-M) Dataset 2]**

However, the same learner who was not afraid of being beaten also felt that there are instances where learner beatings are justified, the learner said,

...I don't feel bad because it is a must that we must be beaten if teachers are angry... **[L2 (R-M) Dataset 2]**

With relation to the improvement of behaviour, another learner believes that beatings can change learner behaviour and said,

...If we can be beaten our behaviour can improve, we can come alright, being beaten makes one to change her ways **[L2 (IS-M) Dataset 2]**

This indicates that beatings are prevalent in the participating schools, although not all learners feel the impact of the beatings. Some learners believe it is justified at times and can change or improve learner behaviour. The fact that a learner mentions that the beatings do not change his behaviour means that the use of extrinsic control

measures alone are not effective. It is for this reason that the ATCP emphasises the use of disciplinary measures that will make learners acquire intrinsic control, self-determination and self-regulation.

5.5.2.3 Other measures that inflict pain

Learners also noted that they were subjected to painful physical exercises as a form of punishment and these exercises were used during detention, inside the classroom and around the school premises. In describing the physical pain inflicted during detention, a suburban school learner said,

...you have to sit straight with your hands on your lap and you are not supposed to move your head but look up straight for two hours and it can be very frustrating... in one incident she told us to stand on our feet for the whole week, we were not supposed to move our bodies; we were not supposed to look at her direction because she said she didn't want to see our faces... **[L1 (S-F) Dataset 2]**

“...

Another suburban school learner reported this,

...Miss Mall tells you to stand on one leg or kneel and carry bricks and you can do this for 4 periods nonstop ... **[L2 (S-M) Dataset 2]**

A learner from an informal settlement school also explained the physical exercises they are subjected to and noted that they are instructed to,

...stand on one leg till the school is out or being asked to sit under the teachers table... **[L2 (IS-M) Dataset 2]**

Learners reported that painful physical exercises triggers anger and aggression, a learner said,

...I don't feel well at all at times I feel like fighting her and striking her with bricks, you end up having this anger...**[L2 (S-M) Dataset 2]**

The above mentioned learners show that painful physical measures are used as an alternative to corporal punishment and learners reported that physical exercises trigger frustration, anger and aggression. Once again, there are socialisation consequences arising out of these (c.f. Chapter 6: 6.3).

There is overwhelming evidence that measures to instill discipline that were used in the primary schools in Buffalo City Metropolitan Municipality lay heavy emphasis on inflicting pain and fear. Teachers relied heavily on extrinsic control which is consistent with the outlawed corporal punishment. There was hardly any mention of normative practices which seek to cultivate a culture of intrinsic control and self-regulation.

5.5.2.5 Normative disciplinary measures consistent with the ATCP: Teacher's views

Teachers were asked for their views on the use of measures recommended in the ATCP and others that are not part of the five recommended but are also consistent with the normative ways of disciplining learners. These include physical work; detention; demerits; community work; verbal warning; additional schoolwork; parental involvement; timeout; support services; stakeholder involvement; prohibition rules; inculcation of values; games and modelling.

Physical work

Teachers admitted that they used physical work as a disciplinary measure. One teacher from a township school said,

...I sometimes send them to work in the garden [E5 (T) Dataset 1]

Another from an informal settlement said,

...we tell them to clean the stairs and pick up the papers or sweep the floor... [P1 (IS) Dataset 1]

This was confirmed by a rural principal,

...we tell them to sweep the classroom... [E4 (R) Dataset 1]

However, two teachers questioned the use of physical work as a disciplinary measure and argued that it constitutes a value clash because cleaning is a hygiene issue and sweeping and picking up papers are chores/activities that learners are supposed to be encouraged to perform. The teacher from a township school said,

I don't believe in giving them these chores like asking them to pick up the papers...moreover at times you use the strategies that must be taught to the child as form of punishment, e.g. telling the child to wash the dishes, that is a shore not a punishment **[E5 (T) Dataset 1]**

A farm school principal also raised the same concern and argued,

I cannot give them a task to sweep or pick up papers because I teach them that picking papers is important so they are not allowed to pass a paper and every morning they collect the papers so I can't use that as a form of punishment **[P2 (F) Dataset 1]**

The township school teacher also raised a question about ineffectiveness of physical work as pain infliction is not always guaranteed, the teacher said,

...some children are physically fit or hyper active they will do the chore and finish without feeling the pain... **[E5 (T) Dataset 1]**

The responses above show that there is a clash between the value that is inculcated in giving learners small and menial tasks and the purposes thereof, as the ATCP, in this instance, is aimed at changing or improving a behaviour by letting learners take responsibility for their actions by being accountable for their actions, but, in contrast, it is clear from the teachers' responses that in administering physical punishment teachers are seeking to inflict pain, thus physical punishment is regarded as futile if learners are physically fit or hyper active.

Additional school work

Teachers confirmed that giving learner's additional school work is one of the alternatives they are using, as one teacher from an informal settlement said,

...we ask them to finish the work they haven't done or we give them more work during break... **[E1 (IS) Dataset 1]**

Teachers reported to be giving additional school work to learners as a disciplinary measure.A teacher from an informal settlement said,

...we ask them to finish the work they haven't done or we give them more work during break **[E1 (IS) Dataset 1]**

The same teacher feels that additional school work is effective because learners do not want to remain behind and do more work.The teacher said,

...learners do not want to remain behind and moreover do more work and others [E1 (IS) Dataset 1]

The essence of giving learners additional school work is to ascertain that disciplinary measures are constructive (Porteus *et al* 2001:27), that is, whilst learners are being held accountable for their actions, the disciplinary measures used also benefit the learner, e.g. in doing additional work, the learner is acquiring more knowledge. However, it is clear from the teachers' explanations that in their schools learner improvement in terms of behaviour emanates from learners "not wanting a certain action to be taken against them" and not because they understand why the action must not be done. The latter expression means that the learner changes because of fear of external control and not the intrinsic need to change, that is, the learner understands the reasons and the need for change.

Detention

To confirm the use of detention a suburban school principal said,

...we also use detention system... [P3 (S) Dataset 1]

and a teacher from the same school confirmed the principal's assertion; the teacher explained,

...you write in a diary and send a child for detention... [E3 (S) Dataset 1]

In explaining how detention is administered a teacher from a rural school explained,

...we prefer keeping them in class during break... [E4 (R) Dataset 1]

A teacher also mentioned that learners also perform physical work during detention, saying,

...we also keep them after school; just like during break they sweep and clean [E1 (IS) Dataset 1]

The effectiveness of detention is also linked to emotional pain (frustration) as the teacher from a rural school gave the following reason for its effectiveness,

...it works because young people like to play and remaining in class during break is frustrating them... **[E4 (R) Dataset 1]**

A suburban school teacher challenged the belief that detention is effective and noted,

...this detention thing also doesn't work it needs to be changed **[E3 (S) Dataset 1]**

It is clear from the reports above that teachers seem to administer detention because they want to inflict pain or frustration and it is also clear that the purpose of detention varies from one school to the another as in some schools detention is meant to allow the child to 'sit and ponder' about the offence he/she has committed while some schools are using detention and physical work concurrently and this could be problematic if a learner is given two disciplinary measures for one offence that is supposed to be corrected by one disciplinary measure. Some teachers might feel that for a learner to feel the pain for what she/he has done, it wouldn't be right to let the learner sit and do nothing thus learners are given tasks to do during detention time. It is important to note that, although not always guaranteed, sitting and pondering could enable the learner to think about her actions and decide to change, so infliction of pain must not be seen as a reason why children must be detained.

Time out

In Chapter 2 (2.9.3.2) Williamson-Maloy (2010:13) notes that a timeout entails removing a learner from the classroom for a short period due to the fact that, in the classroom, the learner might be getting something from being disruptive, e.g. attention, peer group status or avoidance of work. A principal from a township school believes that due to fear to account to other teachers time out has a positive effect on learner discipline and he said,

The time out yields positive results because if learners are outside other teachers will ask for an explanation...those who are afraid of teachers do not want to answer to them **[P5 (T) Dataset 1]**

The latter response shows that change of behaviour is caused by “fear to account” and not necessarily the fact the learner has an intrinsic understanding of why a certain act must not be done and therefore make a conscious choice not to do it. However, the same principal argued that for time out to be effective it is important to know the cause of the problem before a disciplinary measure can be recommended. The principal explained,

It depends because even the timeout I am talking about is not working at times if a child has other problems besides being just naughty, e.g. if a child has learning problems, he will surely be problematic [P5 (T) Dataset 1]

Williamson-Maloy (2010:8) says a time out is not intended as a punishment and the reason for the time out is to enable the child to “cool off”; however, in justification of the effectiveness of the time out the teacher mentioned that learners change because they are afraid and do not want to account to teachers that might find them outside, so the reason for change is not caused by the understanding that learners need to change but because of fear for teachers.

Verbal warning

Principals reported that talking to learners and giving verbal warnings form part of the disciplinary measures they use in their schools. A principal from a rural school reported to be using verbal warnings and said,

...We use talking, some children end opening their hearts out and cry and I think that the greatest punishment [P3 (S) Dataset 1]

The emphasis that learners cry to show remorse for doing something wrong, is also an indication that the principal believes that feeling/having a sense of pain can influence change in the learners’ behaviour, this confirms that some teachers believe that pain can change behaviour. Teachers also emphasized the importance of using the correct way of talking when talking to learners as literature (Anderson, 2006) also notes that teachers tend to associate verbal warnings with shouting and this was admitted by a township school teacher who said,

I do shout them [E5 (T) Dataset 1]

The principal of the same school however warned how the teacher talk can have a negative effect on the learners' behaviour. It can trigger violence, constitute verbal abuse and hinder communication. The principal said,

Careless talking that goes with verbal abuse makes a child to lose confidence in you, heckling is wrong. A child brings a problem to you as a teacher and you close the door on him **[P4 (R) Dataset 1]**

A teacher from a farm school emphasized that how a teacher talks is also important as shouting can trigger violence and she advised,

...word of mouth works, if you beat or shout at them children are sometimes cheeky and have a grudge they can end up stabbing you... if you don't take note of how you speak to children, words can make or break a child **[E2 (F) Dataset 1]**

The sentiments from the teachers show that verbal warnings must be used with care as they might turn out to inflict pain and become punitive.

Community work

The teachers did not mention community work as a disciplinary measure they are currently using in their schools but a principal from an informal settlement school recommended community work as he believed it could be used to improve learners' behaviour and promote values like diligence and can also be used to regulate ill behaviours like loitering, accordingly, the principal said,

Community work needs to be introduced because learners can learn diligence and commitment. They won't waste time loitering around but will be committed to something **[P1 (IS) Dataset 1]**

Promotion of charity and rendering community service is a value that is also promoted amongst learners so like additional school work and physical work, using charitable services as a form of disciplinary measure may be confusing to learners. Learners may think that taking care of communities is a duty only reserved for wrong doers so when that happens, the ATCP principle of relationship building (c.f. Chapter 2: 2.8) is stifled.

Parental Involvement

Teachers revealed that they actively used parental involvement as a disciplinary measure as it is effective and can improve learner behaviour, and this is done through meetings and other private consultations. A principal from a suburban school confirmed that,

...we meet the parents to understand their problems and we work hand in hand towards seeking a solution... **[P3 (S) Dataset 1]**

These ideas were corroborated by teachers from different school contexts, who stated that,

...we call a parent and find an amicable solution... **[E2 (F) Dataset 1]**

...there must be a close working relationship between parents and schools **[E4 (R) Dataset 1]**

...if there is parent involvement and it can make a big difference **[E3 (S) Dataset 1]**

...calling the parent must always be done because it's effective **[E1 (IS) Dataset 1]**

....the involvement of parents is key, parents have a very critical role to play, and they must play a meaningful role to improve learner's discipline... **[P4 (R) Dataset 1]**

...you need to first report the child to the parent and you collectively agree on the ATCP to be imposed... **[P2 (F) Dataset 1]**

Although parental involvement is classified as normative because it entails consultation and communication, teachers tend to use it punitively in order to trigger fear, as a principal from an informal settlement said,

...we warn them that we are going to call parents **[P1 (IS) Dataset 1]**

Involvement of support services (counseling, remedial and DoE)

Teachers also note the criticality of involving other experts or officials and providing support services for intervention when there are disciplinary problems, such as counselling (social workers and teachers), remedial and DoE. A principal from a suburban school said,

...counseling is also done by educators... **[P1 (IS) Dataset 1]**

Another from a farm school said,

...the offence persists then we can seek the assistance of the social workers... [P2 (F) Dataset 1]

Generally principals believed that the special services work. A principal from a rural school stated,

...counselling is the one that produce positive results because if you tell the child about the seriousness or the gravity of the action they listen... [P4 (R) Dataset 1]

Another concurred that,

...talking or counselling works, counseling is two ways; we also meet the parents to understand their problems... [P3 (S) Dataset 1]

The involvement of other experts like social workers, counselling teachers and remedial teachers' models to learners they can always find alternative ways of solving problems and in looking at problems they must look at them holistically. However, it needs to be taken into consideration if the people who are responsible for counselling are adequately equipped to perform such tasks and to consider if these tasks are done in a proper way so that the expected results can be realized. Gordon and Browne (2004:275, 283) promote the above mentioned disciplinary strategies because of the belief that the ATCP is proactive and context driven. The latter approach ensures that adequate intervention strategies are recommended for context related challenges.

Prohibition rules

To prevent certain behaviours teachers believe that there must be some rules to regulate student conduct and prevent any problems that might arise. A farm school principal explained that to prevent theft and truancy, cell phones, certain movements and talking to strangers are forbidden. The farm school principal said,

...we have laws here like no one is always to sit or stand next to the toilets even when you go to the toilet you must ask for permission, toilets are used for their purpose only, no child is supposed to live the premises even if someone is calling them... one cell phone was stolen so we banned cell phones at school... [P2 (F) Dataset 1]

Some principals believe that having certain rules like banning of cell-phones and regulation of learners' movements, e.g. not allowing the learners to stand next to the

toilets or talk to strangers, can help to control and improve learner discipline. Williamson-Maloy (2010:13) also believes that prohibition can teach responsibility and accountability, however, learners need to be made aware of the reasons to be self-disciplined as they might abide by the rules only because they fear the repercussions rather than being self-reliant.

Partnerships with other stakeholders

Teachers mentioned the importance of forming partners with other relevant sectors so that their services can also be used in improving learner discipline. Teachers listed the following organizations as their partners: the South African Police Service (SAPS); the South African Council of Alcoholism(SANCA); justice; social services and former students. A principal from a suburban school said,

...SANCA people and former students are called to address, educate and motivate learners... **[P1 (IS) Dataset 1]**

Another principal stated that,

...safety weeks through the involvement of the police, justice and social workers must also be roped in so that they can also come and talk to the learners and parents... **[P4 (R) Dataset 1]**

The above ideas are an example of the fact that the practice of involving relevant stakeholders to assist in instilling discipline does occur, however, a question must be asked whether this strategy is used as a way of partnership building or as a way of ‘fixing’ wrong-doers.

Inculcation of values

Teachers noted that the active promotion and transference or inculcation of religious and other universal values are used as disciplinary measures. Teachers reported that they transfer these values to ensure that learners manage to co-exist with other people. With relation to religion a farm school principal explained the effectiveness of the Christian principles; he said,

....you know we are fortunate because this school belongs to the Catholic Church and its running is dominated by Catholic ethics. We are a public school in private property so there was an agreement between the government and the church that

this school will be run as such. We pray three times a day, in the morning, at midday and before the learners leave for home. So because of that background we have a very minimal problem of indiscipline... **[P2 (F) Dataset 1]**

Although religion emphasises “fear of a superior being”, it is clear from the principal’s latter statement that he believes that religion is effective in maintaining and improving learner discipline. Praying “three times” could mean that learners are being encouraged to seek guidance from a higher being, and this approach is not normative because such learners could lack self regulation and self determination. The questions that arise are: What happens in a case where a child is not regulated through prayer? Will the child be able to regulate herself? The principal emphasised that this decision to take this kind of approach was influenced by the fact learners live on different farms and parents seldom have time to come so it was important for the school to develop its own uniform culture. He explained,

You must understand that our communities live far away and far apart and it is also very difficult to know the child’s background and the norms and values inculcated in their homes so we create our school based norms **[P2 (F) Dataset 1]**

Because of the fact that farm learners might be coming from different home backgrounds, e.g. functional or dysfunctional homes, it is commendable for a school to adopt an alternative culture or its own school culture so as to address the problems that might be emanating from home, however, it is still important that the values inculcated must produce the kind of learner who has acquired intrinsic control and not a child who is behaving well because of an external force, e.g. “fear of God”.

Teachers reported to be transferring the following values: accountability; responsibility; apologising; reciprocation; problem solving; openness; democracy and hygiene or cleanliness. A principal from a rural school noted,

...we also teach them to apologize if they have done something wrong so that they can own up or be responsible for their actions **[P4 (R) Dataset 1]**

Some teachers also emphasize and transfer values like honour, respect, communication and consistency in doing things. A farm school teacher said,

...we encourage them to pray and everyday at 12pm they pray and acknowledge that there is a mighty power and they are able to learn whilst other children are begging in street corners **[E2 (F) Dataset 1]**

The above mentioned values are normative in the sense that in nature they enable the learner to take responsibility for her actions and are emphasising intrinsic control. In teaching learners hygiene, a farm school principal said,

...I teach them that picking (up) papers is important so they are not allowed to pass a paper and every morning they collect papers... **[P2 (F) Dataset 1]**

The everyday collection of papers in the farm school shows that the principal is not using “picking up papers” as a disciplinary measure but as a life skill, contrary to other teachers who have mentioned that they use “picking up papers” as a disciplinary measure.

From the above, it appears that the inculcation of religious values is seen as a way of instilling discipline. This agrees with the normative approach which lays emphasis on change from within each individual that leads to change in the wider society, however, the way in which these values are transferred is also important, that is, a normative approach eliminates an element of fear.

Games

A principal from a township school believes that games can be used as an alternative. The principal narrated this story,

...not long ago we had a student teacher from Fort Hare and we learnt so much from her, she had wonderful ways of dealing with children. She used different strategies to control learners, she would clap or ask them to do a statue, and we really learnt a lot from her... **[P5 (T) Dataset 1]**

The latter story shows that pain free, fun and humorous activities are effective when used to instil discipline. A farm school teacher also emphasized the importance of ensuring that the environment is fun and child-friendly and promotes innovation and creativity. The teacher said,

...make an environment lively like play games with them or let them do what they want to do, that is, let them be creative **[E2 (F) Dataset 1]**

From the latter reports it is evident that teachers strongly believe that games or fun-filled activities can disengage the association of discipline with fear, that is, learners can decide to behave well because they can see and understand the need for good behaviour without being threatened. However, teachers need to be cautioned that transferring good values through games must be well regulated so that the learners can understand the reasons for those fun activities, because in the absence of that, learners will just have fun without learning or use those games to poke fun at the teacher or at other learners, that is, make mockery out of them.

Modelling

Some teachers believed that modelling of good behaviour by adults can improve learner discipline as children often emulate what they see. A township school teacher remarked,

...teachers must model the behaviour that they want to see in children, for example when I am late my learners do ask me and I explain to them the reasons for my lateness, we as teachers must lead by example... **[P5 (T) Dataset 1]**

There was evidence that principals and teachers believed that all adults, that is, teachers, parents and the broader communities must model good behaviour.

5.5.2.6 Normative disciplinary measures consistent with the ATCP: Learners'views

Learners also confirmed that teachers use normative measures and the following were mentioned:

Detention

Learners noted that detention is one of the disciplinary measures used in their schools. One learner shared her feelings,

...I felt very bad because other children were playing outside, it is also frustrating because you have to sit straight with your hands on your lap and you are not supposed to move your head but look up straight for two hours and it can be very frustrating... **[L1 (S-F) Dataset 2]**

Another learner from the same school said,

...the detention thing...more than being embarrassed I become angry... [L2 (S-M) Dataset 2]

Learners also noted that the detention is not effective in changing their behaviour. A learner from a suburban school said,

...it doesn't help us, we do silly things, a teacher responsible will even call the deputy, the deputy will come and shout and we will be quiet when he leaves we will start. Detention also creates other problems...I hate detention, it's very long, I don't dispute the fact that you are sometimes wrong but sitting here doesn't help, you sit here whilst there are chores waiting for you at home like feeding the dogs and other things, you are tired you sleep and you don't do your homework... [L2 (S-M) Dataset 2]

The same learner also feels that detention interferes with home chores and learner academic performance.

Detention is understood to be normative; however, its effect or impact on learners' behaviour seems to be questionable as the above responses show.

Demerit

A learner from a rural school recommended that a demerit system be introduced in her school and elaborated how it could work,

...a blue card system can be used, let's say you get a blue card every time you commit an offence then if you get more than three cards you must get a red which means you are out of school, you must stay at home... [L1 (R-F) Dataset 2]

However, a demerit seems to be concentrating on penalising learners for offences committed and no reward is given for good behaviour, so it is reactive rather than being proactive. Porteus (2001:33) questions the absence of merits for good marks, high levels of participation in class, attendance and punctuality. She states that the effectiveness of the merit depends on the consistency of the application and if it incorporates democratic pupil involvement. Hastings et al (1987:139) believe that if sanctions are only imposed when pupils behave unacceptably and no rewards are given for acceptable and improved behaviour, the system is punitive because it

means the focus is on punishing rather than developing a learner to grow to be a responsible citizen.

