EDUCATOR, LEARNER AND THE ABOLITION OF CORPORAL PUNISHMENT IN A RURAL ISIZULU-MEDIUM SCHOOL IN HARDING, KWAZULU-NATAL

by

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DECLARATION OF ORIGINALITY

I, Gugu Hildegard Ndlovu declare that this dissertation, is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of references.

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October 2005

SUPERVISOR'S STATEMENT

This dissertation has been submitted with / without my approval.

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ABSTRACT

This thesis examines the impact of the abolition of corporal punishment on boy behaviour in a rural IsiZulu-medium school in Harding, Kwazulu-Natal. The school is made up of black learners and educators.

As far back as we can remember, corporal punishment has been part of a teacher's function. When corporal punishment was abolished by the South African Act of 1996, many teachers were aggrieved, as they believed that corporal punishment was the only answer to disciplinary problems. Many educators still believe that corporal punishment should be used to make learners respect them and curb deviant behaviour.

Alternatives to corporal punishment have been provided as a way of bringing change to schools' disciplinary practices. These alternatives to corporal punishment haven't been popular with parents, educators and learners. There is a call for the restoration of corporal punishment in spite of the negative impact such punishment has on a learner. The South African Government has made it illegal to use corporal punishment as a way of addressing or instilling change.

This study examines the effects of the abolition of corporal punishment, and more specifically, looks at whether the abolition has had a positive effect on school discipline, boys' behaviour and, more broadly, on gender relations.

Using questionnaires and interviews posed to both educators and learners, the research suggests that boy's behaviour is shaped and influenced to a large extent by the following factors:

(a)   Home back ground,

(b)   The society/environment,

©)   The history of the education system,

(d)   School practices and discipline policies and

(e)   Hegemonic masculinities.

The type of punishment that is used also contributes towards shaping boys behaviour. The study finds that the abolition of corporal punishment has had both a positive and a negative impacts on schools' discipline and boy behaviour. The study shows that one of the intended consequences of the abolition of corporal punishment (the improvement of the teacher learner environment) has not been achieved and in fact, may have become worse as a result of the abolition of corporal punishment.

Learners are more undisciplined now than before. Educators fail to exert authority over learners as boys have as increased disregard for the rights of others. There is a high frequency of late comers and the school is functioning poorly. Educators feel that they lack the authority to discipline learners as they are not allowed to use corporal punishment. Academic performance is low in both internal (grade 8-11) and external (grade 12) classes. There is increased graffiti and vandalism. Learners fail to attend studies and extra lessons and during breaks they are very noisy. Most learners experience difficulty using English as the medium of learning and teaching. Learners seem to have no interest in academic work although the majority of learners participate in extra mural activities.

A few of the learners and educators have responded positively to the abolition of corporal punishment. Some of the educators have changed their disciplinary methods and practices. They have resorted to alternative methods of punishment like detention, discussions and getting learners to perform menial tasks. The use of non violent methods of punishment have yielded a slight change in boy learners. Some of the boys seem to be obedient, they conform to school rules and are responsible and committed to their work. Some learners, who displayed violent behaviour before, have become passive and display acceptable behaviour. This study finds a thin but steady line of change in boys' behaviour and in gender relations in the school.

The abolition of corporal punishment appears to create democratic spaces which allow new perceptions and practices of discipline to emerge and these assist in the emergence of new masculinities.

CHAPTER 1

INTRODUCTION

1.1. INTRODUCTION

This thesis is a case study of the perception and views of both learners and educator regarding boy's behaviour since the abolition of corporal punishment by the South African Schools Act in 1996. The focus is on the behaviour of black[1] rural secondary boys school aged between 15 to 20 years .The study was chosen because previous research revealed that corporal punishment is responsible for school discipline shaping boy's behaviour and masculinities. The writer's experience at Vukuzithathe Secondary High School (this pseudonym-means "wake up and seize opportunities") has revealed that boys are responsible for disruptive and deviant behaviour. The school responded to the abolition of corporal punishment by using greater restraint and engaging in more consultative processes. In the process of implementing alternative forms of discipline, however, the school has experienced serious setbacks.

It has been observed that learners (boys in particular) misbehave more now, because corporal punishment is no longer a deterrent. Boys appear to harm girls more than in the past and are more undisciplined than before.

There has been an increase in cases of late coming, disrespect, absenteeism, vandalism, theft, bullying and physical assault. In most of the above cases, victims are girl learners and perpetrators are boy learners. Learners are ill- discipline and educators fail to exert authority and control over them. The study shows that one of the intended consequences of the abolition of corporal punishment - the improvements of the learning and teaching environment - has not been achieved and, in fact , has became worse. Academic performances have dropped and there has been a call for the restoration of corporal punishment.

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[1]   In this study 'black' will refer to persons previously calssified as 'Bantu' and 'African' in terms of the Apartheid's racial legislation

This study has a number of purposes. Firstly, it examines the changes in boys' behaviour since the abolition of corporal punishment. Secondly, it uses a gendered perspective to analyse the emergence of new masculinity amongst black rural boys, and lastly, it examines the effects of school discipline in the construction of masculinity.

Such a task requires that the following question be addressed:

a)   How did boy behave before the abolition of corporate punishments?

b)   To what type of masculinity did these boys in this school subscribe?

c)   What do teachers use as alternatives to corporal punishment?

d)   What impact have the alternatives had on school ethos and management?

e)   How do boys relate to other school constituencies, their male peers, girls and educators?

This thesis concentrates on five areas that will facilitate an understanding of the research focus:

1.1.1. THE HOME BACKGROUND OF BOYS

The home background of boys is taken into consideration in this study. Schools reinforce and challenge what has been taught and instilled at home. Boy's behaviour at school is influenced, in most cases, by their home background. Behaviour, however, can be shaped and changed; hence schools are regarded as agents of change. The following questions need resolving:

a)   Do circumstances at home namely, domestic violence, illiteracy, unemployment, poverty, death and ignorance, shape boys behaviour?

b)   Are boys in their home environment exposed to non-violent ways of discipline that break?

- The traditions of authoritarian pedagogy (which include ideas about male behaviour) and

- The reluctance to engage with difficult emotional issues.

Answers to these questions will guide us in our understanding of the effects of the home in shaping boy's behaviour.

Historically, black children and, in particular, black boys have been liberally beaten. Many South African homes are dominated by patriarchy and discipline received at home contributes towards the shaping of masculinity. Masculinity among black rural boys and men has been shaped by authority and power. This spills over into schools. In most homes, the man's authority is unquestionable. What is said by the father figure cannot be changed or challenged by anyone within the family settings. The practice of exercising such male power promotes male dominance and supports a particularly oppressive form of masculinity.

What happens at home is implanted in the boy's mind and shapes his behaviour. The home as a primary pedagogical setting plays a very important role in shaping boy's behaviour.

The home does not exist in isolation and resides instead in a society that has its own culture, norms, beliefs, customs and rules. In rural areas, the rules of the home that stress male dominance and female subordination closely match the gender norms of the society in geographical surrounds.

1.1.2. THE SOCIETY

The society provides the arena where boys are exposed to traditions, customs, practices, norms and beliefs. The society is the external force which shaped boys' behaviour before the school shouldered some of the responsibility of disciplinary practices.

The study reveals that the type of society in which the study is based, is a typical rural area. The area is dominated by patriarchy. In this society, boys are taught and disciplined by members of the society/community as well as the parents.

Members of the community other than the parents have more time to shape boys' identities and behaviour. Boys are required to herd cattle from the age of 5 years and are therefore exposed to all types of teachings that parents have no control over. When herding cattle they play violent games which prepare them to be violent. At an age of about 14 years they are expected to attend communal functions called "ukuphahla" almost every Friday. This is a traditional Zulu party where young girls (aged 15-20), boys and men gather together from Friday night to Sunday morning. They dance, sing, drink and feast. Men then choose girls they intend marrying. When a girl admits to the man's request the white flag is raised and the whole group applauds. Trouble starts when a girl refuses a request or when the chooser chooses another man's girl. There will be conflict which in many cases result in faction fights. This culture practice of " ukuphahla " was initially meant to preserve Zulu tradition and customs, build pride in culture activities and most importantly to develop " ubuntu". It was a practice attended and controlled by elders who kept a sharp eye on behaviour. None the less, male domination, authority and power, ruled the practice. This practice was prescribed and accepted as normal and educative. This is a customary practice that boys in the area cannot escape. They are forced to conform to societal expectation. Parents who refuse permission for their boys to attend or to offer their homes as sites of parties are subjected to violent beating which at times result in house burning or killings. Families are forced to conform to the chief's dictates of allowing young boys to attend such functions. Failure to do so can result in expulsion from the area.

With time, the same culture practice has taken another turn. Since the democratic election of 1994, the youth have decided to take over control of the practice from their elders and they are now organized, planned and controlled by boys. Men have taken the back seat, since boys have taken over, and this practice of "Ukuphahla" has resulted in faction fights that fuel aggressive and intolerant understanding of masculinity. In these fights, boys are expected to fend for themselves and they engage in violent, ways of dealing with problems. In a way, the society shapes boys to be violent, brave and strong, hence a typical

"masculinity' is constructed. The type of masculinity that dominates in this area is that of violent brave, strong, insensitive killers who engage in and survive faction fights. Salisbury and Jackson (1996) believe that a Masculinity which is unemotional does not prepare young men to deal with the mental and physical turmoil that some of them will encounter in their lives.

Violent behaviour is common in the area and the Inkosi and parents fail to curb it because boys use the culture practice " Ukuphahla " as their shield for deviant behaviour. Boys think that violent behaviour is acceptable and normal as it is condoned in cultural practice and boys who excel in behaving violently are feared and respected by members of the society. The way in which boys are socialized prepares and shapes their behaviour. This process instills in boys the belief that disruptive, loud and unruly behaviour is acceptable or considered normal (Robinson, 1992).

It is obvious that behaviour constructed in the society is also displayed at school and, consequently, the school has a major role to play in either promoting or changing learnt behaviour. In the process of shaping behaviour, there is other influential factor. These factors are discussed below.

1.1.3. THE HISTORY OF THE EDUCATION SYSTEM

Schools have histories and in South Africa the development of the Apartheid system had a major impact on the racialised provision of schooling. The education system was designed to serve a certain purpose and achieve certain objectives.

The history of the education system has a bearing on boy's behaviour particularly black South Africans. Before the advent of a democratic South Africa, the education system was divided on a racial basis. The main focus in this study is on Bantu education that was designed for blacks.

"Bantu" education was created under the 1953 Bantu Education Act. This system legalized and accepted the use of corporal punishment in the schools as the most effective way of solving disciplinary problems. Educators of the time had to work along those lines of discipline provided by the education system. This system existed until 1994.

The Bantu education system provided conditions under which violent masculinity was constructed and enacted. Schools contributed to racial inequalities (through differential provision of education to blacks and whites) and authoritarianism. The system also promoted gender inequalities. Bantu Education mirrored the parallel system of education (Christian National Education) that provided for the country's white youth (Morrell, 2001:142).

The Bantu education system was masculinist in the sense that senior positions were dominated by men (even though the majority of teachers were women). Decisions were made by men and, generally, men and boys were considered to be more important in schools than women and girls. (Sebakwane quoted in Morrel 2001: 142).

In black South African School, corporal punishments was used on boys and girls alike but in this study the focus is on boys. Corporal punishments symbolised and secured the hierarchical dominance of adult over child, male over female and boy learner over girl learner. In gender terms, it taught boys to be tough and uncomplaining thus shaping their behaviour and masculinity. Black boys have learned to accept and adopt violent, inhuman, intolerant behaviour as the normal and correct ways of life.

This study will address the following questions:

a)   How has the abolition of corporal punishment affected school masculinities?

b)   Is the present education system providing conditions under which non-violent masculinities are being constructed?

1.1.4. SCHOOL PRACTICES AND POLICIES OF DISCIPLINE

It must be noted that in as much as all schools function now within the same educational system, not all the schools have the same approach to disciplinary challenges. They adopt different disciplinary practices and procedures. These impact on the behaviour of boys. If policies used at schools are of a violent behaviour is likely to ensue. The opposite is also possible.

Askew and Ross in Mac an Ghaill (1996) suggested that there may be a direct association between school policies on discipline, gender behaviour and relations. This study will outline such practice to ascertain the link between practices and the behaviour. Mac an Ghaill (1994), Skelton (1996/1997) and Salisbury & Jackson (1996) are of the belief that schools are active agents in the formation of masculinities and that boys in both primary and secondary school are in the process of acquiring and developing Masculine identities.

As school practices and policies of discipline shape or influence boys' behaviour, this study attempts to examine changes in the boy's behaviour resulting from the new policy - the abolition of corporal punishments. The study will further look at the effectiveness of new disciplinary measures in changing or correcting deviant boy behaviour.

1.1.5. HEGEMONIC MASCULINITY

Connell (1995) identifies a range of different masculinities that are fluid and constantly being contested. Boys differ in the way in which they attempt to establish their masculinities. Connell, offers four categories of masculinity.

- Dominant / hegemonic

- Complicit
- Subordinate
- Oppositional/protest

Hegemonic masculinity is a dominant and controlling masculinity that privileges some males as superior and other as inferior but varies with context. In the school situation, the dominant and controlling group of learners behaving in any manner can be categorized as hegemonic. Yet, the behaviour displayed at school may well take the form of defying school rules and hierarchies. It should, nevertheless, be considered hegemonic if such behaviour is common and is considered ideal by most of the boys.

The type of masculinity dominating in schools and the way the school receives and controls it, can have a rippling effect on the whole school. This study will attempts to identify the type of masculinities boys of Vukuzithathe subscribe to and will examine how this masculinity has been affected by changes in the school's disciplinary practices.

1.2. <u>RATIONALE FOR CONDUCTING THE STUDY</u>

There are quite a number of new policies that have been put in place by the Department of Education and South African Government with the aim of creating a democratic education system and removing the legacy of Bantu Education. The abolition of corporal punishments is one of the many policies implemented in school to effect change in human behaviour and school discipline. There are a number of reasons that motivated, the researcher, to conduct this study. The first one was difficulties faced by educators in implementing alternative methods of punishment. Educators seem disempowered and have lost authority and control over learners because African boy learners do not regard alternatives (like detention and menial tasks) as punishment. Rather they regard such alternatives as chores and hobbies. African boys enjoy hanging around until late which means that detention and working in a garden and cleaning yards are not regarded as punishments. They feel no discomfort for having done wrong instead they enjoy their

punishment. Consequently, there is an increase in the number of instances of disrespectfulness and misbehaviour by boys. Learners are more undisciplined.

The main aim of this study is to investigate the perception and view of both learners and educator with regard to boys' behaviour since the abolition of corporal punishment.

According to Salisbury and Jackson (1996), boys are problematic, disruptive in school and are difficult to control and discipline. Moreover, discipline in schools in South Africa has become a major concern for teachers who are finding it increasingly difficult to maintain order and control without the use of corporal punishment. Since the abolition of corporal punishment (South Africa Schools Act of (1996), teachers and school officials have been left with the task of finding alternative forms of punishment.

This study is conducted with the aim of finding out whether this policy has achieved its goal which seemingly was designed to improve relations, curb deviant behaviour and to create a conducive , democratic, healthy learning environment.

1.3. <u>BACKGROUND TO VUKUZITHATHE SECONDARY SCHOOL</u>

Vukuzithathe Secondary School is situated 24 km from Harding in Southern KwaZulu - Natal. A pseudonym has been used to avoid disclosure of the school's identity. The researcher is a teacher in this school. The school is in the rural areas called KwaMachi. The chief of this area is Mr. S.S Machi. It is located in the area that serves as a border between Zulu Land and Pondoland. The school is located in the area characterized by faction fights during which some learners have lost their parents. KwaMachi was under the patriarchal leadership of a chief and Izinduna. After the 2000 local election, KwaMachi was subdivided into wards. These wards are presently under the authority of local councilors and the Chiefs and Izinduna no longer have as much power as they did before.

The area is underdeveloped. There is no infrastructure such as running water, electricity and sanitation. The conditions of the roads are terrible. They are made of gravel which

becomes muddy and slippery when it rains. Few houses have telephones, many people in the rural area are unemployed and illiterate, and most of them rely on pension grants.

Vukizithathe was established in 1989 and named after a local Induna, who donated his land for the building of the school. From 1989 to 1995 the schools offered tuition from grade 8 (standard 6) to grade 10 (standard 8). In 1996, the school was upgraded and offers tuition up to grade 12 (standard 10).

The physical condition of the school is poor. The walls, floors and roof need minor repairs and. There are no gutter and roof-pipes and the school in general needs upgrading.

The construction of building is the responsibility of parents who managed to build 20 classrooms, a principal's office and one staff room. The school has no electricity or telephone. The school has no on site water and relies on the nearby community's borehole for water.

The school offers a diversified curriculum package of Science, Economic and Management Science and Humanities. The performance of the school, at matric level, (measured in terms of pass rate) was an average of ± 60% during 1996 to 2001. The principal of the school is female and her deputy is a male. There are two males and one female head of department. There are eleven male and twelve female educators. The school enrolment is 720 learners.

The school has a history of violence and riots. It is regarded as the worst school in Harding because of the history of its learners' behaviour. The school had three principals in the succession from 1989 up to 2001. The first two were male educators and the currently serving principal is a female.

The first male principal became sick and had to be medically boarding in 1992. He died in 1993. During his period of office, he believed that corporal punishment should not be used. He was liked by pupils for that and resented by parents and educators. The school under his rule, however, was chaotic and learners were violent and disrespectful.

Discipline was perceived by parents and educators to be lax. It is believed that this approach to discipline was negatively received by parents and educators because it was not supported by the Department of Education. At that time, corporal punishment had not yet been abolished .

The second male principal took over from 1993 up to 1997. He took a severance package during the period when the Department of Education brought about many changes and policies. This principal did not favour many of the changes demanded by the Department. He did not believe in transparency and democracy. There was a time when learners demanded involvements in decision–making and access to financial reports. Failure to comply with learners' demand resulted in him being stoned by the learners.

The current female principal took over in 1998. She had experience of and knew the history of the school. She was teaching at a neighbouring school when Vukizithathe was established. She is quite familiar with the disciplinary practice of the school as she started teaching as an HOD in 1993 at Vukuzithathe. She is a member of the community who fully-understands the behaviour, beliefs and practices of the society.

Corporal punishment was used by the second principal who believed that it was the most effective way of dealing with deviant behaviour . Many of the school's teachers also made frequent use of corporal punishment. However, the current female principal is adopting a new policy and there is decrease in the use of corporal punishment and a concomitant increase in consultative forms of punishment.

1.4.   **CONCLUSION**

Despite setbacks, the school has endeavoured to implement the new policy and is optimistic about the outcome of the whole process of transformation. The school strongly believes that when alternatives are correctly and timeously implemented, learners will develop a sense of responsibility, commitment and will place value on their learning. It is believe that there will be a shift in mind set which may bring about changes in boys' behaviour and teachers' attitudes towards disciplinary practices. It is anticipated that the

abolition of corporal punishments will bring about a positive change in school discipline and boys' behaviour. It cannot be overlooked, however, that corporal punishment has been used for a considerable time and that changes in mind set, attitude, and school practices cannot be effected overnight.

The abolition of corporal punishment does not guarantee positive results. There may well be negative results and this study is committed to identifying and documenting these results.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

This chapter will focus on issues of corporal punishment that inform our understanding of gender with particular reference to masculinities. Local and international literatures will be reviewed. Corporal punishment is one of the oldest methods of discipline used. In the past in societies such as ancient Greece and Rome, it was the effective and legal method used at homes, schools, prisons and in communities. It was believed that the use of corporal punishment yielded obedient, respectful, and acceptable behaviours in an individual. Corporal punishment is defined as: "Any deliberate act against a child that inflicts pain or physical discomfort to punish or contain him or her. This includes, but is not limited to, spanking, slapping, pinching, paddling or hitting a child with a hand or with an object, denying or restricting a child's use of toilet, denying meals, drink, heat and shelter punishing or pulling a child with force, forcing the child to do exercise." (www.childadvocate.org). The United Nations changed its definition of "torture" in 1982 to include corporal punishment including excessive chastisement as an educational or disciplinary measure.