Mwamwenda (2004:141) suggests that children must be led to understand that doing something right merely in order to receive approval of others is not a sound basis for moral decision making and for them to be able to understand this, they must be exposed to intensive discussion of the disciplinary tools for them to be able to reason that the principles they used in the previous reasoning are not adequate to lead to a solution, and therefore they must find new strategies.

Physical work

Learners also confirmed that physical work was used in their schools. The first learner from an informal settlement said,

...Both of us were told to sweep the class after school... **[L1 (IS-F) Dataset 2]**

The second learner also from an informal settlement reported,

...I was told to sweep the class alone... I was told to sweep the class alone... **[L2 (IS-M) Dataset 2]**

For performing such duties learners expressed feelings of pain, hatred and disgust. A learner from an informal settlement school said,

...I also felt sad because it's painful to sweep on a date that you are not supposed to sweep... **[L1 (IS-F) Dataset 2]**

Another learner also explained the effect of physical work and said,

...it was painful and I told myself that I will never make noise again... **[L2 (IS-M) Dataset 2]**

Although socializing learners that cleaning after they have messed up is good, learners also revealed that the extent of the work that they do constitutes child labour (cleaning a classroom alone) and in conflict with the prescripts of what physical work must entail, that is, small and menial duties. Learners also revealed that cleaning school toilets was also used as a disciplinary measure. A learner from a farm school

outlined the reasons why the disciplinary measure is administered and her reasons for not liking the disciplinary measure,

The teacher next door tells the learners that were absent to go and clean the toilets or to sweep the veranda, I hate cleaning the toilets because they stink, it's worse with boys toilets, ours are better **[L1 (F-F) Dataset 2]**

Despite the value conflicts between upholding hygiene and the administration of discipline, there are learners who reported to have learnt positive lessons out of physical work, e.g. cleanliness and those who prefer physical work over other disciplinary measures. A learner from an informal settlement school said,

...I learnt about cleanliness and I also learnt not to do things that can lead to punishment... **[L2 (IS-M) Dataset 2]**

As much as physical work forms part of the recommended ATCPs, the actual implementation of this disciplinary measure presents it as punitive because the drive to be well behaved is not intrinsic but extrinsic. External factors like pain, hatred and disgust influence the learners' decision making and decisions are not made from the knowledge and understanding that certain things are not supposed to be done.

Verbal warning

Verbal warnings are one of the normative disciplinary measures, and learners also show preference for them, as one learner said,

...most of all it can be better if teachers can talk to us **[L1 (F-F) Dataset 2]**

As much as the learners shared that they have a great preference for verbal warnings or talks; nonetheless, they emphasize that if talks are done in a proper way, they can lead to a change of behaviour. A learner made this recommendation,

...I prefer that a person talks to me...she must not shout but must explain the wrong that you have done and you will change... **[L2 (R-M) Dataset 2]**

Talking or communication is mentioned by learners as a preferred disciplinary measure; however, to bring change learners highlight the need to consider how these talks are undertaken because if done wrongly they can produce negative

results. Learners believe the talks must be respectful (polite) so screaming, shouting and use of vulgar language must not be done. Du Preez *et al* (2002) also supports this by noting that communication is normative and the Western Cape Guide on Learner Discipline (2007) advises that simple communication principles like clear messages, body language and listening can improve learner discipline.

Parental involvement

Learners confirm that parent involvement is used as a disciplinary measure. A learner from an informal settlement school said,

...I don't want my parent to be called because of my bad behaviour, my mother can shout at me and say she sent me to school and I am not doing what is expected of me... **[L1 (IS-F) Dataset 2]**

Another learner from an informal settlement school said,

...I don't want my parents to be called; the parent will shout you in the presence of other learners... **[L2 (IS-M) Dataset 2]**

A farm school learner said,

...you get frightened when you are told to call a parent because a parent will shout at you again... **[L2 (F-M) Dataset 2]**

However, a learner from a suburban school showed preference for parental involvement although he felt that parents were not to be called for trivial things. The learner said,

...they must phone our parents so that the issue can be discussed but it must be a serious thing not something petty... **[L2 (S-M) Dataset 2]**

Stern (2003:3), Hornby (2000:2) and Sergiovanni (2001) believe that consultation is a principle that the ATCP promotes so it is important for parents to be consulted because, as they say, a school is about the whole life, and teachers need to draw on the outside world including the pupils' families as parents know more than teachers about their children.

It is evident from the principals' and the teachers' responses that behavioural change emanating from the administration of the disciplinary measures, whether falling in the spectrum of corporal punishment or ATCP, is mainly influenced by fear. Learners change behaviour because they fear the implication or the impact of the disciplinary measure. This then indicates that even those disciplinary measures that are believed to be normative are implemented in a punitive way or with a punitive objective, that is, to instill fear, rather than to ascertain that a learner internalizes the purpose of the disciplinary measures and lives by the principle.

5.6 SOCIALIZATION CONSEQUENCES OF DISCIPLINARY MEASURES

5.6.1 Correlation between disciplinary measures and learner offences

Literature in Chapter 2 (2.8.3) notes that there is a correlation between certain disciplinary measures and learner offenses, that is, one of the assumptions of the ATCP is that in instilling discipline by means of violence leads to violence. To assess the assumption that violence breeds violence a Spearman Correlation was run which measures the extent to which interventions such as pinching; standing on one leg; beating with a hand, and beating with an object correlated with violent behaviour such as vandalism, use of vulgar language, bullying and sexually deviant behaviour. Correlation results are presented in Table 5.13.

Table: 5.13. Correlation of violent disciplinary measures with violent offences

Measures	Fights	Vandalism	Vulgar Language	Bullying	Sexual Deviant Behaviour
Stand on one leg	0.241	0.175	.319*	0.183	-0.083
Beat with a hand	-0.014	-0.179	-0.04	-.271*	-0.183
Beat with an object	0.044	0.084	-0.052	-0.046	0.057
Pinching	0.184	-0.035	0.153	0.105	0.08
Deny lunchtime	-0.261	-0.011	-0.159	0.081	-0.027

It was found (c.f. Appendix D5) that there was a negative (-.271) but significant correlation ($p < 0.5$) between the punitive measure of 'beating with a hand' and the behaviour of bullying. For punitive measures such as 'standing on one leg' there was a weak but significant correlation (.319) ($p < 0.5$). For the rest of the measures there

were weak correlations which were non-significant. In other words, this study did not establish that punitive measures led to, or socialised children towards, violent behaviour. Further research using probability sampling will need to be carried out as a follow up. Despite this statistical result, data from teachers and learners presented in Section 5.6 above shows that there are consequences that seem to be associated with certain measures to instil discipline.

5.6.2 Unintended socialisation consequences

It was also established that some measures recommended by the ATCP strategy can have unintended socialization consequences of viewing legitimate work, such as cleaning the toilets as punishment, cleaning a classroom, picking up papers and physical exercises as punishment. The probable effects of using certain disciplinary measures are discussed below:

5.6.2.1 Cleaning tasks as punishment

Punishing learners by giving them cleaning tasks can have unintended consequences of socialising learners to believe cleaning classrooms and toilets is not a good thing in itself not to be performed only by those who have committed offenses . Teachers must, therefore, take care to explain such a punishment.

5.6.2.2 Physical exercises as punishment

Another punishment which could be misinterpreted is physical exercise. Through learning areas like LO the importance of physical exercises is always emphasised, however if teachers use physical exercises as a punishment, learners can always associate physical exercises with pain and can develop a dislike for it. As children should be socialized to keep their environment clean (hygiene), using physical work as a disciplinary measure can confuse learners as what is used as a disciplinary measure is also what is promoted as a good value, so cleaning should not be used as a disciplinary measure because then it communicates an unintended message. Learners are socialized to understand that the ability to do physical work/chores is good behaviour; however the same activity that is promoted as good behaviour is

used as a disciplinary method and this confirms the concerns of both the principal and teacher who are against the use of physical work as disciplinary measures, as this can confuse learners.

Measures such as cleaning tasks and physical work when used in a punitive way can have unintended socialisation consequences and thus miss the opportunity to build a culture that promotes intrinsic discipline.

5.7 CONCLUSION

This chapter has presented data which shows a tension between ATCP principles and practices at school level. The data also showed that although all participants reported to be using the alternatives to corporal punishment, the way the disciplinary measures were used was largely punitive, designed to inflict pain, fear, and extrinsic control. For this reason, the implementation of ATCP did not seem to constitute a paradigm shift, as it did not offer alternative ways of instilling discipline; rather the approaches, although drawn from ATCP, still remained punitive.

CHAPTER 6

DISCUSSION OF MAIN FINDINGS

6. INTRODUCTION

This chapter presents a discussion of the main findings of the study and the following areas are covered, school discipline and school context, disciplinary practices and their socialisation consequences, and leadership, management and administration with special reference to moral leadership.

6.1 SCHOOL DISCIPLINE AND SCHOOL CONTEXT

Qualitative data from case study schools indicates a relationship between school context and school discipline. This finding is in line with the ecosystemic approach as described by Bronfenbrenner (1994) as to what happens to children attending schools. From this perspective it is argued that the ecology of the child (the physical, family, school and society) has a bearing on the learner's behaviour (Oosthuizen and Van Staden, 2007; De Wet, 2003&Kail and Cavanaugh, 2010). In terms of physical development, Gordon and Browne (2004) believe that if a child hasn't attained mastery of life, with regard to the laws imposed by society, the child feels inadequate and inferior, thus the ill behaviour. In arguing that the context has an effect on learners behaviour, Nolan (2001) gives the following examples: fights are caused by exposure to violence at home, disrespect is caused by lack of ethical role models, theft is caused by poor socio-economic backgrounds and emulation of peers, vandalism is attributable to the content of televised, cinematic and music productions and vulgar language is copied from parents, peers or television.

Considering the effect of the context on learner behaviour, one of the study findings revealed that most problems are reported in non-rural contexts and the in-depth interviews also revealed that the environment has a great influence on the learners' behaviour and the type of offences they commit. However, despite the above mentioned findings when the Spearman Correlation Statistic was applied, it showed a weak negative correlation between school location and disciplinary problems. Bronfenbrenner (1994) and Beck and Lewis (2000) mention the following systems that have an impact on the child's wellbeing and conduct: microsystem,

mesosystem, exosystem, macrosystem and chonosystem and for the purpose of this study, the systems will be linked to the disciplinary problems identified and what influences them will also be captured.

6.1.1 Microsystem

The microsystem is closest to the child and contains the structures with which the child has direct contact and these are the relationships and interactions a child has with her immediate surroundings, the family, school, neighbourhood, or childcare environments. At a microsystem level the latter relationships have a two way impact (bi-directional) - both away from the child and toward the child. When giving the reasons for the learner indiscipline a number of teacher participants noted that a number of learners in their schools are: living with parents who are seldom at home due to work commitments or are living alone or with grandparents because parents are either working, deceased or have abandoned them, so these children lack nurturing, guidance and supervision. The internal challenges that a child might have are: the learner's developmental stage, inexperience or ignorance, curiosity, need for belonging, need for recognition and need for power, control and anger release (Marais & Meier, 2010). In-depth interview participants also mentioned reasons for indiscipline that are related to those mentioned above: attention seeking, not understanding why they have to behave well, racism or favouritism by teachers, and anger that is emanating both from divorce and from the disciplinary measures used by teachers to discipline learners, e.g. being told to kneel and carry bricks.

From the above mentioned research findings it is clear that developmental/psychological/personal factors (attention seeking, lack of understanding and divorce) and external factors (teachers' conduct with relation to racism, favouritism and the punitive disciplinary measures) have an influence on learners' indiscipline. Therefore, this highlights a need for serious consideration and understanding of the learners' background before a disciplinary measure can be recommended and, secondly, teachers need to refrain from using punitive measures as it has been noted by learners that it yields unacceptable behaviours.

6.1.2 Mesosystem

The mesosystem provides the connection between the structures of the child's micro system, e.g. the connection between the child's teacher, parents, peers; church and neighbourhood and how these experiences influence her conduct. In the study black learners from a suburban school reported exposure to racism or favouritism by teachers and noted that these teachers' behaviours have also affected their relations with fellow learners, e.g. black learners felt that coloured learners were teachers' favourites and had a tendency to tell lies about black learners, and that had resulted in fights and the use of vulgar language. Erasmus and Ferreira (2002) also confirm that learners are not treated equally since white teachers are prejudiced against black learners as a result of the stereotyped perceptions that they have internalised. It is clear from the above mentioned finding that the teacher's conduct, that is, lack of professionalism, can have a negative influence on learner behaviour and due to this there is a need for teachers to abide by their work related professional ethics.

6.1.3 Exosystem

The exosystem defines the larger social system in which the child does not function directly; nonetheless the child feels the positive or negative force involved with the interaction with his own system. Teacher participants reported that due to lack of supervision by working parents and the weather and transport related challenges, absenteeism and late coming were very rife in their schools.

One of the study findings was that discipline problems in BCMM primary schools were clustered around the less serious levels 1 to 3 offences. According to ATCP classification level 1 is the least serious while level 5 is the most serious and because the offences in BCMM are less serious and classroom based, an assumption was made that this could be due to the teacher's poor classroom management skills. Tafa (2002) confirms that teachers complain that they do not get adequate training from colleges or universities and this makes it difficult for them to apply what is recommended at talks or in manuals with regard to classroom management, thus they use corporal punishment because they are not provided with suitable alternatives. Due to the challenge mentioned above, Tafa (2002) advises

that it may be necessary to revisit the teaching and learning strategies so that teachers can be provided with adequate support according to their own unique situations, with alternatives that are more suitable for their contexts.

The study finding that teachers' poor classroom management skills could be the reason for learner indiscipline reveals the extent to which inadequate teacher training and inadequate disciplinary strategies can have a negative influence on learner behaviour. Therefore, there is a need to train teachers on classroom management and about context driven/relevant disciplinary measures.

6.1.4 Macrosystem

The macrosystem describes the cultural values, customs, and laws under which individuals live. Cultural contexts include developing and industrialized countries, socioeconomic status, poverty and ethnicity. A child, its parents, its school, and its parents' workplace are all part of a large cultural context and members of a cultural group share a common identity, heritage, and values. The effects of larger principles defined by the macrosystem have a cascading influence throughout the interactions of all other layers.

Literature (Bower, 2008) and in-depth interview teacher participants reported that parents and teachers believe that the ban of corporal punishment constitutes violation of religious and cultural rights and has contributed to learner indiscipline. As a result; some parents would tell teachers to use corporal punishment when disciplining their children. However, learner participants reported that the continued use of corporal punishment is causing them to be naughtier; they do not fear corporal punishment because they are used to it and they also devise strategies to commit offences but ascertain that they are not caught. From the above mentioned findings it is clear that parents feel that the ban of corporal punishment has an influence on learners' indiscipline whilst learners regard corporal punishment as the cause of indiscipline. Therefore, there is a need for consultation, involvement of all critical stakeholders, e.g. parents and learners, so that a well debated disciplinary strategy that is owned by everybody can be recommended.

6.1.5 Chronosystem

The chronosystem entails the patterning of environmental events and transitions over the course of life, as well as socio-historical circumstances. Elements within this system can be either external (timing of a parent's death) or internal (puberty). In the study (Appendix D3: Dataset 2) a learner participant noted that he was always angry and struggling to behave due to the fact that he was still struggling to deal with his parents' divorce and had a dysfunctional relationship with a step mother. In addition, South Africa has what is termed as a first world and a third world element which describes the huge differences in infrastructure and economic power between different contexts (DoE, 2008). This economic imbalance also manifests themselves in the education sector with other schools being ill-equipped, e.g. with few teachers and exposing learners to lack of supervision thus increasing learner indiscipline.

In summary, Maree (2003:73) advises that to manage learners' indiscipline teachers must strive to understand the learners' backgrounds and this understanding requires solid "background" knowledge of child development, the reasons why learners behave and misbehave and which types of offences occur most frequently in the classroom. Furthermore, the teacher must realise that "the more risk factors are present, the greater the chances of behavioural problems" (Maree, 2003:14) and this will allow teachers to be proactive in their management of the various types of misbehaviours. From the latter discussion it is clear that changes in the learner's life, both personal and societal, have an influence on the learner's behaviour so it is essential to give the learner the required support when the learner or the broader society is experiencing a transition.

6.2 SCHOOLS AS A MICROCOISM OF SOCIETY

As the ecosystems perspective above shows, the problem of lack indiscipline in schools cannot be understood in isolation of what happens in the child's immediate ecology and wider society. As a microcosm of society schools are always blamed for the ills of society, yet society has a major impact on the education system as the problems that schools are facing today are certainly connected to the problems that the society is facing, e.g. drugs, violence and the changing family structures. A

number of scholars have mentioned various societal or risk factors that can have a negative influence on the learners' behaviour. Lack of parental guidance emanating from dysfunctional families has resulted in serious behavioural problems that have raised concerns about school safety and classroom environments (Harber, 2001 & Zulu *et al*, 2004). Research has further shown children who either come from families where the children are powerless or from families where the children are in control tend to challenge the teachers' authority by misbehaving (Gootman, 1997:111). Copying behaviour related to watching television, playing computer and videogames influences young people to be heroes and stresses the need for power, control and aggressive behaviour, thus some learners are always fighting and sometimes found in possession of dangerous weapons (Marais and Meier, 2010 & McHenry in Oosthuizen and Van Staden, 2007:363).

School-related factors can also heighten learners' propensity to engage in disruptive behaviour, e.g. a negative school climate, inadequacy of teachers as role models, teachers' professional incompetence, overcrowded schools, deficient organisational structure of the school, and rundown and the ill-kept physical appearance of the school (Oosthuizen and Van Staden, 2007 & De Wet, 2003). Factors emanating from society like racial conflicts, poor housing and medical services, the availability and poor control of firearms, poor law enforcement and poverty and unemployment can also aggravate learner indiscipline (De Wet, 2003:93 & City Press, 31 July 2011:10).

From the study findings it was established that some of the noted causes for indiscipline were related to family, school and societal problems. With relation to societal problems, teachers noted that learners come from hostile environments, e.g. informal settlements, where community members model bad behaviours, as a result of which fights and use of vulgar language are an everyday occurrence. With relation to family related problems, divorces, step-parenting, domestic violence, parents working far from home, death and child/granny headed homes were listed as some of the examples. Conditions in the school and classroom were also found to be contributing to the problem of indiscipline.

With regard to schools having a contributory factor on influencing learners' discipline positively or negatively, a teacher noted that parents tend to pass the entire blame

on teachers as they go to the extent of bringing learners to school to be punished (Radile, 2007). Wotherspoon, Pierce and Donnelly (2001) believe that schools don't just affect society but they're a microcosm of society, for good or bad, because they are not solely about education but have to deal with children who are hungry, who come to school without adequate clothing and have learning disabilities, so there is always an interlink between school and societal problems as far as learners' indiscipline is concerned. Efforts to instil discipline must, therefore, take cognisance of this fact.

6.3 DISCIPLINE PRACTICES AND SOCIALISATION CONSEQUENCES FOR LEARNERS

It can be argued that every practice that seeks to instil discipline whether at home or at school is one and the same a process of socialisation. One of the findings of this study is that certain practices may have unintended socialisation consequences. This can be explained in terms of meanings, messages and symbols emanating from the practices as well as the culture of the school.

6.3.1 Corporal Punishment: Meanings, messages and symbols

Although the study findings revealed a weak negative correlation between punitive disciplinary measures and violent disciplinary problems, Du Preez *et al* (2002) and study participants believe that there are meanings, messages and symbols that are communicated by disciplinary measures and some of the violent offences emanate from the use of violent disciplinary measures on learners.

Advocates against the use of corporal punishment have always asserted that in administering corporal punishment teachers are not modelling appropriate behaviour nor are they teaching lessons of right and wrong, thus learners are not internalising the implications and consequences of their incorrect behaviour (Tharps, 2003). Punitive measures could convey a message that understanding the reasons for the rightness or wrongness of an act is not important and what is important is to abide by what parents are telling you. This is very common in the Xhosa context where there are concepts like, "uNokhontoni" (meaning 'what is going to happen'), and that is the

name given to a child who is frequently asking questions whenever she is instructed not to do something. A child will usually ask “*Kuza kubakho ntoni xa ndinokuyenza*”, (meaning ‘What will happen to me if I do it?’). Children are usually discouraged from asking questions as it is believed that children must do as they are told, “Children are to be seen not heard” (Wood, 2009:411). This lack of knowledge with regard to why certain things cannot be done often leave children tempted to offend and in order not to be caught. Children tend to devise ways to commit certain offences as long as they are certain that they won’t be caught, so “discipline” portrayed by these learners is not an internalised or normative discipline but it is a “managed or regulated discipline”. This kind of behaviour does not encourage critical thinking and is punitive in the sense that, contrary to the normative approach, it doesn’t promote relation building and intrinsic control (internalised), that is, learners do not do things because they understand the reasons and consciously choose to act morally but they continue to do wrong things as long as the police or inspectors (parents) are not going to catch them. It can socialise children to be cheaters and liars and not moral independent thinkers.