In South Africa, corporal punishment was institutionalized in schools, though prior to this, it had been widely used in informal African education (Pains, 1980: 94 – 95). In white, English speaking schools, the emulation of the British public school model ensured that corporal punishment was commonly used on boys (Morrell, 2001: 142). Corporal punishment was freely and legally used but public criticism of its effects around the world resulted in its prohibition in an increasing number of countries. It is now widely accepted that corporal punishment has negative effects on the individual. These include emotional, physical and intellectual damage. In addition to the impact of corporal punishment on individuals, it is also likely that it promotes authoritarian attitudes within the education system which, in turn, are central to the maintenance of an oppressive educational gender order (Morrell, 1998: 221).

In developed countries, and in South Africa, corporal punishment was used as the common and the most effective method of disciplining learners in schools. Educators used it as way of punishing, controlling and of showing power over learners. Parents, educators, as well as learners believed that discipline in schools could only be maintained by use of the cane. There are several reasons alluded to by various researchers in support of the use of corporal punishment. JHB Potgieter (quoted in Gluckman, 1985:10) says: "Corporal punishment can help the child to learn the right way and fear that is necessary for the forming of a conscience".

The continued use of corporal punishment is advocated by researchers for the following reasons:

- Corporal punishment is quick and easy. Other methods require time, patience and skills that educators often lack.
- Corporal punishment is a part of culture or religious belief.
- 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.
- Non violent approaches to discipline will not have any effect on "hooligan" learners, particularly when there is gangsterism and violence in a school.
- The banning of corporal punishment has led to a deterioration in the behaviour of learners and bringing back the cane is the only way to restore a culture of learning in schools. (Alternatives to corporal punishment ,2000: 7).

Recent research has looked beyond the immediate short term effects of corporal punishment. It rejects the view that there is anything positive in the use of corporal punishment. Researchers argue that when corporal punishment is used, the immediate response of the learner might be two-fold: either the learner stops that undesirable behaviour out of fear/pain/anger; or pretends to have repented having not understood the reason behind the punishment. Researchers, therefore, argue that while there may be behavioural change, this does not testify to the success of corporal punishment. If, for example, an eleven-year-old boy caught stealing is punished corporally, the boy might refrain from stealing in the presence of other people but find ways of stealing

professionally (without leaving traces or being caught).

Researchers who are against the use of corporal punishment say it must be established why the boy steals and look for ways of assisting the boy to see the wrong in stealing so as to change his behaviour. In a way, researchers have looked beyond the immediate reaction of the boy. They say while corporal punishment can stop behaviour, it cannot change attitudes and the emotional reasons that underpin behaviour.

Corporal punishment can also cause grievous bodily harm. Holdstock claims that: "hitting someone else, especially, someone younger, smaller and utterly defenceless, constitutes a violent act. This is true even in those instances where people claim that they came in love" (Holdstock, 1990:342). The negative effects of using corporal punishment are very difficult to undo. Psychologists argue that such punishment does serious emotional damage, affects the self-esteem of learners and impacts adversely on academic performance (Cherian, 1990; Holdstock, 1990; Murray 1985). Holdstock (1990), further regards the use of corporal punishment as inconsiderate of human rights and degrading.

Researchers in favour of the abolition of corporal punishment, list a number of the negative effects it has on an individual. These include inter-alia that corporal punishments

- Has a mis-educative effect (Ngcobo ,1988: 22). It does not build a culture of human rights, tolerance and respect.
- Does not nurture self-discipline in children. Instead, it evokes feelings of aggression or revenge and leads to antisocial behaviour.
- Does not stop bad behaviour of "difficult" children. Instead, these children are punished over and over again for the same offences.
- Helps accelerate difficult or rebellious learners down a path of violence and gangsterism (Alternatives to corporal punishment, 2000: 8).
- Creates a feeling of alienation and entrenches patterns of anti-social behaviour and even acts of violence.
- Degenerates the morals of people.

Researchers (Cherian, 1990; Holdstock, 1990; Murray 1985) opposing the use of corporal punishment believe that the focus should be on discipline rather than on punishment. They describe discipline as guidance that promotes a healthy attitude and encourages a child to think before he acts. They also believe that guidance promotes self-control. Different styles of discipline produce different results. They assert that discipline is guidance that changes behaviour but does not control behaviour.

They anticipate the following positive effects will issue from the abolition of corporal punishment:

- Nurture self-discipline in children
- Build positive relationships with learners
- Eliminate elements of dehumanising practices
- Instill self-discipline in learners
- Yield sensitive, non violent, tolerant citizens
- Create democratic spaces, which allow new perceptions and practices of discipline.
- Accept the child's need to assert the self
- Create a positive culture of learning and teaching in our schools.
- Create a safe, orderly and conducive environment to learning (Alternatives to corporal punishment, 2000: 7).

The realization of the above mis-educative / negative effects that corporal punishment has on human beings has led to its abolition by both local and international countries.

2.2. THE RECENT HISTORY OF THE ABOLITION OF CORPORAL PUNISHMENT

Corporal punishment of pupils in American schools is banned in 27 American States. The use of the cane in British state schools was only abandoned in 1987, after a long and bitter struggle in the British Parliament and courts as well as in the European Court of Human Rights. In 1992, the Scottish Law Commission recommended that parental power be restricted so as to exclude striking a child with a stick, belt or other object, or in such

a way as to cause or to risk causing injury, or in such a way as to cause or to risk causing pain or discomfort lasting more than a very short time (Pete, 1994:300). In Africa, corporal punishment is still used in many countries, even though it is banned in others. In a landmark decision in 1988, a full bench of the Zimbabwe Supreme Court decided that the whipping of adult offenders in Zimbabwe was unconstitutional, since it is "a punishment which in its very nature is both inhuman and degrading". Section 15(1) of the Declaration of Right in the Zimbabwean Constitution prohibits "torture or … inhuman or degrading punishment or other such ill treatment (Pete, 1994: 300).

Corporal punishment is considered to be a transgression of a child's rights and South Africa now also considers it in that light and thus made it illegal in 1996.

2.3. CORPORAL PUNISHMENT AND MASCULINITY

The issue of masculinity has in the past been discussed but never really questioned by either women or men. Masculinity has been blindly accepted as something unchanging and static. Recent theoretical developments have, however, established that masculinity is socially constructed and changes over time (Connell, 1995). Men experience their different masculinities in numerous ways based on their upbringing, culture, race and class. How do black African men and boys experience their masculinity? Blackness is not a matter of pigmentation (Biko, 1978:48) but the social category of black men which includes heterosexual and homosexual black men, modern and traditional black men, professional and unskilled, rural and urban black men. There is no "black" community except through the insertion of subject bodies into racialised structures and discourses (Steve Biko quoted by Kopano Ratele, 1998:63). Kopano Ratele argues that biological definitions are empty and that the meaning of black men is embedded in history. Black manhood is a historical construction. The construct of black man was an effect of colonial conquest. Black men, however, understand masculinity conquest. Conquests involve power, dominance and control.

Masculinity is significantly associated with "a man's capacity to exercise power and control" (Kaufman, 1994:145). Morrell (2001:41) also alludes to the fact that the

questions of masculinity in South Africa are powerfully bound up with the history of the country. Racial segregation was the order of the day during the apartheid era when white male settlers by and large enjoyed stable, well-paid jobs, whilst African men were concentrated in the ranks of the working class.

In rural communities, masculinity is heavily influenced by tribal cultures. This is in line with the description of the rural society as indicated in chapter 1 upon which research is conducted. In asserting their masculinity, black men adopt violent, intolerant and insensitive behaviours as a means of survival. Black masculinity was constructed in reaction to tension-ridden experiences towards and against whites. Many memories have swirled into their consciousness (of black men), prompted by chance or name that conjured up a moment of their past,.. (Morrel ,1996:1). This is how black men experience masculinity.

What then, if any, is the relationship between corporal punishment and masculinity? The widespread use of corporal punishment has undoubtedly influenced the construction of masculinity in South Africa. Since corporal punishment involves infliction of pain and is associated with violence, its use, historically promoted violent masculinities.

In battlefields, corporal punishment was used as a way of showing power and control over those who were defeated. The defeated had to comply with the dictates of the victorious. In schools, educators used and use corporal punishment to assert and demonstrate their power over learners. Historically, schools dished out a tough, often cruel, experience to pupils, which fed into violent interpersonal relations (Morrell, 1997). The use of corporal punishment is indicative of school masculinity that promotes the ability to endure punishment and pain. In gender terms, it taught boys to be tough and uncomplaining and it taught girls to be in their place and to be submissive and unquestioning (Morrell, 2001:142). School masculinities are implicated in school violence, as is corporal punishment because they both, in different ways, make acceptable certain forms of violence. Harsh disciplinary regimes and authoritarian school disciplinary systems, are held to fuel gender inequalities (Kenway and Fitzclarence, 1997).

Boy learners relate violence, toughness, hardships, ability and willingness to inflict pain and receive it, as core values of masculinity. The ability to stand up to beatings, to "take (it) very, well" defined a boy's manliness. The ability to endure pain is linked to being masculine, being tough and uncomplaining. Boys regard violence as a way of solving problems (Morrell 2001:142). "Aggressive and violent masculinities arise in schools with harsh and authoritarian school disciplinary systems" (Kenway and Fitzclarence quoted in Morrell, 2001:142).

Corporal punishment and other physically coercive or cruel forms of punishment create tensions in the way in which male learners experience their masculinity. In a nutshell, the use of corporal punishment promotes what Morrell (1998) terms "Inscrutable masculinity" - the refusal or inability to emote. Connell (1989:294) further asserts that a violent discipline system invites competition in machismo. Corporal punishment thus is both a gendered practice as well as having strongly gendered effects.

In the context of the above, one would expect the diversification of school disciplinary practices to have implications for constructions of masculinity in South African schools. It is to be expected that boys will be less inclined to be violent if they do not receive violent forms of punishment.