Normative behaviour focuses on a lifeworld where a child internalises moral values, cultures and beliefs that will determine and regulate good behaviour. Gershoff (2010) defines moral internalisation as the taking over of the values and attitudes of society as one’s own so that socially acceptable behaviour is motivated by intrinsic factors rather than by fear of external consequences. Newell and Hammarberg (2003) bear witness that a whack on the bottom may stop children for that moment, but it won’t stop them doing the same thing later because being hit does not teach them anything useful. Newell and Hammarberg (2003) advise that when kids act out, it is important to engage them in a dialogue about why their actions are unacceptable instead of scaring them into behaving with threats of violence. A learner participant commented that he didn’t understand why learners are told to keep quiet in class because, as far as he knows, the mouth was made for talking, so setting rules for learners without explaining them tend to confuse learners. Newell and Hammarberg (2003) also believe that a healthy, open conversation about inappropriate behaviour is more likely to lead to long term behavioural changes which could lead a child to become a functional and disciplined adult. However, as much as open conversations are important and must be allowed, learners need to understand that normatively,

they cannot just do things haphazardly; they need to know that they are expected to be able to self-regulate themselves. They cannot just talk anytime they feel like doing so.

Corporal punishment sends the message that violence is an acceptable response to anger, frustration or disagreement and thus learners commit violent offences (Newell & Hammarberg, 2003), while other researchers hypothesise that higher levels of aggression are created because corporal punishment models aggression, promotes hostility and initiates cycles of negative interaction between parent and child (Taylor, 2010). From the latter discussion it can be argued corporal punishment does not help build relationships that create a new culture, intrinsic control or self-discipline. It also socialises learners that people who have erred or committed mistakes deserve to be disciplined in painful ways.

In addition to corporal punishment having a negative effect on parent-child relationships, it also encourages learners to be emotional rather than being objective thinkers. To confirm that corporal punishment sends a message that if expectations are not met or rules are broken, physical force is justified, three reports from learners exposed to corporal punishment were identified in the study (c.f. Chapter 5: 5.5.2.3). The first learner reported that after a teacher instructed him to kneel and hold brick in both hands, he felt like striking the teacher with a brick; a second learner attacked another learner for taunting him about his squint eyes; and the third learner hit another learner for refusing to give him his chair. Disciplinary approaches that promote violence can socialise learners to be poor problem solvers with poor anger management and self-management skills. One of the principles of the normative approach is that learners must acquire self-regulation, so that when they are faced with challenges, they can respond to them in a moral way.

According to Tharps (2003) the use of violence does not set a good example and it models to learners that acts of aggression can solve problems so it doesn't model healthy conflict resolution skills. Newell and Hammarberg (2003) support Tharps (2003) by arguing that schools are not only about teaching and learning, students also learn how to think and act as adults, so if violence is the response from a school leader to a student to deal with conflict, then why should it not be the answer in the

future, e.g. when the learner is working or is a parent. If teachers are not setting good examples for learners, this could cause learners to think that violence is permissible because it is also done by adults so the values and beliefs upheld by teachers are easily transferred to learners.

Furthermore the use of violence seems to be a power issue as teachers model that violence can be used to control those weaker than others (Tafa, 2000). This approach could socialise learners that “having power” (being older and stronger) justifies the marginalisation and oppression of the younger and weaker learners and this could also have a bearing on the way they live and solve problems as adults, as it is confirmed that “There is a correlation between corporal punishment and domestic violence” (Waterhouse & Nagia-Luddy, 2009:2). Gershoff (2010) believes that a normative approach that entails moral internalisation is enhanced by discipline strategies that use minimal parental power, promote choice and autonomy and provide explanations. The above mentioned approach to discipline can socialise learners that having “power” qualifies other people to treat others in violent ways, however, normatively learners are supposed to be encouraged to build relationships.

Research also shows that children who have been slapped or hit are usually so overwhelmed with anger and hurt feelings in so much that, later, they cannot remember what they were punished for (Newell & Hammarberg, 2003). In addition to not knowing why they were punished, learners tend to get used to the punishment, as a result of which it doesn’t have any effect on them or their behaviour. When the researcher was still a learner, there were statements that learners used to utter whenever they were about to be caned, they would say, “ayigugi le material”, (this material doesn’t grow old) meaning, “teachers can beat us as much as they want but our hands will not be worn out; if hurt, they will heal in time”. The other statement was, “kudala sabethwa asiboniswa nto”, meaning “We have been beaten for years but there is nothing new, wonderful or worth worrying about” (self-report). In a nutshell, these utterances showed that learners were used to the beatings, unafraid, unaffected and unchanging. Learners not changing behaviour after being disciplined defeats the purpose of administering a disciplinary measure, that is, to “change” the behaviour, so it is clear that learners do not understand the reasons for being disciplined and from the latter self-report it is also evident that pain inflicting

disciplinary measures do not change learners' behaviour because they don't allow for an opportunity to transfer good values.

To some people corporal punishment provides or symbolises a structure; however, this "structure" is clearly short term in nature as the desire to follow rules will go away as soon as the school quits physically punishing the students (Newell & Hammarberg, 2003). However, sending the message that violence is the only way to add structure and/or to change behaviour can only lead to more violence in the future as learners could use the same structure in dealing with other adults. Discipline strategies based on corporal punishment tend to generate good behaviour only where external consequences are anticipated (Gershoff, 2010), so in the absence of an external regulator, the learner can find it difficult to function as it is also noted in Chapter 2 Figure 1 that the punitive approach socialises a learner into believing that for one to function there is a need for constant policing and inspection. A teacher participant also shared that her learners always make noise and jump on top of desks as soon as she lives the classroom and this reflects poor self-regulation and self-determination.

It is evident from the above mentioned discussion that the meanings, messages and symbols communicated by punitive disciplinary measures yield very minimal positive change in learner's behaviour. They mainly focus on rules and instruments to regulate behaviour and they socialise learners to depend on policing and inspection, thus learners do not become independent thinkers and do not acquire any moral values, beliefs and cultures.

6.3.2 ATCP: meanings, messages and symbols

The study also revealed that there is a tension between some measures suggested in the ATCP strategy built around moral commitment and self-regulation and the punitive measures that schools used in attempting to implement the ATCP. This means that although the ATCP was initiated with a normative objective, the actual implementation is punitive and can yield unintended results, and all five of the recommended alternatives seem to be yielding unintended results. The tension and contradictions emanating from the nature and the implementation of the ATCP are

discussed in Chapter 1 (1.1.3). Examples of how this comes about are discussed below.

One of the main practices recommended in the ATCP strategy as an alternative to corporal punishment is ‘verbal warning’. Porteus *et al* (2001) and Longman (2004) define verbal warning as a disciplinary measure administered by the class teacher on the spot; however, a more serious, bad, dangerous, or annoying disciplinary measures, together with formal reprimands, must be given in the school office, e.g. by the school principal. However, the words “bad”, “dangerous”, or “annoying” have a negative connotation and can trigger fear. Often teachers also mistake verbal warning with shouting (verbal abuse) and shouting can also trigger anger and fear in learners. In changing the learners’ behaviour, if verbal warning has a possibility to trigger fear and to expose learners to psychological abuse, then it is in conflict with the ATCP principle, to outlaw the physical and psychological abuse of learners (Porteus *et al* 2001).

Other alternatives to corporal punishment include (c.f. Chapter 2: 2.9) demerits and physical work. Research, in agreement with this study, has identified problems with such measures. Soneson and Smith (2005:20) argues that non-corporal forms of punishment, such as making children do heavy and unacceptable physical labour, are not normative and constitute corporal punishment. Measures that also do not bring change to the learners’ behaviour, e.g. a learner who enjoys physical work, are futile and not normative as the normative approach emphasises that change must be observed, e.g. the acquisition of self-regulation, intrinsic control and moral commitment.

In similar vein, and with reference to another alternative, demerit, Soaness and Stevenson (2006) argue that if a demerit is a mark deducted or awarded against learners for bad work or behaviour or something that deserves blame, fault or offence, this gives a sense that the demerit system is reactive. Taking away a mark after an offence has been committed connotes that a demerit is only an instrument or tool meant to police learners for wrong doing and then punish. Vally (2005) also believes that demerits focus on what a child should not do and because, at times, there is no consistency in administering demerits, learners end up seeing them as a

mockery. Porteus *et al* (2001) prefer to de-stigmatise the demerits by calling them “merits” because of the belief that demerits are punitive as they are imposed only when pupils behave unacceptably and no rewards are given for acceptable and improved behaviour because the focus is on punishing rather than developing a learner to grow to be a responsible citizen.

Another problematic alternative to corporal punishment is raised by Joubert (2006) with reference to ‘detention’. He explains that detention may take the form of isolation during class, during break or after school; however, Stevenson (2006) queries if detention is able to change the learners’ behaviour because detention is not always positively received by learners. Some learners view detention as punishment because the learners’ perception or receptiveness towards being kept in isolation, confinement or custody as a consequence of their actions can never be the same (School discipline, 2008). Learners can be emotionally affected by detention, as it also indirectly sends a message that people who commit offences deserve to be ostracized (King 2008). Detention also suits lazy and unprepared learners (Roos, 2006:1). Detention can also make learners naughtier as they also misbehave during detention (Masitsa, 2008:244, Cameron and Sheppard, 2006:17 & Daily Dispatch, 13 September 2011:3). In administering detention there is no guarantee of positive behaviour change as it also sounds punitive because it exposes learners to pain.

Although it is believed that ATCPs are normative and are not meant to punish but to discipline and develop learners, however, it is clear from the above mentioned discussion that at times the ATCPs are implemented in ways that make learners to feel like they are being punished. This is a weakness on the ATCPS and is a sign that the ATCPs are not yielding the envisaged results. Therefore, if the ATCP is to be effective it needs to eliminate all the elements that are entailed when punitive measures are used. Extrinsic control that relies on fear as an influencing factor for change of behaviour needs to be replaced by an internal will to change emanating from the learners understanding that there is a need for him or her to change his/her behaviour.

6.3.3 Alternatives to Corporal Punishment and School culture: lifeworld and systems world

It can be concluded, from the foregoing discussion and findings of this study, that the socialisation consequences of corporal punishment undermine the very discipline that it seeks to instil. For this reason, this study concurs with the banning of corporal punishment, and argues for the conceptualisation and practice of alternative ways of instilling discipline, including ATCP. The problem, however, with ATCP as seen in this study is that it is implemented in punitive ways which end up taking up characteristics and consequences similar to those arising out of corporal punishment.

One of the major arguments of this study is that ATCP strategy and practices must go beyond alternative punitive practices towards building an alternative school culture based on non violence and self-discipline. Sergiovanni (2000:43) and Bottery (1990:187) believe that for schools to have individuality and institutional character it is important for each school to create its lifeworld (culture, values, beliefs, norms). With regard to the issue of discipline, Sergiovanni (2005) argues that a key responsibility of leadership should be to build a lifeworld that promotes intrinsic control or self-discipline. In other words, the point is that emphasis should not be on instilling discipline through punishment. For Sergiovanni (2005), punishment puts emphasis on systemsworld of mandates and rules, which may be necessary but not sufficient. It can be learnt from Fullan (2003) that what matters, in this case acceptable behaviour, cannot be mandated. The ATCP strategy should, therefore, put emphasis on building an appropriate school lifeworld which goes beyond instrumentalities as a means of instilling discipline.

6.4 LEADERSHIP, MANAGEMENT AND ADMINISTRATION

The role of leadership in instilling discipline in schools is one of the issues interrogated in this study. The question is whether school principals see themselves as providing leadership, managing or administering practices aimed at instilling discipline. One of the research findings was that school principals' roles in instilling discipline in schools are mainly limited to administrative and management functions rather than on leadership.

In defining the difference between the three concepts, caution need to be applied. Smith (2001) notes that the apparent confusion in defining the terms reflects not only the historical journey the concept has travelled but also the inconclusive debate in the literature about the distinction. However, it can be concluded that using the term leadership or management depends on the task at hand and what functions one wishes to emphasize, guiding or coordinating, motivating or organizing, etc. (Moyo, 2003). Brennen (2006) notes that leadership entails envisioning a personal and a shared mission, developing a strategy, inspiring people and changing culture, in a sense, managers and administrators get other people to do, but leaders get other people to want to do, and often through the personal example set by the leader. Sterling and Davidoff (2000), see management and leadership as two sides of the same coin, that is, one cannot do without the other. From Reddin's theory (c.f. Chapter 3:3.3.1.6) it can also be seen that whether one leads, manages or administers depends on the behavioural orientation of the person. A principal who is high on task orientation and relationship orientation can, for example, have all three characteristics (leadership, management and administration) overlapping in different ways. Instilling discipline requires a principal who will ensure that all three functions work to reinforce each other towards the achievement of desired goals.

In addition to skilful utilisation of management, leadership and administration skills, Khoza (2005) emphasises the need for principals to consider a principle that underlies African leadership and management which is called *ubuntu* (humanity), which means, "a person is a person through other human beings" or "*Umuntu ngumntu ngabantu*" in Xhosa, and steer away from European practices. Khoza (2005) argues that Eurocentric leadership and management practices have the following traits:

- Decision-making is informed by power relations rather than consensus
- It is marked by institutional conflicts as a result of power positions; and
- Has managerial designs that include strategy, organisational structure, systems, financial and other controls

Khoza (2005) believes that the above mentioned practices are necessary but they can be remarkably improved if operating in a supportive environment that is characterised by *ubuntu*(Ubuntu project, 2010). *Ubuntu* based practices are

normative as *ubuntu* promotes relationship building and moral commitment to do things in humanitarian kind, caring and compassionate ways. It can be argued that these qualities serve to socialise learners towards self-discipline.

6.4.1 Moral leadership and morality in schools

The issue of discipline in schools is also a moral one. The study findings also showed that there was no evidence of moral leadership that promotes the ATCP strategy in the participating schools. Scholars believe that “moral leadership” can be understood in two ways, first, the education of the public’s children is by its very nature a moral activity so could influence the ends and by what means public education shall proceed and, secondly, relationships among people are at the very centre of the work of school leaders and teachers and for this reason school leadership is, by its nature and focus a moral activity (Dewey, Hodgkinson & Starratt in Greenfield, 2003). Fullan (2003) advises that moral leadership entails shifting the principal’s role from one of a site-based superpower to one in which principals’ figure prominently both within their school and within the larger school system that surrounds them. Perhaps this is akin to ‘missionary’ type of leadership as depicted in one of Reddin’s quadrants (c.f. Chapter 3:3.3.1.6).

Fullan (2003) further notes the moral purpose of the school should be twofold: to have a system where all students learn so that the gap between high and low performance becomes greatly reduced and to ensure that what people learn enables them to be successful citizens and workers in a morally based knowledge society. One of the strategies that Fullan (2003) suggests in order to ensure morality in schools and to improve school discipline is to include citizenship and character education supported by leaders who believe in changing contexts and changing behaviours.

In addition, Greenfield (2003) advises that to understand moral leadership requires that leaders gain an understanding of the perspectives, the lived experiences and the subjective meanings of the participants in the leadership relationship. Fullan (2003) believes that the role of the principal is pivotal to systemic school change and that the challenge and the moral imperative for today’s principal is to lead systemic

transformations to resolve the top-down/bottom-up dilemma that exists in systemic change. The roles that principals perform are highlighted in Chapter 5 Section 5.3. In Table 5.9 the roles that principals play seem to be more supervisory, whilst the subordinates are expected to be playing an active role in ensuring the disciplinary policies are implemented and that learners behave properly.

A confusion is usually noted when principals attempt to implement moral leadership and it stems from the contradictions they experience between human rights values and cultural values and this could be due to the fact that principals sometimes see human rights merely as a legal construct and not as a moral construct (Du Preez & Roux, 2010). The above mentioned confusion could also be emanating from the fact that South Africa has education legislation and policies that define and guide principals on how to regulate discipline in their schools, so, it must be noted that in ensuring that there is compliance to the DoE policies there could be a conflict between personal values that might be stemming from the principal's cultural values against the institutional imperatives.

Although principals are supposed to play a leadership role, teachers as leaders in their respective classrooms also have a moral responsibility to explain the complex moral issues and expectations to learners and be role models; unfortunately, teachers are not always willing to play the latter role as they believe that their duties are mainly limited to the teaching of the learning areas (Tungata, 2006).

6.5 CONCLUSION

This chapter argued that the problem of indiscipline in schools cannot be understood in isolation of what happens in the child's ecosystem and wider society. It further argued that corporal punishment and alternatives to corporal measures that BCMM schools were implementing to instil discipline had unintended socialisation consequences. What is needed is school leadership that recognises this and which uses humanistic strategies designed to build a school culture of self-discipline.

CHAPTER 7

SUMMARY, CONCLUSION AND RECOMMENDATIONS

7. INTRODUCTION

This chapter gives a summary of the main ideas of the study, main findings, conclusions and recommendations.

7.1 MAIN IDEAS OF THE STUDY

The study sought to examine the consistency between disciplinary practices in the Buffalo City Metropolitan Municipality primary schools and the consistency that prevails between alternatives to corporal punishment. Chapter 1 started by giving the background that contextualises the study. In that chapter it is argued that alternatives to corporal punishment were introduced in order to move away from reliance on punitive corporal punishment which was seen not only to infringe on learners' human rights but also tended to encourage violent behaviour. Research has shown that although legislated, alternatives to corporal punishment continue to be a contested approach to instilling discipline in schools. At the same time the problem of indiscipline continues to grow. The study, therefore, set out to examine, based on empirical evidence, some unresolved issues around disciplinary practices in schools and alternatives to corporal punishment.

The literature review of this study was done in two parts. The first part of the review, in Chapter 2, focused on concepts and theories of discipline and learner behaviour and the significance of discipline in schools. The chapter also outlined a global move towards the abolition of corporal punishment. The evolution of disciplinary approaches in South Africa, from corporal punishment to alternatives to corporal punishment, was also outlined and the conceptual framework that explicates the essence of both approaches was designed. The chapter also demonstrated, with evidence, that there are contestations, tensions and contradictions with regard to the above mentioned disciplinary approaches.

The second part of the literature review, in Chapter 3, defined school leadership and outlined the link between school discipline and school leadership. It

also noted the arguments around the concept “leadership”, i.e. whether leaders are born or shaped by their environments. Leadership theories, approaches, types and styles were also presented. The South African social context and its impact on school leadership were also discussed.

The fourth chapter outlines the methodology of the study. It sketched the philosophical foundations in which the study is embedded and the research design, the mixed methods approach, that informed the study processes. Methods of data collection, fieldwork and measures to ensure data quality was also discussed. Data analysis for both the quantitative and the qualitative data was also outlined to show how each data component would augment the other. Research limitations and ethical issues were also clarified.

Chapter 5 presents and analyses data. Where appropriate, it gives statistical data to give establish trends and then goes on to seek explanations fromthe qualitative data. In the qualitative data analysis, verbatim responses of participants who were interviewed are presented and interpreted.

In Chapter 6, the study abstracts the main findings and discusses them in terms of themes that emerge both from the data itself and the literature. This chapter explicitly noted that the learners’ backgrounds, internal (physical and developmental) and external factors (social) have a great influence on teaching and learning. A need for moral leadership was also highlighted in this chapter.

This final chapter gives a summary of the whole study by highlighting the main ideas, main findings and recommendations for both policy and further research.

7.2 MAIN FINDINGS

There were seven main findings of the study as outlined below:

7.2.1. Primary school learner offences clustered around level 1 and 2

Primary schools in Buffalo City Metropolitan Municipality experienced minor offenses that are clustered around levels 1 and 2 (mainly classroom based) of the ATCP

classification and they are neither serious nor criminal. This was reportedly due to the learners' age and teachers' poor classroom management skills.

7.2.2. Relationship between context and disciplinary measures

Statistically there was a weak negative correlation ($r = -0.11$) between location and behaviour which is non significant ($p > .05$) or ($p = .46$), however, the qualitative evidence, that is, teachers' and learners' accountssuggested a relationship between context and disciplinary offences.

7.2.3. Reactive administrative and managerial functions of school principals

Principals' roles in instilling discipline were focused mainly on reactive administrative and management functions and there was an absence of moral leadership that would encourage the development of a school lifeworld that encouraged self-regulation and intrinsic discipline.

7.2.4. Ambivalence and lack of understanding on the use of the ATCP

There was strong support for corporal punishment, with modes of four, while at the same time teachers were disagreeing with some statements which opposed corporal punishment and due to that there was no evidence that teachers believe in alternatives to corporal punishment. Due to the latter finding, principals and teachers' beliefs on the use of alternatives to corporal punishment revealed ambivalence and lack of understanding.

7.2.5. Heavy emphasis on pain inflicting disciplinary measures

Fear was identified as a key factor that influenced the disciplinary approaches whether punitive or normative, as a result of which change of learner behaviour was mainly based on fear. Alternatives to corporal punishment were implemented in punitive ways, that is, with heavy emphasis on inflicting pain rather than to ascertain that a learner internalized the purpose of the disciplinary measures and lived by the principle.

7.2.6. Relationship between violent disciplinary measures and violent offences

Although two disciplinary measures designed to inflict pain were found to be weakly associated, they were significantly associated ($p < 0.05$) with violent behaviour, lending credence to view that in using certain practices to instil discipline, there are socialisation consequences. Data from teachers and learners showed that there is a correlation between violent disciplinary measures and violent disciplinary offences.