While international research suggests that corporal punishment has negative consequences for pedagogy, school ethos and gender relations more broadly, this study shows that the processes by which corporal punishment is replaced, are critical in the success of moving from corporal punishment to other forms of discipline and, are also crucial in the shaping gender relations and masculinities. In a context where corporal punishment is still supported by parents, the abandonment of corporal punishment in schools causes tensions between children, parents and educators. Furthermore, in a context where boys are accustomed to being disciplined with beatings, the sudden abolition of corporal punishment is likely to produce difficulties in keeping order in the school and may not produce gentler masculinities. On the contrary, boys may be emboldened and take the opportunity to further develop rugged, assertive and physical understanding of masculinity which may pose a problem to girls and teachers.

2.4. <u>CONCLUSION</u>

The question of whether boys can change or not becomes relevant. Cornwall and Lindisfarne (1994:24) argue that nothing ever stays the same, no situation of domination is ever static. The construction of masculinity is fluid, therefore, a change in boys is possible. This begs the question of whether it is possible to further goals of social justice by devoting energies to gender transformation. It is true that boys and men are involved in gender transformation whether they like it or not because the gender terrain in South African is changing. South Africa is a new delicate democratic country which is experiencing changes in policies and, therefore, is enforcing change in boys and men through new laws and regulations (for example, abolition of corporal punishment). To address imbalances created by Apartheid policies in gender relations, there is a need for gender transformation that calls for the restatement of gender understandings and relations to include men and women.

Masculinity is part of gender and debates around masculinity have made it clear that the gender identities of boys and men are socially constructed, changeable and often contradictory (Agenda, 1998: 8).

Possibilities for change are enhanced once we understand that there are choices open to men/boys and that different masculinities operate. It is understandable that change is making men and boys, particularly black men and boys, feel vulnerable. Men and boys have been responding in different ways to this vulnerability by being violent, by becoming militant, and by lashing out. Masculinity as a concept needs to be redefined in a constantly-changing, social landscape. Men's identities are their own as well as society's creation. Gender identities of men and boys are socially constructed and are changeable. It stands to reason therefore, that masculinities as well as boys can change.

The next chapter describes the research tools used to gather data for this research project.

CHAPTER 3

METHODOLOGY

3.1. INTRODUCTION

This chapter describes the research methods used to gather and analyze data in this study. The aim of the study is to examine in depth the case of a single school in a context where corporal punishment has been formally prohibited. The purpose of this study is to investigate the effects of the abolition of corporal punishment on boys' behaviour and masculinities. Qualitative and quantitative methods of data collection were used.

3.2. TYPE OF STUDY

A case study was chosen because such studies can establish cause and effect in real contexts, recognising that context is a powerful determinant of both cause and effect (Cohen & Manion, 2000: 181). The case study allows events and situations to speak for themselves rather than to be interpreted, evaluated and judged by the researcher.

3.3. RESEARCH SITE

Vukuzithathe Secondary School which is situated in Harding, Southern KwaZulu Natal was chosen for the case study. The school is in the rural area where learners and educators are exclusively black. Vukuzithathe is a public school that is governed by the Department of Education and Culture. This school was chosen for various reasons. The researcher knows the school, is an educator at the school and has access to it , which made it possible to conduct the research there. The researcher is further determined to see and assist the school transform and develop it into a democratic environment that is conducive to teaching and learning.

3.4.   PLANNING

It is important to follow the protocol that governs access to a research site. It was important that permission from both the department of education and principal be sough before conducting research. According, permission was sought in writing on the 17 September 2002 from the district office. It to a very long time before the district superintendent responded, but ultimately a positive response was received. permission was also sought in writing from the government body of the school and was granted. To be honest to both the department of education and the school governing body, the aims of the research clearly-outlined and the research topic was made known to them. A written request was also given to educators and verbal explanations were made prior to the beginning of the research process.

Confidentiality and anonymity was guaranteed to both learners and educators. Cohen & Manion(2000:54) Mantian that achieving goodwill and co-operation is especially important when the proposed researcher extends over a period of time.

Unfortunately, the gathering of researcher date clashed with the final examination for grade twelve in 2002. Most educators were busy with invigilation and assessments for Outcome Based Education for grade nine. Consequently, the interviews could not be conducted on schedule dates and questionnaire responses were not timelessly brought back. This delay in data collection had negative impact on the timing of the completion of the entire thesis

Care was taken to ensure that the research did not disturb teaching and learning time and, most importantly, did not contravene school policy. A detailed discussion between educators and learners was held to put forth the aims of the research project and also assure them of confidentiality. In addition, all parties were assured that the data generated would solely be used for research purposes. This discussion helped ease tension, Solve problems, and answered question and double that might have limited this research.

3.5. SELECTION OF SUBJECT

In order to get a balanced view, research subject were selected from the ranks of both the educators and learners. Learners were randomly selected from grade eleven. From a population of 98 learners, forty learners comprising of 20 boys and girls, formed the sample. This sampling is what Schumacher, 1993: 160; calls probability sampling because subjects are drawn from a large population. A sample of forty learners was used because it is a small and manageable number. Simple random sampling was applied because all grade eleven learners had the same probability of being selected.

McConnel and Phillip (1992: 616) describe random sampling as "choosing of participants for an experiment on the bases of chance in order to draw conclusions about a larger group and that each person in the large group must have an equal chance of being selected for the experiment ". To select forty students, a list of all grades eleven students was drawn up each of them was assigned a number. Their numbers were then mixed up and forty numbers picked at random.

The study is sensitive to age of the sampling group ranges from 15 to 20. This age group is selected because at Vakuzithathe learners of this age pose a number of behavioural problems. This age group displays a number of emotional, physical and psychological problems, which in most cases directly or indirectly influence their beliefs, attitudes, feeling and behaviour. Moreover, as an educator in the school, the researcher had experienced disciplinary challenges and resistance from this age group toward the management of the school.

Boys in particular display deviant behaviour. The cases of misbehaviour come most often from boys aged between 15-20 and are in grade eleven. Cases of misbehaviour include, amongst others, cases of bullying, assault, late-coming and absence. Different ways of punishment are used but of late there has been a resistance from some boys to receive corporal punishment despite the fact that corporal punishments is used in only serious cases of assault and theft and with parents' permission. The boys demand the total abolition of corporal punishment irrespective of misbehavioural cases . This serves as an

eye-opener to the management, which is forced to abide by the book that no corporal punishment is allowed and pressures them to encourage educators to comply. It is for this reason, therefore, that this grade was chosen for this research.

The participation of educators was voluntary and from the population of 23 educators excluding the researcher, 15 educators were willing to participate. It was not possible to include all teachers in the study because there could not be compelled to participate. All names of students and educators used in this entire thesis are pseudonyms. This was done to protect the identity of participants in this research. The size of the sample of 15 educators was advantageous as it allowed for a smaller number of researcher subjects and time was consequently saved. The idea is conceded by Schumacher (1993:378) when he indicates the advantages of using a small sample as: "to increase the utility of information obtained". It was apparent in this research that gaining access does not necessarily mean that it will always be practicable to: get information out". Hammersley and Atkinson (as quoted in Cohen and Manion, 2000:67) explained the situation clearly when they say:" gain(ing) entry to a setting ... by no means guarantees access to all the data available within it. Not all parts of the setting will be equally open ... and even the most willing informants ... Will not be prepared or perhaps even able to divulge all information available to him or representative of the population from which it was drawn." This according to Cohen and Manion(2000:95) is the essential requirements for both qualitative and quantitative data.

3.6. DATA COLLECTION PROCEDURE

Both qualitative and quantitative methods of data collection were used. Schumacher (1993:374) terms the use of different methods "multi-methods strategies", whilst Cohen and Manion (2000:12) term it "triangulation".

The methods used in this research include questionnaires, interviews, observation and documents. These methods of data collection are used to ensure quality of research. Mouton (1996:39) concurs "multiple methods and techniques are used because it is actually one of the best ways to improve the quality of research.

Methods of data collection included:

3.6.1. QUESTIONNAIRE

The questionnaire is the major instrument used in this research. The semi-structured questionnaire has been used to collect data from both educators and learners. The kinds of questions used include: dichotomous questions, multiple choice, rating scale and rank ordering. Dichotomous questions reduce the problem of respondents guessing answers (Sudman and Bradburn cited in Cohen and Manion, 2000:50).

Multiple choice questions were used to capture the likely range of responses to given statements. This was done to enable the researcher to collect nominal data and apply quantitative analysis of data. Rating scales were used and assisted in combining the opportunity for a flexible response with the ability to determine frequency correlation and other forms of quantitative analysis. Rating scales afforded the researcher the freedom to fuse measurement with opinion, quantity and quality. The questionnaires were hand delivered to both educators and learners. Respondents were assured that the data collected would be treated in the strictest confidence and would only be used for the purposes of the school based inquiry. This was intended to further enhance the validity and reliability of the data collected.

3.6.2. INTERVIEWS

Interviews were used as another method of collecting data. Interviews were used because they have a higher response rate than questionnaires. Group interviews were quicker than individual interviews and hence time was saved and involved minimal disruption (Cohen and Manion, 2000). It was also found that group interviews were more productive and responses were far more spontaneous which allowed greater time for exploration than anticipated. The interviewer and the interviewee develop a relationship where sensitivity and empathy became an

important factor in the interviewing process.

During interviews, respondents became more involved, a bond of friendship, a feeling of togetherness and a joint pursuit of a common mission rising above personal ego was promoted. Learners were so happy that their views on school matters were sought. They felt that they were part of the school and were willing to open up. Particularly impressive was the naturalness and ease of responses. The use of interviews in this study secured what was within the minds of interviewees uncoloured and unaffected by the interviewer (Cohen and Manion, 2002:268).

Interviews were conducted after the distribution of questionnaires and took place informally in a variety of setting in staff rooms during breaks and after school. Time used was formal and the interviewer was free to modify the sequence of questions, change wording, add to and explain them. During interviews there was no direct recording, notes were taken and at a later stage a summary was made. Interviews were often more like a conversation that a formal interview. The purpose of these interviews was to allow those involved in the school to describe in detail their perceptions and interpretation of the abolition of corporal punishment.