7.2.7. ATCP unintended socialisation consequences

When used in a punitive way some measures recommended by alternatives to corporal punishment, e.g. physical work, can yield some unintended socialisation consequences. Prohibited punitive measures, like cleaning of toilets by learners, can have unintended socialisation consequences if the reasons for the prohibition are not well communicated to learners.

7.3. RECOMMENDATIONS OF THE STUDY

7.3.1 Recommendations for policy

It is evident from the research findings that there are a number of policy related issues that are not addressed, thus the implementation of the ATCP is not effective. Of most importance, school principals and stakeholders must focus on measures that are meant to cultivate a new school culture guided by values such as self-discipline in order to minimise the need for extrinsic punitive control. The latter can be realised if the following policy issues are addressed: (a) capacity building of all critical role players (parents, teachers and learners) to ensure an understanding and implementation of normative disciplinary measures; (b) review and crafting of feasible and behaviour-altering disciplinary measures; (c) availability of normative disciplinary policies in schools; (d) introduction of a monitoring strategy for ATCP implementation; (e) design of normative assessment tools for review of the effect of the disciplinary measures on learner behaviour; (f) community engagement/social facilitation on issues of discipline, the ban of corporal punishment and the ATCP strategy; (g) incorporation of learner discipline to other DoE advocacy programmes and, lastly, (i) benchmarking with other schools, provinces or countries.

7.3.2 Recommendations for further research

There are a number of contradictions that were established during the course of the study, as a result of which there is a need for further investigation in the following areas: firstly, the statistical data from the survey does not allow for prediction and revealed that there is no correlation between context and disciplinary offences; however, qualitative evidence from teachers' accounts confirm a strong relationship between the context and disciplinary offenses. Therefore based on probability, there is a need to undertake a further study of this phenomenon.

Secondly, the statistical data also revealed that there is no correlation or there is a very weak correlation between violent disciplinary measures and violent behaviour, however, the qualitative study participants revealed that there are consequences that seem to be associated with certain measures to instil discipline. Due to the above mentioned contradiction, further research using probability sampling also needs to be carried out as a follow up.

Because this study only covered primary schools, a follow up study based on a probability sample, which should include secondary schools, can be undertaken in order for the results to be generalised.

7.4. FINAL WORD

As it is noted that learner performance is linked to learner discipline, it is important, therefore, for teachers to ensure that learner discipline is maintained and improved in schools so that learner performance can be improved. It is also important to note that more than the immediate results of a learner passing a grade, it is important to understand that school discipline is also aimed at changing learners' behaviour and contributing to the learners' wellbeing and the way she views her lifeworld later in her adulthood. The normative approach does not concentrate only on the now but also on producing a well-rounded responsible citizen. The study is also not aimed at apportioning blame on anyone nor to witch-hunt any role player but, rather, it is aimed at highlighting areas that need urgent intervention if the Department of Education's (DoE) objective is to be realised, i.e. of creating disciplined schools which implement policies effectively.

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APPENDICES

APPENDIX A

CONSENT AND PERMISSION

- A1. Letter to school principals: Request to conduct a pilot study
- A2. Letter to District Manager: Request to conduct a research study in schools
- A3. Letter to School Principal: Request to conduct a research study in schools (case study)
- A4. Letter to School Principal: Request to conduct a research study in schools (survey)
- A5. Letter to parents: Request for learners to participate in the study (English version)
- A6. Letter to parents: Request for learners to participate in the study (Xhosa version)
- A7. Confirmation letter from my Supervisor
- A8. Permission from the Provincial DoE
- A9. Permission from the District Director
- A10. Proof that this work has been edited

APPENDIX B

PILOTED INSTRUMENTS

- B1. Instrument 1: Piloted Survey Questionnaire for principals
- B2. Instrument 2 Piloted Survey Questionnaire for teachers
- B3. Instrument 3 Piloted Interview schedule for principals and teachers
- B4. Instrument 4 Piloted Interview schedule for learners

APPENDIX C

INSTRUMENTS

- C1. Instrument 1: Questionnaire for principals (survey)
- C2. Instrument 2: Questionnaire for teachers responsible for discipline (survey)
- C3. Instrument 3: Questionnaire for principals and teachers responsible for discipline (case study)
- C4. Instrument 4: Questionnaire for learners (case study)

APPENDIX D

DATA SETS

- D1. Interview responses (principals and teachers)
- D2. Interview responses (learners)
- D3. Recommended ATCPs and disciplinary procedures/levels
- D4. Reliability scale
- D5. Correlation of violent disciplinary measures with violent offences

APPENDIX A1

REQUESTS FOR PERMISSION AND CONSENT

32 The Beacon
Edge Road
Beacon Bay
EAST LONDON
5200

8 August 2010

0825118909
043 748 5612 (fax)
noncedo.khewu@gmail.com

Attention: The Principal
Gcobani Intermediate Primary School
Cambridge Location
CAMBRIDGE
EAST LONDON

Dear Sir,

REQUEST TO CONDUCT A PILOT STUDY

I am Noncedo Khewu, a PhD - Education student at University of Fort Hare. I am currently conducting a research study entitled, "*A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership*". The study aims to determine the consistency that prevails between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. An auxiliary purpose is to assess the implications for school leadership.

I am humbly requesting for permission to undertake a pilot study in your school. The aim is to test if the research instruments that I will use for my study are comprehensive to the participants so that corrections can be made if necessary. After the questionnaires have been tested they will be forwarded to the DoE together with the request form, so that the DoE can grant me permission to conduct fieldwork. The study will be conducted in selected primary schools in Buffalo City Municipality. The instruments are: 2 Survey questionnaires (one for principals and one for educators) and 2 Interview Schedules (one for learners and one for the principals, SGB members, educators teaching LO/Guidance and members of the Disciplinary Committee).

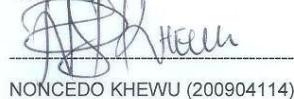
I am requesting your assistance with regard to the following:

- Access to the following documents: discipline policy, minutes of disciplinary hearings and an incident book or a record book where the learners who were committed offences are recorded.
- The completion of a survey questionnaire by the principal and the educator responsible for discipline or who is a member of the disciplinary committee.
- Interviews with three learners identified from the incident or record book and an educator responsible for Life Orientation or Guidance.

The study will not pose any harm to the participants and I will ensure that no participant is treated in any manner that is contrary to research ethics. In case you need more clarity about the contents of this letter you can contact my Supervisor Professor G. Moyo at this number: 043 704 7219 or email him: GMoyo@ufh.ac.za.

Thanking you in anticipation of your favourable consideration.

Yours truly,



NONCEDO KHEWU (200904114)

APPENDIX A2

k1

32 The Beacon
Edge Road
Beacon Bay
EAST LONDON
5200

15 September 2010

0825118909
043 748 5612 (fax)
noncedo.khewu@gmail.com

Attention: The District Manager (Mr W.M. Ngwanya)

Department of Education
East London Area Office
MDANTSANE
EAST LONDON

Dear Sir,

REQUEST TO CONDUCT A RESEARCH STUDY IN SCHOOLS IN YOUR AREA

I am Noncedo Khewu, a PhD - Education student at University of Fort Hare. I am currently conducting a research study entitled, "A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership". The study aims to determine the consistency that prevails between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. An auxiliary purpose is to assess the implications for school leadership.

I write to request for permission to undertake this study in 133 primary schools in your area and it will consist of the following activities:

- Analysis of:
- Discipline Policy Document
- Minutes of disciplinary hearings, and
- An incident book or a record book where the learners who committed offences are recorded.

Administering the questionnaire to:

- The principal, and
- An educator responsible for discipline or who is a member of the disciplinary committee.

- Interviewing:
- Three learners purposively identified, and
- An educator responsible for Life Orientation or Guidance.

Survey questionnaires will be distributed to 130 primary schools and analysis and interviews will only be conducted in three primary schools only. Participation in the study is purely voluntary and the information will not be passed on to any other person. You are assured of uttermost confidentiality. The research activities will be undertaken after school hours. The information is for academic purposes only, designed to enhance our understanding of discipline in schools.

Should you require further clarity you can contact my Supervisor Professor G. Moyo at this number: 043 704 7219 or email him: GMoyo@ufh.ac.za.

Thank you for your time.

Yours truly,

NONCEDO KHEWU (200904114)

APPENDIX A3

32 The Beacon
Edge Road
Beacon Bay
EAST LONDON
5200

30 September 2010

0825118909
043 748 5612 (fax)
noncedo.khewu@gmail.com

Attention: The School Principal

Dear Sir/Madam

REQUEST TO CONDUCT A RESEARCH STUDY IN YOUR SCHOOL (SURVEY)

I am Noncedo Khewu, a PhD - Education student at University of Fort Hare. I am currently conducting a research study entitled, "A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership". The study aims to determine the consistency that prevails between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. An auxiliary purpose is to assess the implications for school leadership.

Your school was randomly selected to be one of the schools to participate in the study and permission to access the school was also granted by the Eastern Cape Department of Education (see attached letter). I request that the questionnaire be completed by:

- The principal, and
- An educator responsible for discipline or who is a member of the disciplinary committee.

Participation in the study is purely voluntary and the information will not be passed on to any other person. You are assured of uttermost confidentiality. The research activities will be undertaken after school hours. The information is for academic purposes only, designed to enhance our understanding of discipline in schools.

Should you require further clarity you can contact my Supervisor Professor G. Moyo at this number: 043 704 7219 or email him: GMoyo@ufh.ac.za.

Thank you for your time.

Yours truly,


NONCEDO KHEWU (200904114)

APPENDIX A4

32 The Beacon
Edge Road
Beacon Bay
EAST LONDON
5200

30 September 2010

0825118909
043 748 5612 (fax)
noncedo.khewu@gmail.com

Attention: The School Principal

Dear Sir/Madam

REQUEST TO CONDUCT A RESEARCH STUDY IN YOUR SCHOOL (CASE STUDY)

I am Noncedo Khewu, a PhD - Education student at University of Fort Hare. I am currently conducting a research study entitled, "A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership". The study aims to determine the consistency that prevails between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. An auxiliary purpose is to assess the implications for school leadership.

Your school was randomly selected to be one of the schools to participate in the study and permission to access the school was also granted by the Eastern Cape Department of Education (see attached letter). The study will consist of the following activities:

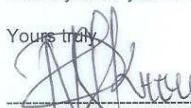
- Getting a contextual background from:
- The principal (verbally or in writing).
- Analysis of (by the researcher):
- Discipline Policy Document
- Minutes of disciplinary hearings, and
- An incident book or a record book where the learners who committed offences are recorded.
- Interviewing:
- The school principal
- Three learners purposively identified, and
- An educator responsible for Life Orientation or Guidance.
- Getting permission from:
- Parents to interview their children

Participation in the study is purely voluntary and the information will not be passed on to any other person. You are assured of utmost confidentiality. The research activities will be undertaken after school hours. The information is for academic purposes only, designed to enhance our understanding of discipline in schools.

Should you require further clarity you can contact my Supervisor Professor G. Moyo at this number: 043 704 7219 or email him: GMoyo@ufh.ac.za.

Thank you for your time.

Yours truly,



NONCEDO KHEWU (200904114)

APPENDIX A5

32 The Beacon
Edge Road
Beacon Bay
EAST LONDON
5200

30 September 2010
0825118909
043 748 5612 (fax)
noncedo.khewu@gmail.com

Dear Parent/Guardian

REQUEST FOR PERMISSION: PARTICIPATION IN THE RESEARCH STUDY

I am Noncedo Khewu, a PhD - Education student at University of Fort Hare. I am currently conducting a research study entitled, "A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership". The study aims to determine the consistency that prevails between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. An auxiliary purpose is to assess the implications for school leadership.

Your child's school was randomly selected to be one of the schools to participate in the study and your child was also selected to be one of the learners to participate, I therefore request your permission to allow your child to take part in this study. Permission to access the school was granted by the Eastern Cape Department of Education (see attached letter).

Participation in the study is purely voluntary and the information will not be passed on to any other person. You are assured of uttermost confidentiality. The research activities will be undertaken after school hours and will only take 30 minutes. The information is for academic purposes only, designed to enhance our understanding of discipline in schools. If you agree or disagree that your child participates in this study, please complete the attached slip.

Should you require further clarity you can contact my Supervisor Professor G. Moyo at this number: 043 704 7219 or email him: GMoyo@ufh.ac.za.

Thank you for your time.

Yours truly,

NONCEDO KHEWU (200904114)

Please put X over the word that marks your response

I, _____ the parent/guardian of _____ hereby:

Permit
Do not permit

my child to participate in the research study.

SIGNATURE: _____ DATE: _____

APPENDIX A6

32 The Beacon
Edge Road
Beacon Bay
EAST LONDON
5200

30 September 2010
0825118909
043 748 5612 (fax)
noncedo.khewu@gmail.com

Mzali/Mnoneleli obekekileyo

ISICELO SEMVUME: UKUTHATHA INXAXHEBA KOMNTWANA WAKHO KUPHANDO

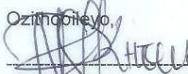
Igam lam ndinguNoncedo Khewu, umfundu wezobugqirha kwiziko lemfundo kwiDyunesithi yaseFort Hare. Ngokuyinxaleny yezfundo zam ndenza uphando olusihloko sithi, "*Uphando ngendlela-ndlela zokululama abafundi kuMasipala waseBuffalo City ngokunxulumene nohlobo urhulumente athi makululanywe ngalo abantwana: Uchaphazeleko kubunkokheli ezikolwen*". Injongo yolu phando kukuqwalasela indlela abalulanywa ngalo abantwana ezikolweni ngenjongo yokuphucula izimilo zabo kunxulumaniswa nendlela entsha uRhulumente athi abantwana mabalulanywe ngayo. Okukhulu ke ngolu phando kukujonga ukuba ezindlela zolulamo ebantwaneni lubuchaphazela njani na ubunkokheli ezikolweni.

Isikolo somntwana wakho sikhethiwe ukuba sithathe inxaxheba kolu phando kwaye nomntwana wakho utyunjiwe ngokunjalo, kungoko ke ndicela imvume yokuba athathe le nxaxheba. Isebe lezemfundo nalo luyinikile imvume ngalo mba (jonga incwadi ehamba nale).

Akukho mntu unyanzelwa ukuthatha inxaxheba kolu phando kwaye izimvo ezivela kolu phando azizukubhengeza okanye zioxwe nawuphi na omnye koko ziya kuphelela kumphandi. Olu phando aluzi kuziphazamisa izifundo zomntwana wakho kuba luya kwenziva ukuphuma kwasikolo kwaye luya kuthatha imizuzu engamashumi amathathu kuphela. Ulwazi olufunyenwe kolu phando lwenzelwe ukuphucula imfundu nokuqondisa ngemeko zokululanywa kwabantwana ezikolweni. Ukuba uyavuma okanye uyala ukuba umntwana wakho athathe inxaxheba kolu phando gwalisa le migcana ingezantsi.

Ukuba ufuna ukubuza ngokuthe gabalala ngalo mcimbi ungaqhakamishelana nomhloli wam uNjingalwazi G. Moyo kule nombolo yomnxeba: 043 704 7219 okanye umbhalele kule imeyili: GMoyo@ufh.ac.za.

Ndiyabulela ngexesha lakho.

Ozihabileyo,

NONCEDO KHEWU (200904114)

Bhala u X phezu kwebhokisi elo limele impendulo yakho

Mna, -----umzali/umnoneleli ka-----;

Ndiyavuma
Andivumi

Ukuba umntwana wam athathe inxaxheba kolu phando.

TYIKITYA: -----UMHLA: -----

APPENDIX A7

University of Fort Hare

FACULTY OF EDUCATION

Alice (main) Campus:

Private Bag X1314, King William's Town Rd, Alice, 5700, RSA
Tel: +27 (0) 40 602-2412 • Fax: +27 (0) 40 602 - 2448



University of Fort Hare
Together in Excellence

5 October 2010

To whom it may concern

RE: FIELDWORK FOR PhD STUDENT NONCEDO KHEWU REGISTRATION NUMBER 200904114

This is to confirm that Ms Noncedo Khewu is registered on the PhD (by thesis) Programme at this university. As part of the requirements of the course, Ms Noncedo is to undertake fieldwork in which she will collect data in schools, as detailed in her attached letter. Your assistance on this matter will be greatly appreciated.

Yours sincerely


Professor George Moyo
RESEARCH SUPERVISOR

Bhisho Campus :

P.O. Box 1153, KWT 5600, Independence Ave, Bhisho, 5600, RSA
Tel: +27 (0) 40 639-2445 • Fax: +27 (0) 40 639-2447

East London Campus:

P.O. Box 7426, 50 Church Street, East London, 5201, RSA
Tel: +27 (0) 43 704-7000 • Fax: +27 (0) 43 704-7095
V/C Dial Up: +27 (0) 43 704-7143/7144

together in excellence

 www.ufh.ac.za

APPENDIX A8



OFFICE OF THE SUPERINTENDENT-GENERAL
Steve Vukile Tshwete Education Complex • Private Bag X0032 • Bhisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (27) 608 4205 • Fax: +27 (40) 608 4249 • Website: ecprov.gov.za • Email: nyameka.tokwe@edu.ecprov.gov.za

05 October 2010

Facsimile:

NPD Khewu
32 The Beacon
Edge Road
Beacon Bay
East London
5200

Email: noncedo.khewu@gmail.com

Dear Ms Khewu

PERMISSION TO UNDERTAKE RESEARCH: A STUDY OF PRACTICES IN THE ALTERNATIVES-TO-CORPORAL PUNISHMENT STRATEGY BEING IMPLEMENTED IN SELECTED PRIMARY SCHOOLS IN BUFFALO CITY MUNICIPALITY – IMPLICATIONS FOR SCHOOL LEADERSHIP

1. Thank you for your correspondence and questionnaire received on 04 October 2010.
2. Your application to conduct the above mentioned research in 130 Eastern Cape Primary Schools under the jurisdiction of East London and King William's Town Districts is hereby approved on condition that:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval of the Eastern Cape Department of Education (ECDoE) to the District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;
 - e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;
 - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to the Director: Strategic Planning Policy Research and Secretarial Services;

- g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;
 - h. your research will be limited to those schools or institutions for which approval has been granted;
 - i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis. This must also be in an electronic format.
 - j. you are requested to provide the above to the Director: The Strategic Planning Policy Research and Secretarial Services upon completion of your research.
 - k. you comply to all the requirements as completed in the Research Policy duly completed by you.
 - l. you comply with your ethical undertaking (commitment form).
 - m. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Director: Strategic Planning Policy Research and Secretariat Services.
3. The Department wishes you well in your undertaking. You are most welcome to contact the Director, Dr. Annetia Heckroodt on 043 702 7430 or mobile number 083 271 0715 should you need any assistance.



Mr. R Swartz
ACTING HEAD: EDUCATION

APPENDIX A9



Province of the
EASTERN CAPE
DEPARTMENT OF EDUCATION
EAST LONDON DISTRICT

Dr. WB Rubusana Building * NU 1 Mdantsane* Private Bag X9007 * East London * 5200 * REPUBLIC OF SOUTH AFRICA * Tel: +27 (0)43 708 6208 Fax: +27 (0)43 760 0545 *Website: ecprov.gov.za

Date: 16 September 2010

Ms Noncedo Khewu
32 The Beacon
Beacon Bay
EAST LONDON
5241

TEL FAX: 043-7485612

Dear Ms Khewu

PERMISSION TO CONDUCT RESEARCH STUDY IN EAST LONDON PRIMARY SCHOOLS

Your letter dated 15 September 2010 has reference.

Permission is hereby granted for you to conduct research in some primary schools of your choice in the East London District for the purpose of fulfilling the requirements for your PhD - Education at the University of Fort Hare.

Please be informed that permission is only granted provided that school activities are not disrupted and that you also seek permission from the principals concerned.

We wish you well in your endeavours.

Yours faithfully


W M NGWANYA
DISTRICT DIRECTOR

APPENDIX B1

INSTRUMENT 1

A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership

Questionnaire for:

Principals

Introduction

The aim of the study is to determine the consistency that prevails between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. An auxiliary purpose is to assess the implications for school leadership. It is divided into five parts. Part A is about you and the demographics of your school. Part B is about your role with relation to the administration of discipline in your school and the disciplinary procedures followed to maintain discipline. Part C entails the identification of the learners' offences and the trends or patterns with relation to the occurrence of the offences. Part D looks at the disciplinary measures used to manage indiscipline and the patterns or trends with regard to the administration of these measures. Part E looks at various things that could be determinants to learner behaviour.

PART A: BIOGRAPHICAL DATA

Instructions

Please read each question carefully and answer in the spaces provided

1. School: **A**
2. Location: (Write the relevant number in the space provided: 1-farm, 2-surburban, 3-township, 4-informal settlement, 5-rural): _____
3. Teaching experience altogether? (Please put an X in the appropriate space)
0 – 5 years_____
6 – 10 years_____
Over 10 year's_____
4. Gender_____

PART B

DISCIPLINARY ROLES, STRUCTURES AND PROCEDURES

This part it is about you, i.e. your role in relation to the administration of discipline in your school.