3.6.3. OBSERVATION

This research instrument afforded the opportunity of gathering" live" data in a "live" situation . The behaviour of boys learners after alternative to corporal punishment were implemented was observed. The period of observation began after approval from the District Office and the School Government body was received. The period was from September to November 2002.The researcher observed how boys behaved after change was effected in the type of punishment used in the schools and further how educators disciplined learners subsequent to the abolition of corporal punishment. Records of what was observed was taken in a structured manner and recorded on an observation schedule. These

recordings helped in the making of comparisons for data interpretation.

3.6.4. SCHOOL BASED DOCUMENT

This researcher gained access to school based documents. These documents included the punishment book and the school policy. The purpose of looking at the punishment book was to get a detailed record of offences that posed disciplinary challenges or behavioural problems to the school and to check the type of punishment used in the school by other educators. From the punishment book the following information was obtained :

The name, age and gender of learner, the type of offence-committed, the type of punishment given and the name of the person who administer the punishment and the learners' parents and educator's signature were found in this book. It should be noted, however, that this book was not a complete record of corporal punishment used in the school as individual educators frequently used corporal punishments without recording it in the punishment book.

A second important school source was the policy document. In this document, learners' code of conduct is clearly indicated (see appendix D). Offences are ranked as serious and less serious. Disciplinary steps to be applied in this school are also clearly stipulated. Of interest is the fact that the school policy clearly states that corporal punishment is not allowed in the school. It does not say that serious cases must be looked at to justify the minimal use of the corporal punishment as indicated in chapters one.

The school policy does not contradict the constitution with regard to the issue of corporal punishment. Other relevant document consulted by the researcher concerned education law and policy: KZN Department of Education circulars, operational manual for KZN school volume 1 and South African constitution. Through perusal of the above record it was possible to get the required information in addition, the records were useful in data analysis.

3.7.   LIMITATIONS OF RESEARCH

The time constraints had implications for the research. As indicated earlier permission from the District Office was received very late when examinations had already begun. Educators were busy conducting and preparing for the final examination. Despite having planned carefully and having made prior arrangements, it became necessary to interview learners during breaks or after examinations. This caused a lots of confusion because learners had to prepare for examination in between session ,and as an educator the researcher had to prepare examination paper and venues .This led to a reliance on the study period ,a time provided for learners to study under supervision after the normal teaching programme . This was far from ideal. Another difficulty was interviewing amidst a constant noise outside the classroom in which the interviews were conducted. This disturbance was caused by the fact that some interviews were conducted during break time.

This was a patience testing period as some of the appointments were dishonoured just because learners and educators insisted on their rights to have lunch. Some of the participants had to go to the toilets and other to the tuck shop, over which the researcher had no control.

Most worrisome was the fact that some of the boys who persistently transgressed school rules enjoyed being interviewed, because they believe that their behaviour had drown the attention of educators, and hence a need for research. They seemed to believe that the research validated their behaviour and endorsed the masculinity as dominant and acceptable. Some of the limitations were also caused by the researcher who as an educator, had to conform to the departments request to attend meetings and workshops organized at short notice. Lastly, the researchers own computer illiteracy posed a threat to the research report project as she depended on other people for writing research reports that cost time. These limitations although serious, did not invalidate this research.

3.8.   <u>CONCLUSION</u>

In conclusion it must be stated that the numerous research techniques used were effective in obtaining the desire result and ensured good quality research data. In the following chapter the data is presented and discussed.

CHAPTER 4

DATA PRESENTATION

4.1   INTRODUCTION

The data collected and presented in this section indicates that there are differences in student/teacher perceptions regarding the abolition of corporal punishment. This chapter will present data which was collected through:

a)   Interviews,

b)   Questionnaires, and

c)   School records

The data is, further, presented according to gender as responses of boys and girls as well as male and female educators differ significantly. From the school documents (code of conduct and punishment book) only information relevant to this research will be presented.

4.2   INTERVIEWS

The quantitative data was complemented with qualitative data collected by means of interviews. Learners and educators were interviewed. This was done to triangulate the findings and to ensure reliability and validity of data collected. Surnames and names used in this chapter are pseudonyms. Such names have been used to ensure confidentiality and to protect identity of participants. Responses are summarized as follows:

4.2.1   LEARNERS' RESPONSES TO INTERVIEW QUESTIONS

The views of boys and girls concerning the issue of the abolition of corporal punishment was different. Most girl learners prefer the use of cane for themselves and boys, whilst some boy learners prefer the use of alternatives. By and large,

girls believe that the abolition of corporal punishment has not benefited their education.

4.2.1.1 GIRLS' RESPONSES

Nomhle, 16 years, "I don't do homework because I don't get beaten". The fact that the rod is not frequently used makes her not to do her work. At the school in question it appears as though most girls completed classwork, assignment and homework out of fear that educators would use the cane.

Phumla, 18 years said "I study Biology everyday and make sure homework for Biology is done, Mr Madikane I fear". This girl learner studies Biology because she fears the subject teacher who still uses the cane. It is surprising to note that girls say both boys and girls perform better in subjects taught by male educators because they speak harshly, are intolerant, beat very hard and are not understanding. It is noted that in this school, some male teachers still beat learners for homework not being done.

Andiswa, 17 years said "We all pass English because Mr Ndlovu will beat you until you talk correct English". They say the opposite happens to a female educator who speaks softly, is understanding and does not use corporal punishment. This is what some girl learners said:

- Thembi, 18 years: "I don't study Afrikaans, Mrs Ngwane will understand even if I fail".
- Khethiwe 20 years: "Mrs Ngwane speaks softly and we play all the time".
- Thandi 16 years: "When Mrs Ngwane punish us or shout (at) us we all laugh (at) her". Mrs Ngwane is one of those teachers who no longer uses the cane.

- Nomhle, 16 years said, "Boys disrespect female teachers, they make noise in class".

- Buyiswa, 20 years said: "Mistress don't shout at boys when talking, she fear them".

- Thandi 16 years: "Boys pass subjects of Sirs only".

- Andiswa 17 years: "Boys fail subject taught by lady teachers. They only pass subjects taught by male teachers".

- Thembi 18 years: "When Mrs Ngwane teach boys play when Mr Madikane and Mr Ndlovu teach they sit quite".

- Khethiwe 20 years: "Boys don't talk to Sirs but are happy when Mistresss come in they talk".

According to the girls, the abolition of corporal punishment has also had a negative effect on the academic performance of boys. Not all girls see it the same way, but generally they seem to believe that the abolition has meant that boys are less obedient and do not perform as well academically.

When alternatives to corporal punishment (like calling in of parents, detention, giving menial task, etc) are used, girl learners have reservations. Girls don't believe that the alternatives are the best methods of handling offences. They maintain that when you are detained, you are vulnerable to violence because at the end of the day you have to walk long unsafe distances back home alone. Girls prefer discussing their wrongs with the teacher and the outlining of the school rules prior to punishment.

Responding to the question of the Code Of Conduct, they were positive about the existence of a learners' policy, which outlines expected behaviour. Enumerating alternatives applied in their school, they resented the calling in of parents, verbal warnings and menial tasks. Girl learners prefer that, in the first instance, a wrong should be discussed. If the wrong persists, they believe that corporal punishment should be used. Menial

tasks don't serve any purpose because back home they are accustomed to cleaning and working. They regard these punishments simply as chores. Responding to whether the new (alternative) types of punishment given to them have changed the behaviour of boys and girls, they responded as follows:

- Siphokazi 17 years said: "I like it when a Maths teacher tells me to remove weeds, I enjoy gardening". She said she enjoys working in the garden, especially during the Maths period because she hates it".

It seems as if alternatives exacerbate misbehaviour; learners misbehave in order to bunk classes. Responding to whether alternatives assist in changing boy behaviour, the girls gave the following responses:

- Loyiswa, 16 years: "Boys come late to school and they refuse to clean toilets".
- Thembi 18 years: "Boys like to beat us, they know they will not be beaten and given warnings".
- Andiswa 17 years: "Boys have many cases, they steal, make noise, come late, disrespect educators and even beat girls".
- Buyiswa, 20 years: "They are worse now, the cane is the only thing".
- Nomhle, 16 years: "Boys behave when cane is used but disrespect now no cane".

Girl's learners believe that boys' behaviour has worsened since the abolition of corporal punishment. Out of all the alternatives used in this school the calling in of parents is the most hated type of punishment. They would say the calling in of parent causes serious problems, which extends to the family setting. They would prefer to be punished corporally, but agree that the calling in of parent really changes their

behaviour. The girls oppose calling in the parents for two reasons: one because it causes family problems; and secondly, because it is unpleasant and actually does produce behaviour change. Girls resent the calling-in of parents because they find themselves in tight corners, having to explain to parents how they perform or behave significantly, a much-resented method produces a desirable behaviour.

Responding to question five and six (See appendix B) concerning whether boys respect teachers' authority and what their own opinion is about the abolition of corporal punishment, girls gave ambiguous responses. They said boys have no respect of or for their teachers' authority, especially those who do not use corporal punishment at all, and, also those who use corporal punishment for no reason. They believe that both boys and girls do accept the use of the cane, provided the educator reasons with them before punishment is inflicted. They then respect such an educator. An analysis of these findings will be discussed later in the next chapter.

Boys perceive the abolition of corporal punishment and its effects, differently. Eighty percent of boys are against the abolition and twenty percent are for the abolition. I will refer to 80% boys as Group A and 20% as Group B.

4.2.1.2 BOYS' RESPONSES

Most boys don't believe that alternatives can be effective in improving boys' academic performance, relations and behaviour. Instead they see alternatives contributing to the decline in behaviour and performance. These are some of their views:

- Mandla 19 years: "I come late and leave early every Friday, Mistress fears me".
- Thabo 17 years: "I make noise when Mistress teach when she

shouts at me, 'ngiyahlina' (meaning I frown), ashiyeke (she is intimidated)".

- Bheki 20 years: "All lady educators are scared of me, I do what I like but esh kuma-gents kuyabheda" (meaning to male educators I can't do the same).

- Nkosi 19 years: "Mr Madikane cannot be fooled, he wants his work uma uhluleka isibhaxu" (meaning if you fail, he punishes you).

- Bongani 18 years: " Mr Ndlovu beats very hard for reason, I respect him and pass his subject."