Instructions

Please read each question carefully and use X to mark the response you feel is relevant in relation to your role. In case, there are roles that are not listed in the questionnaire, please write them in the space provided, i.e. the 'other' or 'specify' part.

1. Does the school have a Disciplinary policy? Yes _____ No _____
2. What role do you play in relation to discipline in your school?

ROLE	RESPONSE
Chairperson of the Disciplinary Committee (DC)	
Coordination of the DC meetings	
Communication with parents	
Capacitating parents and learners on discipline policy issues	
Counselling	
Recording of sanctions	
Monitoring of the implementation of the sanctions	
Monitoring of compliance to the discipline policy	
Other (specify)	

3. How long have you played the above mentioned role/s?

ROLE	DURATION
Chairperson of the Disciplinary Committee (DC)	
Coordination of the DC meetings	
Communication with parents	
Capacitating parents and learners on discipline policy issues	
Counseling	
Recording of sanctions	
Monitoring of the implementation of the sanctions	
Monitoring of compliance to the discipline policy	
Other (specify)	

4. What disciplinary structures do you have in your school?

5. What disciplinary procedures do you follow to attend to cases of indiscipline in your school?

PART C

LEARNERS OFFENCES

In this part possible learners' offences are listed. You are expected to identify those relevant to your school and note the trends or patterns with relation to the occurrence of the offence/s.

Instructions

Please read each question carefully and use X to mark the response you feel is relevant with relation to your role. In case, there are offences that are not listed in the questionnaire, please write them in the space provided, i.e. the 'other' or 'specify' part.

1. From the disciplinary problems and offences listed below which offences are common in your school?

OFFENCE	RESPONSE
Late coming	
Absenteeism	
Noisemaking	
Bunking of classes	
Use of vulgar language	
Theft	
Fights	
Vandalism	
Rape	
Intimidation (educators)	
Drinking	
Disobedient to rules	
Bullying	
Sexually deviant behaviour	
Not doing assigned work	
Other (specify)	

PART D

DISCIPLINARY MEASURES

This part looks at the identification of disciplinary measures used to manage learners' indiscipline in your school and the patterns or trends with regard to the administration of these measures in schools. Different disciplinary measures are listed and the patterns in terms of **always, occasionally and never** will be used to clarify the consistency of your school in using the disciplinary measures.

Instructions

Please read each question carefully and use X to mark the response you feel is relevant in relation to the disciplinary measures used in your school and also the consistency in terms of how often do you use each disciplinary measure. In case there are disciplinary measures that are not listed in the questionnaire, please write them in the space provided, i.e. the 'other' or 'specify' part.

1. Using the rating scale provided below (always, occasionally or never), specify how often is each disciplinary measure used in your school?

DISCIPLINARY MEASURE	ALWAYS	OCCASIONALLY	NEVER
Verbal warning			
Pinching			
Give additional school work			
Ask them to stand on one leg			
Clean the school yard			
Chase them out of the class			
Assign community work			
Beat with a hand			
Beat with an object (cane, ruler, belt)			
Detention			
Deny the child use of a toilet			
Clean school toilets			
Demerits			
Ask them to write certain words repeatedly, to fill certain pages			
Ignore them/turn a blind eye			
Other (specify)			

PART E

DETERMINANTS OF LEARNERS' BEHAVIOUR

This part looks at the possible reasons that could be influencing learners' behaviour. You are expected to identify those that are relevant to your school learners. To address this, you need to choose between five responses: **Strongly agree, Agree, Neither agree nor disagree, Stronglydisagree and Disagree.**

Instructions

Please read each statement carefully and use **X** to mark the answer that you feel clearly describes the situation in your school. **NB:** The key statement below relates to all the sub statements listed in the table. Put your **X** in the box provided and rate your answer according to: **Strongly agree, Agree, Neither agree nor disagree, Stronglydisagree and Disagree.**

KEY STATEMENT: The following are the things that have an influence to the way a learner chooses to behave:

SUB STATEMENT/S	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Learners get used to certain sanctions	[]	[]	[]	[]	[]
Learners choose a certain behaviour because it earns what they want	[]	[]	[]	[]	[]
Learners are not influenced by anything; they do everything out of choice	[]	[]	[]	[]	[]
Learners' behaviour is determined by environmental factors like: emotional state, self esteem, motivation, social setting and development level	[]	[]	[]	[]	[]
Learners become disruptive when they get discouraged					
Children have constructed their understanding of good behaviour	[]	[]	[]	[]	[]
Disruptive behaviours occur because present solutions are not working	[]	[]	[]	[]	[]

Learners behave in a certain way because of certain rules imposed on them	[]	[]	[]	[]	[]
--	-----	-----	-----	-----	-----

APPENDIX B2

INSTRUMENT 2

A study of practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership

Questionnaire for:

Educators responsible for discipline

Introduction

The aim of the study is to determine the consistency that prevails between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. An auxiliary purpose is to assess the implications for school leadership. It is divided into five parts. Part A is about you and the demographics of your school. Part B is about your role in relation to the administration of discipline in your school. Part C entails the identification of the learners' offences and the trends or patterns in relation to the occurrence of the offences. Part D looks at the disciplinary measures used to manage indiscipline and the patterns or trends with regard to the administration of these measures. Part E looks at various things that could be determinants of learner behaviour.

PART A:

BIOGRAPHICAL DATA

Instructions

Please read each question carefully and answer in the spaces provided

6. School: **A**
7. Location: (Write the relevant number in the space provided: 1-farm, 2-suburban, 3-township, 4-informal settlement, 5-rural): _____
8. Teaching experience altogether? (Please put an X in the appropriate space)
0 – 5 years_____
6 – 10 years_____
Over 10 year's_____
9. Gender_____

PART B

DISCIPLINARY ROLES, STRUCTURES AND PROCEDURES

This part is about you, i.e. your role in relation to the administration of discipline in your school.

Instructions

Please read each question carefully and use X to mark the response you feel is relevant in relation to your role. In case, there are roles that are not listed in the questionnaire, please write them in the space provided, i.e. the 'other' or 'specify' part.

5. Does the school have a Disciplinary policy? Yes _____ No _____
6. What role do you play in relation to discipline in your school?

ROLE	RESPONSE
Chairperson of the Disciplinary Committee (DC)	
Coordination of the DC meetings	
Communication with parents	
Capacitating parents and learners on discipline policy issues	
Counselling	
Recording of sanctions	
Monitoring of the implementation of the sanctions	
Monitoring of compliance to the discipline policy	
Other (specify)	

7. How long have you played the above mentioned role/s?

ROLE	DURATION
Chairperson of the Disciplinary Committee (DC)	
Coordination of the DC meetings	
Communication with parents	
Capacitating parents and learners on discipline policy issues	
Counselling	
Recording of sanctions	
Monitoring of the implementation of the sanctions	
Monitoring of compliance to the discipline policy	
Other (specify)	

PART C

LEARNERS OFFENCES

In this part possible learners' offences are listed. You are expected to identify those relevant to your school and note the trends or patterns in relation to the occurrence of the offence/s.

Instructions

Please read each question carefully and use X to mark the response you feel is relevant in relation to your role. In case, there are offences that are not listed in the questionnaire, please write them in the space provided, i.e. the 'other' or 'specify' part.

1. From the disciplinary problems and offences listed below, which offences are common in your school?

OFFENCE	RESPONSE
Late coming	
Absenteeism	
Noisemaking	
Bunking of classes	
Use of vulgar language	
Theft	
Fights	
Vandalism	
Rape	
Intimidation (educators)	
Drinking	
Disobedient to rules	
Bullying	
Sexually deviant behaviour	
Not doing assigned work	
Other (specify)	

PART D

DISCIPLINARY MEASURES

This part looks at the identification of disciplinary measures used to manage learners' indiscipline in your school and the patterns or trends with regard to the administration of these measures in schools. To address this, different disciplinary measures are listed and the patterns in terms of **always**, **occasionally and never** will be used to clarify the consistency of your school in using the disciplinary measures

Instructions

Please read each question carefully and use X to mark the response you feel is relevant in relation to the disciplinary measures used in your school and also the consistency in terms of how often you use each disciplinary measure. In case there are disciplinary measures that are not listed in the questionnaire, please write them in the space provided, i.e. the 'other' or 'specify' part.

2. Using the rating scale provided below (always, occasionally or never), specify how often each disciplinary measure is used in your school?

DISCIPLINARY MEASURE	ALWAYS	OCCASIONALLY	NEVER
Verbal warning			
Pinching			
Give additional school work			
Ask them to stand on one leg			
Clean the school yard			
Chase them out of the class			
Assign community work			
Beat with a hand			
Beat with an object (cane, ruler, belt)			
Detention			
Deny the child use of a toilet			
Clean school toilets			
Demerits			
Ask them to write certain words repeatedly, to fill certain pages			
Ignore them/turn a blind eye			
Other (specify)			

PART E

DETERMINANTS OF LEARNERS' BEHAVIOUR

This part looks at the possible reasons that could be influencing learners' behaviour. You are expected to identify those that are relevant to your school learners. To address this, you need to choose between five responses: **Strongly agree, Agree, Neither agree nor disagree, Stronglydisagree and Disagree.**

Instructions

Please read each statement carefully and use **X** to mark the answer that you feel clearly describes the situation in your school. **NB:** The key statement below relates to all the sub statements listed in the table. Put your **X** in the box provided and rate your answer according to: **Strongly agree, Agree, Neither agree nor disagree, Stronglydisagree and Disagree.**

KEY STATEMENT: The following are the things that have an influence on the way a learner chooses to behave.

Sub Statement/s	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Learners get used to certain sanctions	[]	[]	[]	[]	[]
Learners choose a certain behaviour because it earns what they want	[]	[]	[]	[]	[]
Learners are not influenced by anything; they do everything out of choice	[]	[]	[]	[]	[]
Learners' behaviour is determined by environmental factors like: emotional state, self esteem, motivation, social setting and development level	[]	[]	[]	[]	[]
Learners become disruptive when they get discouraged					
Children have constructed their understanding of good behaviour	[]	[]	[]	[]	[]
Disruptive behaviours occur because present solutions are not working	[]	[]	[]	[]	[]

Learners behave in a certain way because of certain rules imposed on them	[]	[]	[]	[]	[]
--	-----	-----	-----	-----	-----

APPENDIX B3

INSTRUMENT 3

A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership

Interview schedule for:

Principals and Educators who are members of the DC and those teaching LO or Guidance

INTRODUCTION

- Purpose of the interview**

The aim of the interview is to determine the consistency that prevails between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. An auxiliary purpose is to assess the implications for school leadership. Please feel free to share with me your learner behaviour related challenges, intervention disciplinary measures and the impact thereof, i.e. the positive or negative socialization consequences of the disciplinary measures. From these experiences I will also ask you to recommend the changes that should be made in schools or what needs to be enhanced to ensure that indiscipline is minimised or totally controlled in schools.

Apart from the above purposes, the information sourced from the study will be used to write papers for publication and discussions in conferences. I will also disseminate findings to the interested schools with a view of finding ways to improve discipline in schools.

- Guaranteed Anonymity and Confidentiality**

Please be assured that whatever you say, or do, or show me will be treated completely confidentially and in case I have to quote you verbatim, I will use a pseudonym instead of your actual name, and for the school I will use a code.

- Permission to Tape**

I would like to tape the conversation for an accurate record of our discussion. You have a right to ask for the transcript to review it before it is used in the report or to totally cancel it. Do you have a problem if I tape this conversation?

- Any questions**

Before I start, do you have any questions about the purpose and use of this interview: confidentiality and anonymity, tape recording or any other thing you would like to ask?

INTERVIEW QUESTIONS

1. How much of a problem is discipline at this school?

2. What role do you play in the management of discipline in this school?

3. Which five offences are the most common in this school?

3. What do you think are the reasons for the commonality of the above mentioned five offences?

4. Can you outline your disciplinary policy in terms of the disciplinary measures you are using and for which offences?

7. From the disciplinary measures you have mentioned, which disciplinary measure do you use more often and why?

8. Which disciplinary measures are yielding more positive results in terms of improvement in learners' behaviour?

9. What do you think are the reasons for the positive changes?

10. Which disciplinary measures seem to be yielding negative results in terms of the improvement in learner behaviour?

11. What do you think are the reasons for the negative results?

12. What recommendations can you make in terms of the improvement of disciplinary measures used in this school?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

APPENDIX B4

INSTRUMENT 4

A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership

Interview schedule for:

Learners

INTRODUCTION

1. Purpose of the interview

The aim of the interview is to determine if there is commonality between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. Please feel free to share with me your experiences on how school discipline is maintained in your school and the way you feel about the disciplinary measures used. From these experiences I will also ask you to recommend the changes that you think should be made in schools as far as disciplinary measures are concerned.

2. Guaranteed Anonymity and Confidentiality

Please be assured that whatever you say, or do, or show me will be treated completely confidentially and in case I have to quote you verbatim, I will use a pseudonym instead of your actual name, and for the school I will use a code.

3. Permission to Tape

I would like to tape the conversation for an accurate record of our discussion. You have a right to ask for the transcript to review it before it is used in the report or to totally cancel it. Do you have a problem if I tape this conversation?

4. Any questions

Before I start, do you have any questions about the purpose and use of this interview: confidentiality and anonymity, tape recording or any other thing you would like to ask?

INTERVIEW QUESTIONS

1. What is your understanding of a well behaved learner?

2. Which offences are usually committed by learners in your school?

3. What offence/s have you ever committed?

4. What sanction/s were you given for the offence?

5. How did you feel about the sanction you were given?

6. How did the sanction help you?

7. Are there any sanctions that you fear in so much that they lead to a change in your behaviour?

8. Are there any sanctions that you really enjoy, those that can even encourage you to repeat the offence?

9. Are there any sanctions that you hate and are making you feel less loved?

10. How would you prefer to be corrected when you have done wrong?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

APPENDIX C1

INSTRUMENT 1

A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership

Questionnaire for:

Principals

Introduction

The aim of the study is to determine the consistency that prevails between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. An auxiliary purpose is to assess the implications for school leadership. It is divided into five parts. Part A is about you and the demographics of your school. Part B is about your role in relation to the administration of discipline in your school and the disciplinary procedures followed to maintain discipline. Part C entails the identification of the learner's offences and the trends or patterns with relation to the occurrence of the offences. Part D looks at the disciplinary measures used to manage indiscipline and the patterns or trends with regard to the administration of these measures. Part E aims to establish the belief systems of educators with regard to approaches used to discipline learners and ultimately identify their preferred measures in administering discipline in their schools.

PART A:

BIOGRAPHICAL DATA

Instructions

Please read each question carefully and to mark your answers use X in the boxes or spaces provided.

10. School: **A**

11. Location of the school:

Farm	Suburban	Township	Informal settlement	Rural
------	----------	----------	---------------------	-------

12. Teaching experience altogether?

0 – 5 years: _____

6 – 10 years: _____

Over 10 year's: _____

13. Overall number of years as a principal:

0 – 5 years: _____

6 – 10 years: _____

Over 10 year's: _____

14. Gender:

M
F

PART B**DISCIPLINARY ROLES, STRUCTURES AND PROCEDURES**

This part is about you, and your role in relation to the administration of discipline in your school.

Instructions

Please read each question carefully and use X to mark the response you feel is relevant with regard to your role. In case there are roles that are not listed in the questionnaire, please write them in the space provided, the 'other' or 'specify' part.

8. Does the school have a Disciplinary policy? Yes _____ No _____
9. Is it in line with the prescripts of the National Education Policy Act? Yes _____ No _____
10. What role do you play in relation to discipline in your school?

ROLE	RESPONSE
Chairperson of the Disciplinary Committee (DC)	
Coordination of the DC meetings	
Communication with parents	
Capacitating parents and learners on discipline policy issues	
Counselling	
Recording of sanctions	
Monitoring of the implementation of the sanctions	
Monitoring of compliance to the discipline policy	
Other (specify)	

11. What disciplinary structures do you have in your school?

12. What disciplinary procedures do you follow to attend to cases of indiscipline in your school?

PART C

LEARNERS' OFFENCES

In this part possible learners' offences are listed. You are requested to identify those relevant to your school and note the trends or patterns with regard to the occurrence of the offence/s.

Instructions

Please read each question carefully and use X to mark the response you feel is relevant with regard to your role. In cases where there are offences that are not listed in the questionnaire, please write them in the space provided, the 'other' or 'specify' part.

1. From the disciplinary problems and offences listed below which offences are common in your school?

OFFENCE	RESPONSE
Late coming	
Absenteeism	
Noisemaking	
Bunking of classes	
Use of vulgar language	
Theft	
Fights	
Vandalism	
Rape	
Intimidation (educators)	
Drinking	
Disobedient to rules	
Bullying	
Sexually deviant behaviour	
Not doing assigned work	
Drug abuse	
Possession of dangerous weapons	
Other (specify)	

PART D

DISCIPLINARY MEASURES

This part looks at the identification of disciplinary measures used to manage learners' indiscipline in your school and the patterns or trends with regard to the administration of these measures in schools. To address the latter, different disciplinary measures are listed and the patterns in terms of **always**, **occasionally** and never will be used to clarify the consistency of your school in using the disciplinary measures.

Instructions

Please read each question carefully and use X to mark the response you feel is relevant with regard to the disciplinary measures used in your school and also the consistency in terms of how often you use each disciplinary measure. In cases where there are disciplinary measures that are not listed in the questionnaire, please write them in the space provided, in the 'other' or 'specify' parts.

3. Using the rating scale provided below (always, occasionally or never), specify how often is each disciplinary measure used in your school?

DISCIPLINARY MEASURE	ALWAYS	OCCASIONALLY	NEVER
Ask them to write certain words repeatedly, to fill certain pages			
Pinching			
Give additional school work			
Ask them to stand on one leg			
Clean the school yard			
Chase them out of the class			
Run around the school premises			
Beat with a hand			
Beat with an object (cane, ruler, belt)			
Keep them in class to sit and ponder about their unaccepted behaviour			
Deny the child use of a toilet			
Clean school toilets			
Instruct learners to sit in corners labelled for problematic learners			
Give counselling to learners			
Ignore them/turn a blind eye			
Verbal warning			
Put cello tape on learners' mouths			

Demerits			
Deny use of lunch time			
Instruct learners to stand with their noses against the wall			
Instruct them to strip naked if books are not covered			
Assign community work			
Other (specify)			

PART E

PRINCIPALS' BELIEFS WITH REGARD TO EFFECTIVE DISCIPLINARY APPROACHES

This part aims to establish your beliefs in relation to approaches to school discipline. Different statements are listed and the responses in terms of **Strongly Agree; Agree; Uncertain; Strongly Disagree** and **Disagree** are used.

Instructions

Please read each statement carefully and use X to mark the answer that you feel clearly describes your preferred approach to discipline. Put your X in the box provided and rate your answer according to: **Strongly agree, Agree, Uncertain, Stronglydisagree and Disagree**. Please answer all the questions.

STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Corporal punishment is a necessary part of learners' upbringing and education					
The ban of corporal punishment is a less serious issue that doesn't deserve the urgency it is afforded					
The use of corporal punishment can result in positive change of behaviour					
Corporal punishment is effective when used as a last resort for learners not responding to other methods					
State of affairs in homes and schools demands for corporal punishment					
Religion and culture must determine the way discipline is managed in schools					
Reasonable smacks cannot be called abuse					
Detentions, demerits and community work also have a negative psychological impact					
It's wrong to assume that corporal punishment can determine positive outcomes; beatings don't have the same impact on every learner					
Corporal punishment intends of produce passive citizens who accept authority unquestioningly					
Banning corporal punishment has resulted in stress for educators					
The ban of corporal punishment constitutes serious interference with the liberty interests of parents					

In protecting learners' rights, race, culture, tradition or religion must be disregarded					
Corporal punishment is often an outlet for pent-up feelings of educators					
Corporal punishment is psychologically damaging					
The use of corporal punishment might not be a crisis to adults but it's a crisis to children					
Corporal punishment teaches learners that violence is an appropriate way to respond to problems					
Corporal punishment causes learners to undermine other disciplinary measures as unimportant					
Adults must model and explain positive behaviour to learners					
Classrooms with fewest behavioural problems are run by teachers who are committed to non-violent approaches to classroom discipline					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX C2

INSTRUMENT 2

A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership

Questionnaire for:

Educators responsible for discipline

Introduction

The aim of the study is to determine the consistency that prevails between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. An auxiliary purpose is to assess the implications for school leadership. It is divided into five parts. Part A is about you and the demographics of your school. Part B is about your role with regard to the administration of discipline in your school. Part C entails the identification of the learners' offences and the trends or patterns with regard to the occurrence of the offences. Part D looks at the disciplinary measures used to manage indiscipline and the patterns or trends with regard to the administration of these measures. Part E aims to establish the belief systems of educators with regard to approaches used to discipline learners and ultimately identify their preferred measures in administering discipline in their schools.

PART A:

BIOGRAPHICAL DATA

Instructions

Please read each question carefully and mark your answers using an X in the boxes or spaces provided.

1. School: **A**
2. Location of the school:

Farm	Suburban	Township	Informal settlement	Rural
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3. Teaching experience altogether?
0 – 5 years: _____
6 – 10 years: _____
Over 10 year's: _____

4. Gender:

M
F

PART B**DISCIPLINARY ROLES, STRUCTURES AND PROCEDURES**

This part is about you and your role in relation to the administration of discipline in your school.

Instructions

Please read each question carefully and use X to mark the response you feel is relevant in relation to your role. In cases where there are roles that are not listed in the questionnaire, please write them in the space provided, using the 'other' or 'specify' parts.

13. Does the school have a Disciplinary policy? Yes _____ No _____
14. Is it in line with the prescripts of the National Education Policy Act? Yes _____ No _____
15. What role do you play in relation to discipline in your school?

ROLE	RESPONSE
Chairperson of the Disciplinary Committee (DC)	
Coordination of the DC meetings	
Communication with parents	
Training of parents and learners on discipline policy issues	
Counselling	
Recording of sanctions	
Monitoring of the implementation of the sanctions	
Monitoring of compliance to the discipline policy	
Other (specify)	

PART C

LEARNERS' OFFENCES

In this part possible learners' offences are listed. You are requested to identify those relevant to your school and note the trends or patterns in relation to the occurrence of the offence/s.

Instructions

Please read each question carefully and use X to mark the response you feel is relevant in relation to your role. In case, there are offences that are not listed in the questionnaire, please write them in the space provided in the 'other' or 'specify' part.

1. From the disciplinary problems and offences listed below which offences are common in your school?

OFFENCE	RESPONSE
Late coming	
Absenteeism	
Noisemaking	
Bunking of classes	
Use of vulgar language	
Theft	
Fights	
Vandalism	
Rape	
Intimidation (educators)	
Drinking	
Disobedient to rules	
Bullying	
Sexually deviant behaviour	
Not doing assigned work	
Drug abuse	
Possession of dangerous weapons	
Other (specify)	

PART D

DISCIPLINARY MEASURES

This part looks at the identification of disciplinary measures used to manage learners' indiscipline in your school and the patterns or trends with regard to the administration of these measures in schools. To address the latter, different disciplinary measures are listed and the patterns in terms of **always**, **occasionally** and **never** will be used to clarify the consistency of your school in using the disciplinary measures

Instructions

Please read each question carefully and use X to mark the response you feel is relevant in relation to the disciplinary measures used in your school and also the consistency in terms of how often you use each disciplinary measure. In cases where there are disciplinary measures that are not listed in the questionnaire, please write them in the spaces provided using the 'other' or 'specify' part.

4. Using the rating scale provided below (always, occasionally or never), specify how often is each disciplinary measure used in your school?

DISCIPLINARY MEASURE	ALWAYS	OCCASIONALLY	NEVER
Ask them to write certain words repeatedly, to fill certain pages			
Beat with an object (cane, ruler, belt)			
Give additional school work			
Ask them to stand on one leg			
Clean the school yard			
Chase them out of the class			
Run around the school premises			
Beat with a hand			
Clean school toilets			
Pinching			
Keep them in class to sit and ponder about their unaccepted behaviour			
Deny the child use of a toilet			
Instruct learners to sit in corners labelled for problematic learners			
Give counselling to learners			
Ignore them/turn a blind eye			
Verbal warning			
Put cello tape on learners mouths			
Demerits			

Deny use of lunch time			
Instruct learners to stand with their noses against the wall			
Instruct them to strip naked if books are not covered			
Assign community work			
Other (specify)			

PART E

EDUCATORS BELIEFS IN RELATION TO EFFECTIVE DISCIPLINARY APPROACHES

This part aims to establish your beliefs in relation to approaches to school discipline. Different statements are listed and the responses in terms of **Strongly Agree; Agree; Uncertain; Strongly Disagree** and **Disagree** are used.

Instructions

Please read each statement carefully and use X to mark the answer that you feel clearly describes your preferred approaches to discipline. Put your X in the box provided and rate your answer according to: **Strongly agree, Agree, Uncertain, Stronglydisagree and Disagree**.

Please answer all questions.

STATEMENT	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Corporal punishment is a necessary part of learners' upbringing and education					
The ban of corporal punishment is a less serious issue that doesn't deserve the urgency it is afforded					
The use of corporal punishment can result in positive change of behaviour					
Corporal punishment is effective when used as a last resort for learners not responding to other methods					
State of affairs in homes and schools demands for corporal punishment					
Religion and culture must determine the way discipline is managed in schools					
Reasonable smacks cannot be called abuse					
Detentions, demerits and community work also have a negative psychological impact					
It's wrong to assume that corporal punishment can determine positive outcomes; beatings don't have the same impact on every learner					
Corporal punishment intends of produce passive citizens who accept authority unquestioningly					
Banning corporal punishment has resulted in stress for educators					
The ban of corporal punishment constitutes serious interference with the liberty interests of parents					

In protecting learners' rights, race, culture, tradition or religion must be disregarded					
Corporal punishment is often an outlet for pent-up feelings of educators					
Corporal punishment is psychologically damaging					
The use of corporal punishment might not be a crisis to adults but it's a crisis to children					
Corporal punishment teaches learners that violence is an appropriate way to respond to problems					
Corporal punishment cause learners to undermine other disciplinary measures as unimportant					
Adults must model and explain positive behaviour to learners					
Classrooms with fewest behavioural problems are run by teachers who are committed to non -violent approaches to classroom discipline					

THANK YOU FOR YOUR PARTICIPATION

APPENDIX C3

INSTRUMENT 3

A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership

Interview schedule for:

Principal and Educators who are members of the DC and those teaching LO or Guidance

INTRODUCTION

1. Purpose of the interview

The aim of the interview is to determine the consistency that prevails between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. An auxiliary purpose is to assess the implications for school leadership. Please feel free to share with me your learner behaviour related challenges, intervention disciplinary measures and the impact thereof, and the positive or negative socialization consequences of the disciplinary measures. From these experiences I will also ask you to recommend the changes that should be made in schools or what needs to be enhanced to ascertain that indiscipline is minimised or totally controlled in schools.

Apart from the above purposes, the information sourced for the study will be used to write papers for publication and discussions in conferences. I will also disseminate findings to the interested schools with a view to finding ways to improve discipline in schools.

2. Guaranteed Anonymity and Confidentiality

Please be assured that whatever you say, or do, or show me will be treated completely confidentially and in case I have to quote you verbatim, I will use a pseudonym instead of your actual name, and for the school I will use a code.

3. Permission to Tape

I would like to tape the conversation for an accurate record of our discussion. You have a right to ask for the transcript to review it before it is used in the report or to totally cancel it. Do you have a problem if I tape this conversation?

4. Any questions

Before I start, do you have any questions about the purpose and use of this interview: confidentiality and anonymity, tape recording, or any other thing you would like to ask?

INTERVIEW QUESTIONS

- How much of a problem is discipline at this school?

- What role do you play in the management of discipline in this school?

- Which five offences are the most common in this school?

- What do you think are the reasons for the commonality of the above mentioned five offences?

- _____

_____ Can you outline your disciplinary policy in terms of the disciplinary measures you are using and for which offences?

- From the disciplinary measures you have mentioned, which disciplinary measure do you use more often and why?

- Which disciplinary measures are yielding more positive results in terms of improvement in learners' behaviour?

- What do you think are the reasons for the positive changes?

- Which disciplinary measures seem to be yielding negative results in terms of the improvement in learner behaviour?

- What do you think are the reasons for the negative results?

- What recommendations can you make in terms of the improvement of disciplinary measures used in this school?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

APPENDIX C4

INSTRUMENT 4

A study of Practices in the Alternatives-to-Corporal Punishment strategy being implemented in selected primary schools in Buffalo City Municipality: Implications for school leadership

Interview schedule for:

Learners

INTRODUCTION

- **Purpose of the interview**

The aim of the interview is to determine if there is commonality between the disciplinary practices in the schools and the principles of the Alternatives-to-Corporal Punishment strategy. Please feel free to share with me your experiences on how school discipline is maintained in your school and the way you feel about the disciplinary measures used. From these experiences I will also ask you to recommend the changes that you think should be made in schools as far as disciplinary measures are concerned.

- **Guaranteed Anonymity and Confidentiality**

Please be assured that whatever you say, or do, or show me will be treated completely confidentially and in case I have to quote you verbatim, I will use a pseudonym instead of your actual name, and for the school I will use a code.

- **Permission to Tape**

I would like to tape the conversation for an accurate record of our discussion. You have a right to ask for the transcript to review it before it is used in the report or to totally cancel it. Do you have a problem if I tape this conversation?

- **Clarity on the words to be used**

I am going to use the word “offence” when I refer to unacceptable behaviour or bad behaviour but please understand that this is done only to clarify the kind of information I need to get from you. I am not using the names to label you so don’t feel like I am looking at you as a bad child or a child who does not respect the school rules.

- **Any questions**

Before I start, do you have any questions about the purpose and use of this interview: confidentiality and anonymity, tape recording or any other thing you would like to ask?

INTERVIEW QUESTIONS

- What is your understanding of a well behaved learner?

2. Which offences are usually committed by learners in your school?

- What offence/s have you ever committed?

- What sanction/s were you given for the offence?

- How did you feel about the sanction you were given?

- How did the sanction help you?

- Are there any sanctions that you hate and are making you feel less loved?

- Are there any sanctions that you fear in so much that they lead to change your behaviour?

- Are there any sanctions that you really enjoy, those that can even encourage you to repeat the offence?

- How would you prefer to be corrected when you have done wrong?

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

APPENDIX D1

DATASET 1: INTERVIEW RESPONSES

Principal Educators who are members of the DC and those teaching LO or Guidance

INTERVIEW QUESTIONS

1. How much of a problem is discipline at this school?

RESPONSES FROM PRINCIPALS

P1 (IS) (Before we could commence with question the deputy principal asked for the copy of the responses for record purposes")
"Due their family background I wouldn't say it 100% good, it is not excellent but it is also not very, very bad. Their background has an impact as others are living with grandparents, some parents are working so they are not able to come when called so that the problem can be discussed"
P2 (F)
"You know we are fortunate because this school belongs to the Catholic Church and its running is dominated by catholic ethics. We are a public school in private property so there was an agreement between the government and the church that this school will be run as such. We pray three times a day, in the morning, at midday and before the learners live for home. So because of that background we have a very minimal problem of indiscipline, we do have those unserious ones because children are children but with regard to the serious ones like theft we have 1 or 2 in a year's time"
P3 (S)
"We have very good level of discipline, it's not perfect but it can be better, I've been to worse school for example Ross High* has very good results but discipline is nil"
P4 (R)
"I don't want to say it's good, I can only say it's fair it still need constant improvement and revisited. If I say it's good I will have to I will need to explain and that will be difficult to explain because grooming a child is a continuous process. Children here are not the same because they come from different homes and due that teachers need to constantly have that hawkish eye and check what needs to be improved. Teachers need to work as a team and teamwork doesn't only work for management related issues only it also help in maintaining school discipline, moulding a child is a process"
P5 (T)
"Its moderate, I can make an estimate of 45%, I am saying it's moderate because discipline starts from the classroom and different teachers from different backgrounds use different skills. I don't want to say it's bad but there are teachers who can and those who cannot manage their classes. Generally, I am confident to say many incidents involving indiscipline are happening in the classroom and there are very few that happen during break as you would expect that to be the case, we have many learners and our school yard is small and

congested"

RESPONSES FROM EDUCATORS

E1 (IS)

"If I have talk about it in terms of numbers it is not 100%, it is not even 50%, I would say its 40%, they are not very bad and of course that is emanating from their backgrounds. Last week I went to a prize giving in Clarendon Primary then if I need to compare them to Clarendon I would say with that school discipline is 100%. Those learners sat down for the entire event there was no moving up and down as it is a case with our learners, there was no teacher standing in-between tell them to keep quite. Our kids are like this, when one want to go to the toilet the others would want to follow, I even told my friend that with us I could have drank five glasses of water as I would be so exhausted from reprimanding them. Really, the prefect system work as I believe that the prefects were the ones monitoring them"

E2 (F)

"Our learners are not bad at all they behave very well. They come from a poor background and one would expect them to be problematic but they are just the opposite they a bunch of happy people. If I have to rate it I can say its 80-90% good"

E3 (S)

"Since I came here I've had lots of problems compared to where I come from, I have been here for two months, I come from Jamestown*, it's a small town and children are highly disciplined when you talk there would be silence unlike here where they back chat. It seems as if they respect other teachers and some are not respected. It's so frustrating that I even told my husband that I would rather stay at home. Here these children walk over us and there is nothing that teachers can do and this detention that they are using also doesn't work. I can say discipline here ranges between 30-40%.

E4 (R)

"Because this is a primary school we don't have much of discipline problem compared to high schools. Primary school learners listen and they take note and be afraid when a teacher reprimands or scold them"

E5 (T)

"Disciplined learners in this school, most of the learners need support, I would say its 40% that behaves well"

2. What role do you play in the management of discipline in this school?

RESPONSES FROM PRINCIPALS

P 1 (IS)

"There is a disciplinary committee in the school, I work hand in hand with them, so if there is no change to a certain child's behaviour then the child is referred to me"

P2 (F)

"My role is to be a monitor, class teachers handle all the minor offences and if an offence persists then it's referred to me and if it's necessary I call the parent. To be honest we do not have a DC and we use the SAAMS that outlines how children are supposed to be disciplined and the ATCPs thereof"

P3 (S)

"It starts with the teacher and if the teacher can't handle it then it's referred to the deputy principal, we have a very good and experienced deputy who used to be the acting principal. When there is no change then it's referred to me. We don't have the DC, the DC is the SMT, we can't be calling parent body, the SGB for every case because they are also busy with their commitments so they are not always available but in other very serious disciplinary hearings the SGB is called"

P4 (R)

"As the school principal I am the preacher of discipline, I take the issue of discipline as my baby. I also form part of the DC. Lateness and punctuality are our problem areas but nevertheless the open door policy helps us because people can always come and raise issues if they wish to do so"

P5 (T)

"I am in the SMT as I am the HOD so I am usually the first point of contact that teachers report to sometimes if the case is serious they go straight to the principal. My duty is to advise, support, mentor and monitor. I monitor if all the procedure are being followed, e.g. in a case where a parent has been called I check if that was done. We do have a DC but it is not in full operation because of the problems that we had in this school"

RESPONSES FROM EDUCATORS

E1 (IS)

"I am not in any committee although I also maintain discipline as a class teacher. I am only a LO educator"

E2 (F)

"Most of the times during the morning we talk about morals and we have also have library boxes where we encourage them to spend their time reading and we also involve them in Readathon activities. We encourage them to pray and everyday at 12pm they pray and acknowledge that there is a mighty power and they are able to learn whilst other children are begging in street corners"

E3 (S)

"I am teaching LO and I am replacing a teacher that has left"

E4 (R)

"I teach LO and I am also the additional member of the DC"

E5 (T)

"I do help a lot with relation to discipline, I am a class teacher and LO teacher but I do help a

lot. In many occasions, my learners, Grade 5 tend to be problematic learners so I am always involved”

3. Which five offences are the most common in this school?

RESPONSES FROM PRINCIPALS

P1 (IS)
“Fights, the use of vulgar language and noisemaking”
P2 (F)
“Fights, stealing of pens, vulgar language, absenteeism and we have very few cases of serious theft for only one cell phone was stolen so we banned cell phones at school. Smoking is also very rare and it cannot be easy for them to do such because we have laws here like no one is always to sit or stand next to the toilets even when you go to the toilet you ask for permission, toilets are used for their purpose only, no child is supposed to live the premises even if something is calling them they must report to the teachers and teachers handles it themselves. If you are caught smoking we call a parent”
P3 (S)
“Cheekiness, back chatting, disrespectful, not doing homework, bullying and noisemaking. We do not have serious one last year there was one rape case where a learner was raped in the hostel but that's not common”
P4 (R)
“Lateness, truancy, learners who do not attend school regularly and not doing homework, bullying and the use of vulgar language”
P5 (T)
“Absenteeism, late-coming, fights, disruptiveness in class, rude language. I don't want to say this but there are those that we suspect are using drugs, some learners would say they are using drugs when we confront them about their behaviour or some would mention that themselves and at times a learner will mention the kind of pill he is using. Nevertheless, we always aim to be restorative in our approach we don't want to be punitive but we want to help the child.”

RESPONSES FROM EDUCATORS

E1 (IS)
“I am not saying this is common but this year we had a case of sexual deviant behaviour when some learners were found having sex in the toilets, that was attended to and it never happened again. Prominent offences are noisemaking, fighting and the use of vulgar language. They do not use in-front of us but when you are moving around in the passages you can hear them using the Q words.”
E2 (F)
“Teasing, fights, theft and absenteeism but they are not that common”
E3 (S)

“Back chatting, don’t listen, do what they want to do and they are disrupting the class”	
E4 (R)	“When the teacher leaves the classroom they make noise immediately, fight and run up and down they always want to be monitored. The other offence is that they sing when the teacher lives the class, they tease each other and they use bad language. When they fight or use vulgar language we steal from what is prohibited (siyebisa) and we beat them.
E5 (T)	“Let me start by saying our children do not listen when you give them an instruction, you talk, they talk, they are disrespectful, they do not take account of what you are trying to reprimand them about, they fight, they steal and the language they use is inappropriate. It’s not easy to deal with them, you reprimand this, and they forget and start another one. They are cases that are reported e.g. of theft in the nearby shopping centre and at times we do have cases of learners who are reported to have raped others”

4. What do you think are the reasons for the commonality of the above mentioned five offences?

RESPONSES FROM PRINCIPALS

P 1 (IS)	“I would say it comes from their family background, domestic violence is very rampant in their homes, even if it’s not their parents they see it from their neighbours”
P2 (F)	“The reasons are because kids like to experience with things, they fight when they are teasing one another, stealing of pens happens when others do not have pens and absenteeism is related to the weather, see today its rainy 50% of the learners are not here. These learners come from 17 different farms and the furthest is 23 kilometres away and they are transported to school and the rule is you wait for the transport it doesn’t wait for you so if a child is late for the bus there she will be absent, some learners must at the bus stop by 6:30am.
P3 (S)	“It must be because of problems from home, most children are coming from homes where there are single parents or divorced parents. I believe that we have problem parents not problem children. In some cases you will find died the day the child was born so the child will always carry the burden. We have children that are coming from granny headed homes and many are not living with their parents but relatives some are jet setting, some are working far away some have remarried, one parent has married a Pakistani guy and has adopted Muslim religion and the child refused so she was disowned”
P4 (R)	“Lateness is caused by the fact that parents leave early for work, e.g. at 6 or at 7 and because of that there is no one to monitor the children, and parents think that all is well whilst children are not attending school. The environment also plays a role, there are a lot of shebeens and adults, couples or partners do not consider when they do things, some things are done in the presence of children but we are encouraging our learners to report any

injustice done to them even if it is bullying from their peers”

P5 (T)

“I think it’s because of their family background and poverty, remember previously this place used to be a squatter area, congested and dirty and most people were unemployed. I can boldly say compared to the previous time there is great improvement because houses have been built then people try as much as they can to be civilised. There is a great improvement even to the way children dress, we used to have NGOs coming to wash children because they were dirty and some had sores due to their living conditions”

RESPONSES FROM EDUCATORS

E1 (IS)

“Every 10 minutes people are fighting in their communities and shacks are very close to one another so it is very impossible for them not to hear these things. They are so fascinated by fights in so much that whenever there is a fight they will run to it but they do not stop the fighters but will just stand and watch”

E2 (F)

“Absenteeism stems from the weather conditions; if the weather is bad they do not come. The others are caused by lack of respect for the other person”

E3 (S)

“Maybe they need attention or there are social problems at home but some of them are just playing foolish”

E4 (R)

“They sing because we are nearing a festive season, there will be ceremonies in our community, weddings and boys coming back from initiation school. They also do arts and culture so they get to practice. Sometimes they fight because money has been stolen from them, others have taken their lunch boxes or its revenge related because of a fight that took place in the village.

E5 (T)

“I think it’s because of their community, the rude language could be emanating to the fact that it’s a normal thing in their community. The other thing is that caring parents are very few; parents are no longer instilling home values. It could also be due to modernisation, learners know their rights, you cannot shout them and you cannot accuse them of stealing something without having evidence, they tell you”

5. Can you outline your disciplinary policy in terms of the disciplinary measures you are using and for which offences?

RESPONSES FROM PRINCIPALS

P1 (IS)

“The class teacher is a starting point, he/she has to report on the steps taken before she can refer the case to DC, if the DC is not making progress then the case is referred to the Deputy

Principal then if it can't be solved the SGB is called to come in. The strategies are we warn them that we are going to call parents or we do call parents, we tell them to clean the stairs, pick up the papers or sweep the floor, counselling is also done by educators, SANCA people and former students are called to address, educate and motivate learners and we involve parents”

P2 (F)

“The procedure is that the class teacher handles the less serious offences and the serious ones are referred to the principal. I want to be honest I beat these children because it is not even easy to get hold of the parents as they live far and have to pay and moreover some are working so if I can handle it then I beat the child. I cannot give them a task to sweep or pick up papers because I teach them that picking papers is important so they are not allowed to pass a paper and every morning they collect the papers so I can't use that as a form of punishment. You must understand that our communities live far away and far apart and it is also very difficult to know the child's background and the norms and values inculcated in their homes so we create our school based norms. The only meetings that we can say are effective are the meetings during the beginning of the year and the end of the year. We have 193 learners but I can assure you as we are having a prize giving ceremony tomorrow we are going to have less than 50. If you call a parents meeting you have to write to the farmers and they are only given 1 hour, their lunch hour, from 12-1. They are brought here at one they must live at one, so tell me, what can you discuss in a hours time, it can only be about reporting?”