- Dumisani 19 years: Ama-gents awaphotheki (gentlemen do not listen) its only their word".

- Loyiso 16 years: "Mistresses speak soft and I fail her subject – she understands."

- Mazwi 19 years: " I study hard subjects taught by teachers that use sticks".

These boys agree that there is the Learners Code Of Conduct that stipulates various levels of misconduct and corresponding types of (alternative) punishment, but they, nevertheless, prefer corporal punishment. They respect and do work for educators they fear. These boys also resent alternatives like detention and menial tasks. They believe that chores are 'a girl thing'. This is what they say:

- Nkosi 19 years: "Cleaning the toilets, I hate it".
- Thulani 17 years: "I don't clean windows at home, why should I do so at school".
- Bheki 20 years: "Picking papers, make me feel like a fool in front of girls".
- Mandla 19 years: "When a teacher shouts at me, I feel small".
- Bongani 18 years: "Staying at school (detention) is like in jail".
- Dumisani 19 years: "Working in the garden, umdlalo lo (it's a

game)".

These boys are dearly opposed to the abolition of corporal punishment as well as to some of the alternatives like detention, menial tasks and discussing the misdemeanours. They prefer corporal punishment, as they believe alternatives do not change their behaviour for the better but for the worse. However, the role of parents in issues of punishment and discipline seems to be effective in changing behaviour. On the other hand, this practice seems to generate familial problems which reverberate beyond the school.

This is what they say about the calling in of parents:

- Thabo 17 years: "You call my father, I am in trouble, ngizoshaywa ekhaya kube yindaba". (meaning I will be severely beaten at home)
- Bheki 20 years: "I ou lady lokhala isonto lonke, lingithethisa, lingishwabulela" (meaning my mom will weep for the whole week, scolding and cursing me).
- Nkosi 19 years: "I better buy beer for someone to stand as my father, than call my father".
- Mazwi 19 years: "Mom will be hurt bad to know I do wrong".

The involvement of parents has serious implications for boys and it is for this reason that they prefer corporal punishment. Boys, in the same way as girls, resent the calling-in of parents. They, instead, prefer corporal punishment. This is a complex matter because boy s do not worry about the physical pain of corporal punishment, but they worry about the other consequences of parental involvement. The banning of corporal punishment was never intended to create serious family problems. This may be the result of the fact that boys are accustomed to being disciplined with beatings at home. These boys assert that they only respect an

educator they fear. The ones that they fear are ones who inflict pain, in other words, those who punish them corporally.

The boys identify the following negative effects of the abolition of corporal punishment. The school becomes ill-disciplined; learners come late or absent themselves; leave before time; have no respect for educators and, academically, perform very poorly. These boys reject the application of alternatives. They feel that alternatives are 'a girl thing'. The menial tasks (picking up of papers and litter, cleaning of toilets and so on) are regarded by these boys as girls chores .They feel that as boys, they are tough and strong as should be their punishment. They feel they deserve challenging tasks that will require them to show how tough and strong they are, like enduring pain which is regarded by boys as a key feature of being masculine. They don't want to be preached to and reprimanded time and time again because they feel that they lose the touch of manhood. After being shouted at, they feel belittled and traumatized hence they perform poorly. Human rights commissioners dismiss such types of punishment (inflicting of pain) as insensitive and inhumane and regard them as violating the rights of children. Schoolboys, on the other hand, say that corporal punishment is effective because its use promotes the image of a tough masculinity. While they express support for corporal punishment, they do so in order to challenge the authority of teachers who are not legally permitted to beat them. The Constitution of South Africa stipulates that none has the right to punish (Act 108, 1996, chapter 2, the Bill of Rights). The question would be: how and when do teachers balance the rights of learners against the expressed preference of boys for corporal punishment? Boys support the involvement of learners in policy-making and outlining disciplinary measures at the beginning of the year. The problem is that when learners are involved in policy-making, they expect that their requests or demands will be met. This group of boys insists on corporal punishment and would like this to be discussed at the beginning of the year during policy-making. Can teachers ignore the law,

the constitution, and accommodate learner demands? Some teachers at the school already ignore the law by using corporal punishment but, as shall be seen below, they are uncomfortable about this. Yet, they persist because boys threaten to resort to deviant behaviour, riots, aggression or violence as a way of pushing teachers to conform. Teachers may find themselves in trouble because as employees they are obliged to do away with corporal punishment whether they like it or not –it is the law. On the other hand, they have to consider the circumstances and the type of material they are working with and the law gives them no discretion in this regard.

Not all boys believe in the use of corporal punishment. Twenty percent of boys had views which differed from the majority group. They are regarded by the first group as sissies, the type of boys they do not mix with. These boys feel that corporal punishment should not be used. They say that when they fear an educator, they lose confidence and they don't respect the educator and, hence they fail his/her subject. These boys cannot endure pain, and have this to say about corporal punishment.

- Thobani 15 years: "A teacher must listen to why I don't do homework not use cane".
- Siyacela 16 years: "My father died, I failed the test this teacher punishes me, why".
- Xolani 17 years: "He always come to class with a stick, I fear him, ziyabaleka la kimi" (I fail to understand everything).
- Muzi 18 years: "Uma sekunuka isibhaxu mfana ziyaduma la kimi" (When corporal punishment is used my head spins).

These boys said they prefer discussion and involving learners in disciplinary matters. They concur with the first group's idea that the disciplinary policy must be outlined and explained well in advance to avoid conflict. These boys agree that there is the Learners Code of

Conduct and they prefer alternatives to be used other than corporal punishment. These boys believe that the use of alternatives, like the calling in of parents and the discussing the wrong, will assist in changing boys. They believe discussing wrongs will allow them to be heard. They will be given a chance to explain the causes or reasons leading to failure or misbehaviour.

Siyacela (aged 16 years) cited his case as the one that needed the teacher's understanding and a chance to be heard. He said he wouldn't have failed the test had his father not died. According to tradition, in the wake of his father's death he had to be at home for a week, preparing for his father's funeral. As a consequence of his absence from school, he arrived back at school on the day a test was to be written. He was not aware that it was being written and therefore, wrote it unprepared. The teacher didn't use consultative measures to find out why he failed. Instead, he used corporal punishment, which, in Siyacela's understanding, was unfair and inhumane.

These boys regard menial tasks as a way of preparing boys to be responsible and disciplined adults. Being shouted at, is regarded by them, as the proper way educators should reprimand and advise them.

- Siyacela said: "Discussing the problem with the teacher makes me feel needed and part of the decision-making".
- This view is also shared by Xolani 17 years, when he says: "I feel like a teethless dog whenever I am beaten". In short it means that when a teacher punishes a learner, a learner feels rejected, valueless and lacks the enthusiasm to perform better.

This group of boys feel that a pledge (a written statement where they commit themselves to disciplinary measures that can be taken when they misbehave) and the calling in of a parent is the most effective way of

disciplining any learner and of ensuring that he/she is accountable for his/her actions. These boys say they do not misbehave in class, whether the teacher uses the cane or discusses the issue with them. They regard an educator who uses alternative methods of punishment as being understanding and caring and as being someone that they trust. They feel free to communicate with such as educator. These are the educators they respect and admire the most.

They accept alternative methods of punishment used as long as the channels of communication are not closed. "Knowing in advance what will happen to me when homework is not done makes me feel, part of, or an important person in my education" (Siyacela). These are the words of the boy who is rated as the number one learner in academic performance and behaviour in grade 11. He is an intelligent boy who feels that initial involvement of learners in the making of disciplinary policy will change the situation at school. He is one of the boys who signed a pledge not to come late. He feels that because of a binding agreement he voluntarily made, he must not come to school late. He knows that coming to school late is wrong and is determined never to come late again.

These boys assert that the misbehaving boys are a consequence of the use of corporal punishment. They feel that the group A learners will purposely misbehave so that they receive corporal punishment from a teacher. It gives them the opportunity of showing others how strong they are. Furthermore, they felt that the group A learners always fight/abuse them, and call them names because this makes the girls more aware of them (attracts their attention). "These bully boys think they are tough and clever, yet inside they are so insecure" (Siyacela).

The feeling of the group B learners is that if corporal punishment is still going to be used at school, the behaviour of boys will deteriorate. Their request is that an effective alternative methods of punishment be

introduced instead of making use of corporal punishment.

4.3   LEARNER RESPONSES TO QUESTIONNAIRE

A summary of relevant responses that assisted the discussion were captured. Responses follow the pattern of the questionnaire and sections and question numbers are the same as those used in the questionnaires (See Appendix C).

Section A: Biographical data

The sample consisted of forty learners of which 20 were boys and 20 were girls. Their ages ranged from 15-20 years. They are all Africans who speak IsiZulu as their First Language.

Section B: Abolition of corporal punishment

Both boys and girls are aware that corporal punishment has been abolished, and they indicated that other types of punishment were being used in their school like, menial tasks, picking up of papers and detention. Learners ranked discussing the wrong deed as effective alternative method number one, detention as the second and the verbal warning as the third most effective method.

Late-coming is ranked by 85% girls and 60% of boys as the biggest problem in the school. Absenteeism is rated by 20% girls and 40% boys as the second most serious problem, whilst truancy and disrespect is rated by 20% girls and 30% boys as the third most serious problem in the school. They also indicated that assault and poor performance contribute to school problems. Learner responses to the question about what are common offences in the questionnaire is in line with what is reflected in the punishment book (validity and reliability is ensured).

All respondents indicated that boys are the more frequently punished gender in this school.