E4 (R) “Discipline start from the class teacher, if there is no improvement the class teacher reports to the Senior teacher and then it's taken to the SMT. The senior teachers work very closely with the SMT. We would love to involve the parents but parents seldom come to school they only came when there is a problem but nevertheless we do address these things when we have parents meetings. We use the following strategies to discipline the learners, we counsel them, and we ask them to pick up papers during break because we do not want to disturb their learning and we don't beat them. We also teach them to apologise if they have done something wrong so that they can own up or be responsible for their actions”

P5 (T)

“The class-teacher reports to an HOD, the HOD to the principal and if it can't be controlled a parent is called. Last time when the DC was functional we used to involve the SGB; now that we have been given a moratorium we are no longer taking that route until everything is in place. We have cases that we believe are supposed to be handled by DoE but due to the fact due processes are not being followed we are not because obviously we are going to be turned back. As beating learners is out of question we give verbal warnings, time out, we have naughty corners and sometimes you have to coerce or rather intimidate them but at times that also doesn't work, they respond in silly ways even if you are trying to frighten them. One day I tried to frighten certain boys that were playing outside and I told them I was going to beat them. They made a joke out of it, peeping in-between classroom shouting, “you are

lying Mr Majola*. Sometimes you end up laughing at these things”

RESPONSES FROM EDUCATORS

E1 (IS)

“It starts from the class teacher who is also supposed to take some measures before he can refer, the teacher reports to the HOD and a parent is called, if no improvement the case is referred to the DC and ultimately to the SMT if there is no change. But I must say it very rare for us to go to that extent. We do not use or try to avoid using corporal punishment, we ask them to do some work or sweep, we ask them to finish the work they haven’t done or we give them more work during break but we do allow them to eat their lunch. We also keep them after school, just like during break they sweep and clean. We prefer keeping them after school as the time is longer, an hour, unlike the break that is only 30 minutes. These tasks are done under the teachers supervision and the after school one is very effective because learners knock off an hour before the educators and that’s the time we use for keeping them”

E2 (F)

“The class teacher is the starting point if it is serious you refer it to the DC if the principal is not around we are 8 teacher so we sit and discuss as a committee, the principal calls if there is a need. We don’t use corporal punishment; we call a parent and find an amicable solution. At times we talk to them.

E3 (S)

“If you are a subject teacher, you write in a diary and send a child for detention and if it’s serious you take the child to the phase head. They are given detention and some give them extra work. This detention thing also doesn’t work it needs to be changed”

E4 (R)

“It starts with the class teacher, if she has been talking and there is no change then it’s referred to the HOD from the HOD it goes to the deputy principal, at times the parent will be called and it can further be taken to the SGB. We tell them to sweep the classroom or remain in class whilst others are enjoying their break time but because we have a feeding scheme we allow the learners to fetch their food and sit and come back and sit in the classroom”

E5 (T)

“Cases are different, you can take it from class teacher to the principal or SMT, if it’s serious then a parent is called. We do referrals to the social workers but some parents go to local CBOs and seek help. We do not have cases that are referred to the SGB; they are very, very rare. I do pinch them or beat them, shout or talk to them, call parents and the parent will punish the child in his/her own way, we cannot tell parents on how to punish their children. I sometimes send them to work in the garden but there are also teachers who turn a blind eye”

6. From the disciplinary measures you have mentioned, which disciplinary measure do you use more often and why?

RESPONSES FROM PRINCIPALS

P 1 (IS)
"They remain behind after school. Learners hate to remain at school, of-course under the supervision of the educators whilst other learners have gone home. They do not want to be laughed at or mocked by other learners"
P2 (F)
"We beat them"
P3 (S)
"We use talking, we have a consultation with the parent or child, some children end opening their hearts out and cry and I think that the greatest punishment"
P4 (R)
"Counselling is the one that produce positive results because if you tell the child about the seriousness or the gravity of the action they listen. As we are not permitted to beat they must not also not do things that will lead to us doing things that they wouldn't accept, e.g. use corporal punishment"
P5 (T)
"From Grade 4-7, we mainly use time out and in the lower grade I would say we don't have much of a problem, I don't know how, we have an HOD who is managing the lower grade. Not long ago we had a student teacher from Fort Hare and we learnt so much from her, she had wonderful ways of dealing with children. Usually we expect student teachers not to cope but that one was different. She used different strategies to control learners, she would clap or ask them to do a statue, we really learnt a lot from her, it was vice versa instead of her learning from us we learnt from her"

RESPONSES FROM EDUCATORS

E1 (IS)
"Keeping them after school or during break time"
E2 (F)
"We talk, the parents are the last resort"
E3 (S)
"Detention because it's the only one that is used"
E4 (R)
"We prefer keeping them in class during break, because there are people working here, cleaning the classrooms so making them clean doesn't always work"
E5 (T)
"We talk to them"

7.Which disciplinary measures are yielding more positive results in terms of improvement in learners' behaviour?

RESPONSES FROM PRINCIPALS

P1 (IS)
"Counselling, detention, calling other people to come and talk to them and calling parents"
P2 (F)
"Corporal punishment, there is a lot of improvement, we don't necessarily use it to everybody, we mainly use it for the lower grades then with older ones if it's serious I call the parent, there is no debate about it"
P3 (S)
"Talking or counselling works, counselling is two way, we meet the parents to understand their problems and we work hand in hand towards seeking a solution"
P4 (R)
"Counselling"
P5 (T)
"The time out yields positive results because if learners are outside other teachers will ask for an explanation although this is not always the case as others like roaming outside"

RESPONSES FROM EDUCATORS

E1 (IS)
"Keeping them for an hour after school and calling the parents"
E2 (F)
"Talking"
E3 (S)
"There is none"
E4 (R)
"Keeping them in class during break"
E5 (T)
"I do not know what really helps because it depends on whether the child's conscience works and if she/he is going to see the mistake"

8.What do you think are the reasons for the positive changes?

RESPONSES FROM PRINCIPALS

P1 (IS)
"They are able to hear things from another person's perspectives they tend to listen to people that are coming from outside" Some parents beat them in-front of us so no child wants to be humiliated.

P2 (F)
"Children are afraid of corporal punishment, they sometimes cry before they are even beaten, if a child is brought in by other learners its even embarrassing"
P3 (S)
"The fact we work together we handle the problem jointly with parents"
P4 (R)
"If you approach them as a parent and act like apparent children feel better, as a result children are not afraid of my office they come, sit and discuss their problems"
P5 (T)
"Those who are afraid of teachers do not want to answer to them"

RESPONSES FROM EDUCATORS

E1 (IS)
"Learners do not want to remain behind and moreover do more work and others are also afraid of their parents."
E2 (F)
"It works because they know that we teach them that, as our principal always state that this is a school for learners and if one is not prepared to be a learner, she/he must leave and let others learn"
E3 (S)
"There is no positive change, the naughty remains naughty or they are fine for a day or two then they start again to do the wrong things. The Grade 3s and 4s are not that bad but the Grade 7s are handful, I don't if it's their hormones. Other teachers are also experiencing the same problem"
E4 (R)
"It works because young people likes to play and remaining in class during break is frustrating them"
E5 (T)
"It depends on the personality of the child, the other one could act as if he/she hasn't heard anything but ultimately change and be ashamed of doing wrong"

9.Which disciplinary measures seem to be yielding negative results in terms of the improvement in learner behaviour?

RESPONSES FROM PRINCIPALS

P 1 (IS)
"Shouting or scolding learner and corporal punishment"
P2 (F)
"You might think that I am contradicting myself but I also do not encourage the use of corporal punishment because if a case can be opened they are on their own I can't support them. As a

principal I can take that risk because I can always talk to parents”
P3 (S)
“Corporal punishment”
P4 (R)
“Careless talking that goes with verbal abuse makes a child to lose confidence in you, heckling is wrong. Labelling learners is wrong thus they end using force and be physical. A child brings a problem to you as a teacher and you close the door on him. One good turn deserves another”
P5 (T)
“It depends because even the timeout I am talking about is not working at times if a child has other problems besides being just naughty, e.g. if a child has learning problems, he will surely be problematic. An example is that I have a child who can't write, when it's teaching time he will sit and behave but the time to write, he will start all sorts of problems. He is naughty because he is frustrated. In a case where there is no remedial teacher this is also a problem, others are older and can't write they also become embarrassed. As a teacher you can't just keep such children you must devise some means to help, so I believe the positives or negatives of a disciplinary measure depends on the learner's problem.

RESPONSES FROM EDUCATORS

E1 (IS)
“Making them do push ups or asking them to face the wall, they enjoy that and they laugh and others will laugh at them and it disturbs the whole class and then you end up feeling stupid as a teacher. Punishing a learner in-front of the classmates doesn't work, they make a joke out of it or they become cheeky”
E2 (F)
“If you don't take note of how you speak to children, words can make or break a child”
E3 (S)
“Corporal punishment”
E4 (R)
“This thing of asking them to stand on one leg doesn't work they laugh and make fun of it. Calling children using offensive nicknames is a wrong thing, they like it when you use lovely nicknames like comparing a child to teacher, for example, “hey, sit down you boy with dark complexion as myself”. Do not ridicule a learner in front of other learners because learners tease each other. If you had spoken wrongly to a learner you need to make sure before the learner goes home you have addressed that, the one who had learning problems must also be sent out for errands like others, “please take this thing to the staff room *Buhle”, treat them equally, the clever one must also be beaten.
E5 (T)
“Beating the children doesn't work in the sense that beating or being beaten is not a nice thing

and it leads to a child not using his brains. Other learners would just say, "it will only be sore now but I am going to repeat it the deed and I will do it where she will not be able to see me. Being beaten up angers a person and doesn't teach the child the problem solving skills she has to use for the future" Talking is different, talk clearly and don't make noise because at times children err not being aware that what they are doing is wrong"

10.What do you think are the reasons for the negative results?

RESPONSES FROM PRINCIPALS

P1(IS)
"Children get used to being scolded and beaten so tend not to take them seriously"
P2 (F)
"Corporal punishment instils fear so it spoils the relationship between the teacher and the child, a child won't be able to talk to the teacher even if he has a problem. It's not always wise to beat them because teachers at times beat them for wrong reasons even when a child has failed a test, it is wrong to do that as there can be a number of reasons that can lead to failure including the teacher inability to teach a certain subject"
P3 (S)
"I discourage it not necessarily that it's a harm to the children but to the teachers, I discourage the teachers from using a hiding because if there can be a case they are on their own, the school or I cannot do anything to help them. Personally I believe in corporal punishment I smack my children and I've got family friends that are using the corner system as I believe is psychologically damaging unlike giving a hiding when necessary, hug and explain and life goes on. In using a hiding there are also boundaries so it depends on how you handle it for an example the principles that you don't beat a child when you are angry and you only smack when something is life threatening so a hiding must not be for every offence e.g. when a child's is running towards a car, smoking or is pulling an electric plug"
P4 (R)
"The child gets confused and end up not knowing what is the difference between right and wrong, the approach doesn't build the child's character. Educators must always strive to be exemplary because anything that you sow in the child's mind cannot be easily erased"
P5 (T)
"As aforementioned the failure of a disciplinary hearing may be emanating from the mere naughtiness of learners or it may be that they have learning problems"

RESPONSES FROM EDUCATORS

E1 (IS)
"They enjoy it, it's fun to them and it frustrates the educator at the end of the day"
E2 (F)

"Language is very important and children are sensitive. We need to encourage but also allow children to be themselves. Things like chasing a child outside are wrong and they are a drawback, a child may fail because of that"

E3 (S)

"The child can be affected in a very bad way, embarrassed, ashamed for getting a hiding in-front of others"

E4 (R)

"When it comes on standing on one leg, it will be joke and you will just notice that it doesn't work. It is not right when the children are not treated equally"

E5 (T)

"Because of the beatings the child can end up being naughty because a child who is always beaten becomes unstable and will also use the same approach to deal with problems even when he/she is an adult, it doesn't solve the problem but promote violence"

11.What recommendations can you make in terms of the improvement disciplinary measures used in this school?

RESPONSES FROM PRINCIPALS

P1 (IS)

"Community work needs to be introduced because learners can learn diligence and commitment. They won't waste time loitering around but will be committed to something"

P2 (F)

Because "A child is brought by a parent to school so you need to first report the child to the parent and you collectively agree on the ATCP to be imposed. Parents have a tendency to bring their children to their teachers and ask the teachers to beat the child. The learners need to be helped to solve their mistakes, sometimes these things are just mistakes of growing up. Then if after meeting with parent then the offence persist then we can seek the assistance of the social workers"

P3 (S)

"I don't think there is a strategy, it's a combination of factors, you cannot make a change or difference if you are not passionate about what you are doing, and children need a personal touch. Circumstances at home must also be improved because children need love but not to be put in a boarding school; a boarding school is not a school but need to be put in a home. If you can restore the household you can gain much more. At times its necessary that a child be removed, in one instance I even recommended that children be removed in a home where the father was beating the children. The father is a policeman and was not even willing to come to school. The children were placed with the mother but ultimately returned to the father after he noticed his mistakes and changed. A policeman work can be very stressing as there are also death threats but they are fine now. If you always use for example slapping, children can see that as a joke and end up laughing about it and won't take you seriously even if the offence is serious"

P4 (R)

"The involvement of parents is key, parents have a very critical role to play, and they must play a meaningful role to improve learner's discipline. Parents often ask the children, "what are these teachers teaching you?" Their roles must always be clarified to them. Safety weeks through the involvement of the police, justice and social workers must also be roped in so that they can also come and talk to the learners and parents. Parents need to be taught that going to the police or to court is not the easy way out because it there is a long route to be followed so if a disagreement can be sorted out with the teachers there is no need for it to be taken to the courts or the police. Parents should be made aware of what is taking place in schools and about the changes made by the government, e.g. the ban of corporal punishment. It must be clarified to parents that although corporal punishment is prohibited other forms of punishment are still permitted. It also need to be noted that although we were not given a platform to present our cases as young children, democracy is now demanding that we give our children a platform to talk, so parents also need to give their children this platform. In order to reach out to parents in this school we sometimes divided parents according to their children's grades, then it is where the subtle issues relevant to that class are discussed, discipline and school requirements are one of the issues. Parent involvement must not only entail issues of discipline only, issues of learners academic performance must also be discussed because there is a link between the two, out of frustration some learners can end up misbehaving. The SGB is also responsible for the governance of the school so it is also very important to rope them in because they are the ones responsible for formulating the policies. It is also possible can be reversed from the police back to the SGB if it's not a criminal case. We must be open and democratic and the chain between the teachers, the organisations and parents is important"

P5 (T)

"Teachers must model the behaviour that they want to see in children, for example when I am late my learners do ask me and I explain to them the reasons for my lateness, we as teachers must lead by example"

RESPONSES FROM EDUCATORS

E1 (IS)

"The prefect system can work if well regulated, we do it but we do not take it seriously, the learners are defied by other learners and we do not protect them, prefects do not have power. Calling the parent must always be done because its effective"

E2 (F)

"Word of mouth works, if you beat or shout at them children are sometimes cheeky and have a grudge they can end up stabbing you, we have got older learners here and you cannot be certain of what the child is thinking. Make an environment lively like play games with them or let them do what they want to do, let them be creative"

E3 (S)

"I would really like it if parents can be involved, I have observed many parents are called but most are not coming, if there is parent involvement and it can make a big difference. The way the child behaves at home must be the same as home. I don't whether I am wrong but I compare my childhood or my time to this time, I compare Jamestown* and De Vos but it shocks me that children that are coming from well off families can be so unruly whilst children in Jamestown* were poor but much disciplined as one would expect the opposite. These children go to an extent of rudely correcting you when you teach, then I would tell that student to come and teach because she/he knows better, I always tell these learners that I am also human and prone to making mistakes but a child must communicate that in a very respectful way as they also get embarrassed when I expose their little knowledge"

E4 (R)

"Perhaps if a child has done something wrong, we consult the parent, we write a letter to the parent. There must be a close working relationship between parents and schools"

E5 (T)

"I think talking is the best although it is necessary to give a beating sometimes in cases where children are naughty and you want to frighten them for example we do beat our children in our homes. I don't believe in giving them chores like asking them to pick up the papers, some children are physically fit or hyper active they will do the chore and finish without feeling the pain moreover at times you use the strategies that must be taught to the child as form of punishment, e.g. telling the child to wash the dishes, that is a chore not a punishment. There must be disciplinary measures in schools but we must be careful that our children do not beat us in our game or bypass the measures. You cannot underestimate a child's mind so children can have strategies and can have ways of dodging the punishments. What is important is that teachers need to be consistent but not be predictable and these after sometime the disciplinary measures need to be reviewed to check they are still, if there is a need for improvement it must be done and if it doesn't work it must be discarded"

APPENDIX D3
DATASET 2: INTERVIEW RESPONSES FROM LEARNERS
INTERVIEW QUESTIONS

- What is your understanding of a well behaved learner?

L1 (IS-F)	"It means to respect yourself and not living loosely like going to shebeens and having too many wrong friends, meaning friends who do not attend school or bunk school. People must not point at you and say things about you. You must do your school work and not depend on friends and do everything that a friend tells you to do, you need to think for yourself."
L2 (IS-M)	"Listening to teachers, doing your school work or homework, be nice, do not do bully other learners and do not use vulgar language"
L1 (F-F)	"It means to be respectful of other learners, behave well and not treat other children in a very rough way and also respect elders"
L2 (F-M)	"A diligent child, always fresh and active, who is not always doing wrong things like stealing, swearing and beating others"
L1 (S-F)	"It means good behaviour like you need to check the way you speak, when you are behaving well you relent when you are asked to do something, you don't use swear words when talking to other learners. It means good work, not to go to detention every week, not to backchat teachers or prefects"
L2 (S-M)	"It means a respectful child, who speak well and respectfully, well disciplined who knows what to do and what not to do, who does his house chores and school work that is you need not ask for homework when you know you won't have time because you want to play, you rather do the class work"
L1 (R-F)	"A child who is taking care of herself, behave well, do things that are said and needed by the teacher and parents and not be cheeky"
L2 (R-M)	"It means doing things right, study your books and obey instructions like if your parent tell you to do something. Out of disrespect it also happens that some other learners behave differently when they are at school or at home and that is wrong you must be the same"
L1 (T-F)	"It mean doing correct things like being respectful to everybody, young and old, to do your school work and your house chores like cleaning your home"
L2 (T-M)	

"It's a child who listens to the teachers, who writes when he is supposed to, who is quite and doesn't make noise in class, when being sent to do some errands at home he doesn't refuse"

- Which offences are usually committed by learners in your school?

L1 (IS-F)
"They do not do their school work, they fight, boys take the lunch boxes of the younger ones, they use vulgar language and they are cheeky towards the teachers"
L2 (IS-M)
"They break windows, they play in the quad, the quad is a place used for praying, they are cheeky towards the teachers and they use vulgar language"
L1 (F-F)
"Dirtiness, littering and not picking up papers, leaving the plates outside after we have eaten, swearing and absenteeism"
L2 (F-M)
"Learners play in-front of the classrooms and break the windows, sometimes mistakenly, are not writing your tasks, not coming to school and are using bad language"
L1 (S-F)
"Not doing homework, playing mix-it in class, using earphones in class we put them on our arms under our jerseys, swearing and back-chatting, talking or eating during lessons, phones are stolen and food are also stolen from our lunch boxes"
L2 (S-M)
"Children like to beat us with the ball on our heads, you know there is this thing, coulored and white children do some stuff just like us e.g. eating but when they are not doing it and we are they report us. Coulored learners swear at us they use very bad language. That is not always an issue because for example we are united, we do have our normal fights but we get on very well. The problem is that there is a teacher here, Mrs Mall*, with her black children are always on the wrong. Here at school learners do steal pens, for example this girl that was here with you and her group are also involved, 15 pens were found in their possession, they swear and they also use a very sensitive language insulting us about our private parts"
L1 (R-F)
"Noisemaking, playing in the classroom, vandalising school property like stabbing the water tanks with sharp objects and breaking windows and lastly using vulgar language"
L2 (R-M)
"They make noise when the teacher is writing on the board, they remain outside even when break time is over and they fight on Friday because teachers won't catch them"
L1 (T-F)
"They jump on top of desks, make noise, they beat others and they use very rude language"
L2 (T-M)
"They live the classrooms to go and smoke outside, when they are chased out of the class

they stand on the windows and make noise, they live the school premises and play in the nearby soccer ground, they fight and they use vulgar language”

- What offence/s have you ever committed?