Section C: Effects of corporal punishment on:

a)   Behaviour

Learner responses differ. 70% of girl learners strongly disagree that the abolition has brought about a decline in misbehaviour. 20% girls are undecided while 10% girls agree that the abolition has brought about a decline. Boy learner responded differently too. 60% of the boys strongly disagree that the abolition has brought about a decline. 20% of the boys are undecided and, in contrast, 20% of the boys strongly agree to the fact that the abolition has brought about decline in cases of misbehaviour.

b)   Levels of misbehaviour

70% of the learners strongly agree that there has been an increase in levels of misbehaviour among boys.

c)   Cases of harassment

85% of the learners agree that there are increased cases of harassment and assault of girl learners by boy learners. Such data is also confirmed by records in the punishment book. Girls are victims and the boys are the perpetrators of harassment and assault.

d)   Respect

65% of girl learners feel that boys have become disrespectful since caning was abolished. 35% of the girls, however, believe that teachers are respected. This response totally contradicts what girls said in the interviews. Girls said earlier on, that boys behaviour has worsened since the abolition, now 35% girls contradict that. This may be due to the learners having different interpretations of respect and behaviour. It must be remembered that English is their Second language. It

must be noted, however, that boys responses differ as well. Boys from the majority group (those against abolition) say that they don't respect teachers who do not use corporal punishment, and boys from the minority group (those who are in favour of the abolition) say, they do respect teachers who do not use corporal punishment.

e)   Authority and control

65%o of the girls say teachers are disempowered and have little authority and control since the abolition. 80% of the boys say teachers still have authority and control. This is because many of the male teachers still use corporal punishment. Unfortunately, the phrasing of the question did not establish whether the boys were talking about some teachers or all the teachers. Their response, which affirms that teachers still have authority and control, may not be referring to the teacher body at large, but instead to only to a few (male) teachers.

f)   School discipline

All girls and the majority of boys (80%) say there is a decline in school discipline whilst the minority of 20% boys deny this.

g)   Culture of teaching and learning

Learners (75%) say the culture of teaching and learning has not been restored since caning was done away with. Other learners (25%) learners say the culture of teaching and learning has been restored.

h)   Academic performance

The majority of learners (80%) believe that the abolition of corporal punishment brought about a decline in academic performance. 20% of the learners insist that a drop in performance was not caused by the abolition of corporal punishment.

i)   Relations

Learners strongly agree that the alternatives to corporal punishment do bring a change: they build positive relationships between teachers and learners. This is a surprising response because the majority of learners denied that there had been positive change in behaviour, discipline, and performance. Maybe they can see the potential for improvement, even though at the moment, things seem to have deteriorated.

j)   Code of Conduct

Involving learners in the drawing up the Code of Conduct was received positively by all learners as seen as a way of minimising conflict.

4.4   TEACHERS' RESPONSES TO INTERVIEW QUESTIONS

Teachers are not united in their views on corporal punishment. They are not sure whether alternatives are effective or not. They are still observing. They have tried to implement change but not to the fullest. The approach to punishment is not uniform. Some use corporal punishment a lot, others use it a little, whilst some don't use it at all. Those who do use alternatives to corporal punishment, say its continued use depends on the seriousness of the offence and on the teacher's discretions as they use it in extreme cases. They also claim a concomitant increase of consultative measures of disciplining. Those teachers who use corporal punishment to certain degrees said that they experienced a number of hindrances in their endeavours to do away with it. These difficulties (for example, the disobedience of boys and their insistence on being beaten) makes it impossible for them to draw a line and say that any changes (poor performance and the deterioration in behaviour of some learners) are a result of implementing alternatives. The range of opinions that teachers have about corporal punishment more generally is a matter of concern. They spell out some of their opinions as follows:

*   Mrs Ngwane: "These boys have no respect, they only respect male educators who

use corporal punishment".

- Mrs Gcaba: "They only do classwork when you have a stick with you … otherwise they laugh at you".
- Mr Ndlovu: "You stop beating these kids - the whole class fail your subject".
- Mr Madikane: "As long as you reason with them, they will always come late to school".

But some of the educators have different views about corporal punishment.

- Mr Ntuli: "We have punished them for years they are always late, they absent themselves and disrespect us. Better talk to them".
- Miss Zulwini: "You punish these boys in class they wait for you after hours to revenge".

The range of opinions shows that some of educators believe that the abolition has contributed to ill-discipline, late-coming, absence, poor relations and poor performance. On the other hand there are those educators who believe in alternatives like discussing the misdemeanour with the learner. They believe that once corporal punishment is completely removed, learners, parents and educators will change their attitude for the better.

Some teachers, amongst whom there were some males who had reputations for being fierce, are in favour of abolishing corporal punishment but other teachers want to retain it because they feel that:

a)   It gets results (academic and behavioural)

b)   It is accepted by most of the learners

c)   The parents support the use of corporal punishment

d)   They (female teachers) will fear boys if corporal punishment is not used.

Currently there is a situation where most teachers continue to use corporal punishmnet even though it is illegal. Another reason why it remains in use is presumably because the

provincial government has not taken action against any teacher for using corporal punishment. In spite of all the problems in the school, a minority of teachers who do not use corporal punishment view alternatives as a sound solution.

Such teachers think that is the just a matter of time before all teachers, learners and parents will use the new alternatives as prescribed by the department. They believe a change in mind set will make it feasible for them to implement alternatives to the fullest.

4.5. TEACHER RESPONSES TO QUESTIONNAIRE

The same format as in the learner responses will be followed:

Section A: Biographical data

Fifteen teachers responded to the questionnaire of which nine (60%) were females six (40%) were males. Their ages ranges from 21 to 60. Three are aged 21 to 25, four aged 26 to 30, six aged between 30 to 40 and two aged 40 to 60. Most educators speak IsiZulu as their first language with the exception of one teacher whose first language is IsiXhosa. Most teachers are junior educators who hold level one posts with the sixty percent (nine out of fifteen) educators having less than one years teaching experience. Four have less than three years teaching experience. Two educators (one male and one female) are under-qualified, they have Senior Certificates only, and are not professionally qualified, whilst the rest have professional diplomas.

Section B: Abolition Of Corporal Punishment

Educators are aware that corporal punishment has been abolished. They ranked the calling in of a parent as the most effective alternative, detention as second and the giving of menial tasks as third most effective method. Among offences cited, educators are troubled by the following offences in their rank order namely:

- Late coming and absenteeism - 50% male and 33% female educators rated this

as high.

- Truancy - 33% male and 22% females rated it as second most serious or frequent offence.

- Assault - 33% male and 11% female rated this as the third most serious or frequent offence in the school. Disrespect and poor performance are observed in the school but they do not rank as high as the first three.

Section C: Effects Of The Abolition Of Corporal Punishment On:

a)   Behaviour

Most educators disagree with the statement that there has been decline in cases of misbehaviour. 80% of the educators strongly disagree and 20% of the educators agree that there has been a decline. This is in line with the questionnaire where they professed support for the new punishment regime (which excludes corporal punishment). This is indicative of the state of flux among educators with regard to punishment.

b)   Cases of harassment

44% of educators indicated increased cases of harassment and assault of girl learners by boy learners.

c)   Respect

Educators say that boy learners are disrespectful and they have no control over them. This feeling was also prevalent amongst male educators who use corporal punishment, who say learners are disrespectful. The majority of male educators who use corporal punishment do not believe in it. They have observed that in spite of using it, learners continue to be disobedient and disrespectful. Therefore, it can be concluded that the use of corporal punishment does not necessarily guarantee positive change in boys. It is interesting to note that to the people on

the receiving end (learners), their parents and other educators, have interpretations of corporal punishment that are totally different. They think these educators are heroes, are respected when in actual fact they are feared. Educators who use corporal punishment feel powerless and lack self worth because they have to push hard to get the respect they deserve. Responses reveal that no matter how harshly they beat boys or shout at them, it just doesn't work. Respect it seems comes from within; it is earned and it cannot be forced through the use of corporal punishment. In a way, educators who use corporal punishment are reluctant to let go of old methods. They resist change because they are engulfed in fear. This involves the fear of not knowing what change entails and the fear of moving from their comfort zone. Yet, deep in their hearts the truth haunts them. The question then remains: why do they continue using it? Do they use it as weapon to affirm masculinity or do they cling to it as a tool to assert their power, knowing very well that using the cane is illegal and fruitless. They use their power to hide their insecurities. Educators who openly use corporal punishment publicly share "the truth that corporal punishment is ineffective and barbaric. They claim that corporal punishment does not work but their actions contradict their belief and feelings. The minority of educators whose openly do not use corporal punishment are quite satisfied with their approach to discipline as they say that boys do respect them.

d)   Authority and Control

78% of educators who use corporal punishment feel disempowered and feel that they do not have authority and control over learners. 22% deny this and feel that they have authority and control over learners.

e)   School Discipline

83% of educators agree that there has been a decline in school discipline but 17% do not share the same idea.

f) Culture of Teaching and Learning

83% of educators say the culture of teaching and learning has not been restored since caning was done away with. On the contrary, 17% of educators say the culture of teaching and learning has been restored.

g) Academic Performance

Educators indicated that there has been a drop in learner performance since the abolition. 80% of female educators and 20% of male educators say the alternatives have brought about a drop in learner performances

h) Relations

Educators share the same perception with learners when it comes to the effects of the abolition of corporal punishment on relations. Educators strongly agree that alternatives do bring a change. They build positive relationships between educators and learners. This is surprising because the majority of educators denied that there had been positive change on behaviour, discipline and performance.

I) Code of Conduct

Involving learners in the drawing of the Code of Conduct for learners is received positively by all educators as way of minimizing conflicts in this school.

4.6. SCHOOL RECORDS

School records show that alternatives to corporal punishment are in use. Even though these records (particularly the punishment book) are probably not a complete record of the punishment that is meted out in the school they do provide an indication of

punishment over a period of time. This reveals that more boys as compared to girls are cited for offences. The school records include:

a)   Class registers
b)   Late coming book
c)   Punishment book
d)   Parent intervention book
e)   Log book

In this section, each of the school record types indicated above will be systematical considered. What light they shed on gendered punishment patterns in the school will be further highlighted.