L1 (IS-F)

“We went with my friend, we went to see another friend who was sick , the bell rang and we came back very late”

L2 (IS-M)

“I made noise”

L1 (F-F)

“I didn’t submit the principals task that we wrote in class because my pen was giving me problems so I didn’t finish writing and couldn’t submit”

L2 (F-M)

“I fought with one girl, she was claiming that I was sitting on her chair and I told her that nobody owns a chair at school, she manhandled me and told me not speak like that to her because she was older, we fought and we both bled from our noses”

L1 (S-F)

“I talked back to a prefect, I was eating in class, she saw me and noted what I was doing, I asked if she had evidence and I didn’t know that the bread crumbs were all over my cheeks, she pointed at them and asked me to leave the class and wait for her outside and she wrote my name on the yellow form. I also didn’t write my homework at one stage and I was also punished for standing in the shade, we were standing in the assembly and it was very hot”

L2 (S-M)

“I was running in the corridor, when we run on the corridors they reprimand us”

L1 (R-F)

“I was making noise in class”

L2 (R-M)

“One day I was busy writing and copying something from the board, I hadn’t done any offence but the teacher just beat me on my wound (hand) with a stick and I bled”

L1 (T-F)

“I used to go during break, I would go and visit my friends who were not attending school”

L2 (T-M)

“I beat another learner, he had taunted me about my squint eyes, I got very angry and heartbroken, I beat him with my fists”

- What sanction/s were you given for the offence?

L1 (IS-F)

“Both of us were told to sweep the class after school”

L2 (IS-M)

"I was told to sweep the class alone"
L1 (F-F)
"He beat me one lash"
L2 (F-M)
"I was told to go and call my parent, my parent came and after the discussion I was told to ask for forgiveness from that girl, I did but she didn't ask for forgiveness from me"
L1 (S-F)
"For eating in class I was given an orange form for detention and for standing in the shade I was given a yellow one"
L2 (S-M)
"It depends on what you've done but Miss Mall* tells you to stand on one leg or kneel and carry bricks and you can do this for 4 periods nonstop and would tell you that you are not going to eat your lunch. I think she wants to be the principal she complains even if you wipe your nose with a toilet paper she will chase you out and use vulgar language like, "rha or sies". We do talk in other classes but in her class its dead quite you can hear a pin dropping, we don't even cough. She teaches Art and Culture and at times she will ask you to do role playing and let's say you play a drunk or a smoker she will chase you out and tell you she hates such things. I mean even if another teacher or the principal sends you to her, she will scream and shout at you and tell you that you are disturbing her she is busy teaching, sometimes we ignore her and give her the message nevertheless but at times she will respond but at times just ignore you. Since I came here I never saw her smiling"
L1 (R-F)
"We were beaten by a stick, we are beaten if we commit offenses, sometimes it's 2, 3 or 5 lashes"
L2 (R-M)
"After I was beaten I went to hospital and the nurses told my mother to go to the police. We went the principal, the teacher who had beaten me and other teachers came. There was a discussion and I was told to wait in the other room. My mother was told that the teacher asked for forgiveness from her but she didn't say anything to me"
L1 (T-F)
"I was told to go home and fetch my parent and was also told if she doesn't come I mustn't come back to school. My mother couldn't come because she was sick so she wrote a letter that I gave to my class teacher. My class teacher told that she will stand on my behalf if I can promise that I will never do that again. I made the promise and she went to the office and spoke on my behalf, I was told to go back to class. I never did that again"
L2 (T-M)
"My class teacher chased me out of the class, she said I must go stand out of the yard until I have brought my parent, my mom came and there was a meeting but I was not part of the meeting. After the meeting I was told to go back to class"

- How did you feel about the sanction you were given?

L1 (IS-F)	"I didn't feel bad because I did what I was not supposed to do, going to see a friend during break time and coming back very late, I accepted the punishment. I also felt sad because its painful to sweep on a date that you are not supposed to sweep, there is a timetable for sweeping and I sweep on Thursday"
L2 (IS-M)	"It was painful and I told myself that I will never make noise again"
L1 (F-F)	"I was not cross because the teacher did what I was used to in school, being beaten"
L2 (F-M)	"I was fine, I didn't feel bad because we spoke afterwards, there was no problem"
L1 (S-F)	"For the detention I felt very bad because other children were playing outside, it is also frustrating because you have to sit straight with your hands on your lap and your are not supposed to move your head but look up straight for two hours and it can be very frustrating. If you move the teacher will warn you if you move again you get recorded. We do get up to silly things even when we are on detention, one day I was on detention and my friend who was also there came and sat next to me she started talking silly things and talking about cars then I moved my legs, put one on top of the other pretending to be driving my dream car, my name was recorded for further detention"
L2 (S-M)	"I don't feel well at all at times I feel like fighting her and strike her with the bricks, you end up having this anger. I do have my personal problems because my step mother is not treating me well and even here at school I am also not happy. I want to spend time with my father but she makes that very difficult and I don't know whether my father is be-witched because she does everything she tells him to do"
L1 (R-F)	"I was heartbroken, I didn't feel good at all because that stick is very painful"
L2 (R-M)	"I felt bad, to beaten on a sore wound is very painful"
L1 (T-F)	""I didn't feel bad I told the teachers that I was going to bring my parent. I knew what I was doing was wrong and even my school friends used to tell me but I would do it again because these friends that were not attending school would also fetched me from school, we would go to their homes sit and chat"
L2 (T-M)	"I felt bad when I was chased out of school it was like I was naughty and do not want to learn"

- How did the sanction help you?

L1 (IS-F)	
	"It taught me it's wrong to do other things during school time"
L2 (IS-M)	
	"I learnt about cleanliness and I also learnt not to make things that can lead to punishment"
L1 (F-F)	
	"I learnt that I have to do what I am told to do and if I have a problem I must also talk because I only told the principal about my pen after he had beaten me"
L2 (F-M)	
	"What helped is that I was never to fight again and I haven't fought since then"
L1 (S-F)	
	"I did something, I don't remember what was it but I was told to stand in-front of the office, which is also not a nice thing, but I was later told to bring my parents and they were also going to call the SGB. My mom came to the meeting and when we got home my mother beat me with a flip-flop and that is when that I decided that I really needed to change"
L2 (S-M)	
	"They do not help me at all instead it forms or encourages me to be naughtier. In this teachers class there is a side for naughty and bad students at times you don't remember what even made you to sit there. Even the detention doesn't help us, we do silly things, a teacher responsible will even call the deputy, the deputy will come and shout and we will be quite when he lives we will start. Detention also creates other problems, talking about the brick issue, I once wanted to strike the teacher with the brick then I thought she would be in trouble. My mother is also fed up with this school she once came here to pay the fees and she says the clerk was rude; the only problem that I can't change the school is that my father is not supportive. I am a person who is always having headaches, I also do not want to bother my mother, I don't want her to die because I am still young"
L1 (R-F)	
	"I didn't help me in any way, it only made me sad because the teachers beat us very roughly, they hold the stick very high and they strike you and if it misses they can even beat you on the arm"
L2 (R-M)	
	"I didn't help me in any way but I don't mind, I don't have a problem and she also seem not to be having a problem"
L1 (T-F)	
	"It helped me because if I would have left school then I was never going to attend school again"
L2 (T-M)	
	"It didn't help me in any way"

- Are there any sanctions that you hate and are making you feel less loved?

L1 (IS-F)
"I hate cleaning the toilets, I always try never to do anything that can make me to be punished in that way"
L2 (IS-M)
"I hate scrubbing the floors"
L1 (F-F)
"The teacher next door tells the learners that were absent to go and clean the toilets or to sweep the veranda, I hate cleaning the toilets because they stink, its worse with boys toilets, ours are better"
L2 (F-M)
"The punishment of being told to stay at home for a while because if that happens you won't be able to learn and we are all here to learn"
L1 (S-F)
"I hate sitting in a squat position in-front of the class, when you do that you kneel and a teacher put two brick in each of your hands, at one time the teacher told us that we were not going to go into her class for the whole week and in one incident she told us to stand on our feet for the whole week, we were not supposed to move our bodies nor bodies, we were not supposed to look at her direction because she said she didn't want to see our faces, when she was teaching if we raised our hands to answer a question she would ignore us"
L2 (S-M)
"It's the detention thing, at times I picture myself sitting and studying in the passage, yes it happens. At times you are told to stand in-front of the deputy principal's office. More than being embarrassed I become angry; I have become a fighter now because of my step-mother. There was a initiation ceremony in our village and I fought with one boy, I took a stick and beat him but fortunately my father stopped me before it became worse"
L1 (R-F)
"I hate cleaning the toilets although they are no longer cleaned now they are very dirty, I don't know the reason why they are no longer cleaned"
L2 (R-M)
"There is no other punishment that is used besides being beaten and I don't feel bad because it is a must that we must be beaten if teachers are angry, I never heard from anyone that children are not supposed to be beaten"
L1 (T-F)
"I hate that thing of being told to stand in-front of the board and do those tiring things like standing on one leg and kneeling or standing with your face very close to the board."
L2 (T-M)
"I hate being beaten, being beaten about 3 lashes"

- Are there any sanctions that you fear in so much that they lead to a change in your behaviour?

L1 (IS-F)
“I don’t want my parent to be called because of my bad behaviour, my mother can shout at me and say she sent me to school and I am not doing what is expected of me”
L2 (IS-M)
“I don’t want my parents to be called, the parent will shout you in the presence of other learners”
L1 (F-F)
“I fear being told to stay at home and come after a certain time because staying at home I won’t get an opportunity to learn”
L2 (F-M)
“When you are told to call a parent because a parent will shout at you again and sometimes we are told to stand outside after a while the teacher will forgive you”
L1 (S-F)
“If we are told to go and stand in-front of the office I become afraid because it means parents are going to be called”
L2 (S-M)
“Detention, I hate detention, it’s very long, I don’t dispute the fact that you are sometimes wrong but sitting here doesn’t help, you sit here whilst there are chores waiting for you at home like feeding the dogs and other things, you are tired you sleep and you don’t do your homework”
L1 (R-F)
“It’s the stick, they beat us in a very painful way”
L2 (R-M)
“I am not afraid of being beaten I am used to it, I just give them a hand”
L1 (T-F)
“There is none that I fear”
L2 (T-M)
“I fear being chased out of the school premises as it happened to me”

- Are there any sanctions that you really enjoy, those that can even encourage you to repeat the offence?

L1 (IS-F)
“Doing “scooter”, that is standing on one leg with your arms outstretched , we laugh because sometimes a person falls”
L2 (IS-M)
“Being asked to stand on one leg till the school is out or being asked to sit under the teachers table, other learners laugh at you”

L1 (F-F)
"Being told to stand on one leg if not being told to leave the class for the rest of the year but if that happens we usually ask our friends to ask for forgiveness then the teacher will forgive them"
L2 (F-M)
"There is none"
L1 (S-F)
"The brick punishment makes us to laugh because others would cry and others would laugh. We also laugh when we are beaten with a duster on our fingers, we are told to shape our fingers like a cone and then a teacher will strike you but there is also only one teacher who does that"
L2 (S-M)
"There is none, everything hurts me, I laugh at times because at times we fail because teachers are the ones who had chased us out. They ask us to be quite and I ask myself, "what is the mouth made for, it's made for talking. I don't mind about other teachers because they do advise you"
L1 (R-F)
"We are not given such punishment, we are beaten whenever we commit an offence"
L2 (R-M)
"Such things are not done, we are only beaten"
L1 (T-F)
"Standing in-front of the board and sing"
L2 (T-M)
"If you have to stand on one leg we laugh because some learners fall"

- How would you prefer to be corrected when you have done wrong?

L1 (IS-F)
"If you are asked not to go to break, it means you are going to buy food and eat alone. At times if one has done something the teachers punishes you by directing every first question to you, although its bad but it helps you because you also learn in the process"
L2 (IS-M)
"If we can be beaten our behaviour can improve, we can come alright, being beaten makes one to change her ways"
L1 (F-F)
"I'd clean the toilets and go back to class that to be beaten or chased away but most of all it can be better if teachers can talk to us"
L2 (F-M)
"I would say I don't prefer any because they are all painful it's worse if it needs to involve police, I also do not want to be beaten. I think I prefer if a person can speak politely to me"

L1 (S-F)
"I prefer standing in-front of the class and not squat or to pick up the papers or to clean the classes"
L2 (S-M)
"They must phone our parents so that the issue can be discussed but it must be a serious thing not something petty. Talking helps and these punishments makes a person worse"
L1 (R-F)
"A blue card system can be used, let's say you get a blue card every time you commit an offence then if you get more than three cards you must get a red which means you are out of school, you must stay at home. The other one that I prefer is to be told to stand in class and not sit although learners are going to laugh at you"
L2 (R-M)
"I prefer that a person talks to me than to be beaten, she must not shout but must explain the wrong that you have done and you will change"
L1 (T-F)
"I prefer corporal punishment, I know it was banned but it makes a child behave well, my mother also says I must be beaten"
L2 (T-M)
"It's better to be beaten than to be chased out of school, I felt very bad when I was chased out of school"

APPENDIX D3

DATASET 3: ATCP CLASSIFICATION AND DISCIPLINARY PROCEDURES (DoE, 2001)

3.4 Dealing with misconduct

The Communication process

See Annexure A

Disciplinary measures and procedures

Level 1 - misconduct inside the classroom

Failing to be in class on time, bunking classes, failing to finish homework, failing to respond to reasonable instructions, being dishonest with minor consequences.

Examples of disciplinary actions for misconduct inside the classroom - Carried out by class educator

Verbal warnings;
Community service;
Demerits - losing credits which have already been gained;
Additional work which is constructive and which possibly relates to the misconduct;
Small menial tasks like tidying up the classroom;
Detention in which learners use their time constructively but within the confines of the classroom i.e. they cannot participate in extra-mural activities or go home.

Level 2 - misconduct by breaking school rules

Frequently repeating Level 1 misconduct and not responding to disciplinary measures taken by the educator, smoking or carrying tobacco, leaving school without permission, using abusive language, interrupting education in the classroom, showing disrespect for another person, engaging in minor vandalism like graffiti, being dishonest with more serious consequences.

Examples of disciplinary action for misconduct which breaks school rules - Carried out by higher authority such as the head of department:

Any of the disciplinary actions listed above;
Disciplinary talk with the learner;
Talks with learner's parents or guardians;
Written warnings;
Signing contract with learner who agrees to improve;

Daily report taken by learner and signed by all educators;
Performing duties that improve the school environment such as cleaning, gardening or administrative tasks.

Level 3 - serious misconduct or serious violation of school codes

Frequently repeating Level 2 misconduct, where action taken by school authorities is considered ineffective, inflicting minor injury on another person, gambling, being severely disruptive of classes, forging documents or signatures with minor consequences, using racist, sexist or other discriminatory behaviour, possessing or distributing pornographic, racist or sexist materials, possessing dangerous weapons, theft, vandalism, cheating during exams.

Note: If the principal has good reason to suspect a learner of carrying drugs, stolen property, weapons or pornographic material onto the school property, the principal or an educator may search him/her. A person of the same sex must conduct the search in private and the dignity of the learner must be respected.

Examples of disciplinary actions for serious misconduct carried out by the principal or referred to an outside agency for counselling:

Any of the disciplinary actions listed above;
Written warning of the possibility of suspension from the school;
Referral to a counsellor or social worker;
Community service, once permission is granted by the provincial education department.

Level 4 - very serious misconduct or very serious violations of school codes

Repetition of Level 3 misconduct where disciplinary action has been ineffective, threatening another person with a dangerous weapon, causing intentional limited injury to another person, verbally threatening the safety of another person, engaging in sexual abuse such as grabbing, engaging in sexual activity, selling drugs, possessing or using alcohol or drugs or being drunk or under the influence of narcotics, disrupting the entire school: for example, boycotting or staging a picket without consent, forging documents or signatures with serious consequences.

Examples of punishments for very serious misconduct - Carried out by the principal or the school governing body together with the provincial education department

Any of the disciplinary actions listed above;
Referral of learner to an outside agency for counselling;
Application to the provincial education department for limited suspension from all school activities.

Level 5 - criminal acts which not only violate school codes but which breach the law

Repetition of Level 4 acts, intending to inflict major physical injury on another person (assault), intentionally using a dangerous weapon, sexual harassment, sexual abuse and rape, robbery, major theft, breaking and entering locked premises, murder.

Examples of disciplinary actions for criminal misconduct - Carried out by the principal and the school governing body together with the provincial education department:

Application to the provincial education department for expulsion or transfer of the learner from the school;
Allow for criminal or civil prosecutions which may follow, given that the misconduct is of a criminal nature.

Suspension and expulsion

After a fair disciplinary hearing (see below) the school governing body may suspend a learner from attending school either as a punishment for no longer than one week or pending a decision made by the head of department as to whether the learner should be expelled from school or not. The learner may be expelled from a public school only by the Head of Department (HoD) and only if found guilty of serious misconduct after a fair hearing. The learner at a public school or his/her parent may appeal against expulsion to the provincial MEC for education. If the learner is expelled, the HoD must find an alternative school for him/her.

Disciplinary hearing or tribunal

This is similar to a court case held at a school, but it is not a court of law. A hearing takes place when very serious misconduct occurs. The principal must refer the problem to the school governing body, without at this stage mentioning the name of the learner. The school governing body must make arrangements for a disciplinary hearing. It has to guarantee the learner a fair hearing, otherwise its decisions may be challenged. It may not contravene the Bill of Rights, the Constitution and the provincial education department's regulations. Before the hearing, the SGB must appoint one or two people to check whether the case is serious enough to warrant the hearing. If the SGB decides to go ahead, it must appoint in writing a tribunal of three people to the hearing. These three people do not have to be members of the SGB. They may be outsiders, such as a retired school principal, a church minister or a magistrate, but they must be neutral and in no way involved with the problem. The tribunal or disciplinary committee must follow due process in conducting the hearing.

Due process for the hearing

The members of the tribunal must not know beforehand about the details of the problem and must draw their conclusions on the basis of the evidence put before them during their own investigation of the learner's misconduct. The recommendations they make to the SGB must include disciplinary or corrective steps to help the learner stop his/her unacceptable behaviour.

The principal must communicate the charges brought against the learner in writing and must inform the learner and his/her parents at least five days before the hearing of the date, time and venue for the hearing. The principal must also warn the learner and his/her parents that the hearing could result in the learner's expulsion or suspension from the school.

The learner and his/her parents must be told that they have the right to bring evidence to the tribunal and that the learner or his/her representative has the right to tell his/her side of the story. The tribunal does not have the right to exclude lawyers from the hearing.

The learner charged with misconduct and his/her parents may attend the hearing but cannot be forced to give evidence.

APPENDIX D4

DATA SET 4: Reliability Scale

```
RELIABILITY
/VARIABLES=Belief4 Belief5 Belief6 Belief7 Belief8 Belief9 Belief10 Belief11 Belief12 Belief13 Belief14
Belief15 Belief17 Belief16 Belief18 Belief19 Belief20 DS1 DS2 DS3 DS4 DS5 DS6 DS7 DS8 DS9 DS10 DS11 DS12 DP1
DP2 DP3 DP4 DP5 DP6 DP7 DP8 DP9 DP10
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Cases	Valid	26
	Excluded ^a	33
	Total	59
		100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.721	45

APPENDIX D5

DATASET 5: Correlation of violent disciplinary measures with violent offences

		Correlations									
		Fights	Vandalism	Use of vulgar language	Bullying	Sexual deviant behaviour	Pinching	Stand on one leg	Beat with a hand	Beat with an object	Deny use of lunchtime
Fights		Pearson Correlation	1	.098	.763**	.370**	.184	.241	-.014	.044	-.261
Sig. (2-tailed)			N	58	58	.004	.003	.085	.918	.740	.052
Vandalism		Pearson Correlation	.098	1	.147	.003	.370**	.175	-.179	.084	-.011
Sig. (2-tailed)			N	58	58	.982	.005	.795	.214	.195	.532
Use of vulgar language		Pearson Correlation	.783**	1	.425**	.351**	.153	.319*	-.040	-.082	-.159
Sig. (2-tailed)			N	58	58	.001	.007	.261	.021	.772	.701
Bullying		Pearson Correlation	.370**	.003	.425**	1	.105	.183	-.271*	-.046	.081
Sig. (2-tailed)			N	58	58	.001	.023	.441	.194	.048	.732
Sexual deviant behaviour		Pearson Correlation	.386**	.370**	.351**	.300**	1	.080	-.083	.163	.057
Sig. (2-tailed)			N	57	57	.005	.007	.023	.561	.564	.675
Pinching		Pearson Correlation	.184	-.035	.153	.105	.080	1	.387**	.011	.112
Sig. (2-tailed)			N	56	56	.795	.261	.441	.561	.005	.939
Stand on one leg		Pearson Correlation	.241	.175	.319*	.183	-.083	.387**	1	.087	.030
Sig. (2-tailed)			N	52	52	.085	.124	.021	.564	.542	.835
Beat with a hand		Pearson Correlation	-.014	-.179	-.040	-.271*	-.183	.011	.087	1	.030
Sig. (2-tailed)			N	54	54	.918	.772	.048	.190	.639	.831
Beat with an object		Pearson Correlation	.044	.084	-.052	-.046	.057	.112	.030	.030	1
Sig. (2-tailed)			N	58	58	.740	.532	.701	.675	.412	.265
Deny use of lunchtime		Pearson Correlation	-.261	-.011	-.159	.081	-.027	-.140	.091	.223	-.145
Sig. (2-tailed)			N	56	56	.092	.836	.243	.844	.308	.285

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).