Educators mark class registers to monitor late coming and absence form school. At the gate the late-coming book is used. When an offence has been committed more than 3 times, a learner is referred to the disciplinary committee, which decides on punishment for them. In the punishment book, the following appears:

a)   Name and Age
b)   Gender
c)   Offence
d)   Type of Punishment
e)   Date and Name of Officer in Charge
f)   Remarks

It is in the punishment book that the cases of assault, disrespect, truancy, lateness and absence are commonly indicated. Boys appear to be more frequently punished than girls. Eight out of ten culprits are boys. Learner responses given in the questionnaire are in line with what is written in the punishment book as in most of the offences indicated in the punishment book, girls are victims of abuse and boys are perpetrators. Boys assault cases covers 50% of reported cases. Reports of teachers to the principal about issues of disrespect point more often to boys than girls. Of every ten cases of disrespect, boys

commit eight cases. In the parent intervention book, academic performance of learners is indicated, parents are called in and suggestions made. Many learners perform poorly but both boys and girls are equally cited for poor performance. The reflection of poor performance is the same for both boys and girls. Parents endorse their signatures to confirm that they have been informed about the situation regarding their children. It is also indicated in the punishment book that learners and parents choose that corporal punishment be administered. Parents feel that it is a waste of time for them to be called to school and insist that their children be punished rather than them being asked to come to the school. Parents don't seem to be able to understand the role they can play in curbing misbehaviour in the school setting. These views are indicated under the 'type of punishment' and 'remark's columns.

The punishment book indicates clearly that there has been no change in the type of punishment preferred by parents since corporal punishment was formally abolished to the present. Parents are cited as opting for corporal punishment instead of other alternatives listed in the punishment book. The alternatives that are indicated include detention and menial tasks. Most parents do not believe in other forms of punishment other than corporal punishment. Rather than being called back to school, for a repeat offence by the child, parents authorize educators to use a more severe form of corporal punishment on their children. Parents see no wrong in the use of corporal punishment because they themselves use it in their homes. Parents prefer corporal punishment because it saves them from having to come to school, not because they don't want to be involved in their children's education, but because most of them are part time workers who are really struggling to get jobs, they face pay cuts for days off work. It is the will of the parents that remains the most powerful force for the use of corporal punishment in the school.

4.7. <u>CONCLUSION</u>

Data collected and presented in this chapter shows that, not only, are different perceptions and views regarding the abolition of corporal punishment held by learners and educators but also by males and females, and especially female learners. Amongst the boys, too, there are significant differences: the majority believes in corporal punishment and the

minority does not. The general perspective on the effects of abolition of corporal punishment is negative. The majority of educators still use corporal punishment, in direct contravention of the law. The majority of the learners believe in corporal punishment and regard it as the most effective form of punishment. Parents also share the same sentiments as the learners and educators.

In the punishment book it is clearly indicated that parents opt for corporal punishment more than any other type of punishment. The general feeling is that the abolition has had negative consequences that it has led to the decline in performance, increased misbehaviour and disrespect. On the other hand, there are some learners and educators who view the abolition as having had positive results. They feel that the abolition of corporal punishment has improved the moral and performance, brought about a change in behaviour for the better and improved learners self respect.

The following chapter will offer some analysis of the data and will make recommendations concerning school disciplinary policy and implementation.

CHAPTER 5

FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1. INTRODUCTION

The research was conducted with the aim of obtaining an understanding of the perceptions and views of both educators and learners regarding boy behaviour since the abolition of corporal punishment. Data has been presented in the previous chapter and in this chapter an interpretation of data and recommendations will be given.

5.2 FINDINGS

This chapter is organized into sub-headings. Each sub-heading deals with one of the research goals of the study. After each research goal has been discussed and the data related thereto analysed, a concluding section, which gives a general analysis of, the data will be provided.

5.2.1 To identify alternatives to Corporal Punishment that are used in the school

Data presented show that there are alternatives like detention, giving menial tasks, the calling in of parents and verbal warnings that are used in the school. It is noted, though, that some of these alternatives are not well received by learners. It cannot be overlooked that in spite of the implementation of alternatives, some educators still use corporal punishment extensively. Others use it a little, whilst some do not use it at all. The majority of learners accept it as the most effective form of punishment. The school formally adopted the prohibition of corporal punishment as a policy but, in reality, alternatives are only used by some educators and they are sceptical whether they are effective or not. There is no binding rule or strategy that has been put in place which forces educators of this school not to use corporal punishment. Some educators still rely on the use of corporal punishment although they claim that it is used in extreme cases like

assault, and is used less frequently and with greater restraints and after consultation with parents.

5.2.2 To establish the effectiveness of alternatives on boy behaviour, discipline, relations and performance

Responses from educators and learners differ. Girl learners believe that the abolition of corporal has caused boys to misbehave more than before. Girls think that the prohibition has brought about disrespect in boys. They think educators that are respected are those who use corporal punishment. The fact that both boys and girls do class-work/homework for an educator that they fear (somebody that uses the cane), suggests that poor performance in other subjects is a result of the use of alternatives. This is in line with what JHB Potgieter, (quoted in Gluckman, 1985:10) indicated in chapter 2 (above) : "Corporal punishment can help the child to learn the right way and fear that is necessary for the forming of a conscience".

Educators' responses differ. Most female educators who use alternatives are not sure whether the alternatives do bring about change in boys' behaviour. It seems as if they use alternatives out of fear that boys might seek revenge. They condone male educators who use corporal punishment and, in a way, they are affirming a version of masculinity that suggests that male educators are brave, powerful and have control over boys' behaviour. Nonetheless, the very same educators who use corporal punishment do not believe in it. They believe that boys need to be disciplined in new ways. They note that although the cane has been used over the years it has not effected positive change in boys' behaviour. It is also evident from their responses that, though they note a decline in the academic performance of boys, they also concede that the performance of boys had been poor for a long time. Therefore, it cannot be assumed that poor performance is the result of the implementation of alternatives. Performance whether good or bad, is the result of different aspects that need to be investigated. Disciplinary practices cannot in isolation be held accountable.

The calling in of parents is regarded by both learners and educators as the most effective way of disciplining. Learners resent this method and opt for corporal punishment.

The continued use of corporal punishment makes it difficult to draw a line and say that these alternative methods of punishment are effective on boy behaviour because not all educators use these as way of disciplining. The effectiveness of alternatives on discipline is a matter of concern.

The interview responses of educators and learners show that they believe that the introduction of alternatives has brought about a decline in school discipline. Yet, responses are not consistent and, in responses to the questionnaire, 90% of the boys said that alternatives are effective. This is a puzzling response, since the majority of boys professed their support for corporal punishment and indicated that when they were subjected to alternative punishments, it indicated educator weakness. The majority of boys seem to feel affirmed when (female) educators fear them. Since their masculinity at school is vested in power over or against educators, it can be argued that the majority of boys contribute to the decline in school discipline by defying female educators and endorsing the principle, if not the practice, of corporal punishment. They, therefore, want educators to continue implementing alternatives while they themselves enjoy the privileges of being bossy and feared at the expense of school discipline.

Educators and learners say that positive relations are built when alternatives are used. In this instance, educators and learners are saying that alternatives to corporal punishment are effective in improving relations. This is in line with what researchers say in chapter 2 when they say that the type of discipline used has an impact on the shaping of behaviour and on gender relations.

These findings indicate that educators and learners believe that different disciplinary measures are effective when used in different situations. This means that neither alternatives nor corporal punishment are effective in all situations.

5.2.3   To Determine Whether Educators Have Authority Since The Abolition.

Most female learners and educators (78% of the educators and 65% of the learners) feel that the authority of educators has declined since the abolition of corporal punishment. Educators say that boy learners misbehave and there is nothing other than corporal punishment that can curb this behaviour. The attitude of educators undermines the feasibility and legitimacy of alternatives. This notion is in line with what is said by researchers (De Kock, P.F.P 1996) who are in favour of corporal punishment because such punishment is effective, quick and easy. Other methods require time patience and skill that educators lack.

Most educators think that alternatives, like giving menial tasks, are not effective because there are boy learners they fear who refuse or ignore their instructions. In a way, they feel that they have no control over boy learners. Learners also indicated in their responses that they laugh at educators who punish them using alternatives. Boy learners also disclose that female educators fear them and that they only obey or carry out instruction from male educators who use corporal punishment. In gender terms, boys respect male educators because they think male educators have power over them by virtue of being male. The general trend of the school is that males are better than females irrespective of the disciplinary method use d by an individual educator.

Educators who use alternatives are losing hope because the focus tends to be on the immediate negative effect of punishment at the expense of long-term positive effects. Yet, it is important to note that a quarter of the teachers say that they still feel respected and in control and the vast majority of learners still believe that educators have authority.

There are educators who indicated that corporal punishment has been used in the past but there has been no change in boys' behaviour and that therefore, it is better to talk to them. This response indicates that there are educators who are focussed on improvement in the long term and are committed to implementing

alternatives.

For change to be viable among educators and learners generally, it is necessary for male educators to change the way they think, behave and talk. Most boys in this school and perhaps in other schools, look upon male educators as their role models. When male educators cannot adapt to change how can boys be expected to change? The question: What makes it difficult for male educators in this school to change is significant? Is it their upbringing, socialization or exposure to violent environments that shaped their masculinity? If this is the case, the community of educators and parents should join hands in an endeavour to bring about change in men and boys. Morrell (1996:1), in chapter 2 spells it out clearly when he says,: "As black masculinity get constructed in tension ... Many memories have swirled into their consciousness, prompted by chance or name that conjured up a moment of their past ... "The Traditional way in which boys were punished needs not be continued if it has been noticed that this practice has had injurious effects.

5.2.4   To Find Out The Emergence Of New Masculinity Amongst African Rural Boys

As indicated in chapter 1, certain factors, such as the environment, contribute towards shaping masculinity. Growing up in an environment that exposes boys to violence, makes it a mammoth challenge to overcome. The process of change needs patience and relevant skill for the desired goal to be reached. There is an emergence of a new masculinity amongst African rural boys. The minority of boys as reflected in chapter four is of great significance. These boys do not like the use of corporal punishment, they opt for non violent, non-aggressive, humane ways of discipline, and prefer discussion and involvement in all policies. This is surely indicative of the fact that a gentler, more rational and non- violent group of boys is emerging, possibly as a result of changing parenting practices as well as through the implementation of alternatives disciplinary practices in our schools. In order for the process to be assisted, men and women who serve as the

foundation upon which boys' masculinity is built will have to change. The ways in which men and women treat boys, speak to boys, raise boys, interpret their behaviour will all have to change. School policies (including the abolition of corporal punishment) will have to support processes that underpin the development of new masculinities. These policies afford boys the chance to air their views and to share feelings, thoughts and ideas. Discussions, empathy, caring, loving and understanding are features that were found in a women's world but are now gaining acceptance as normal in a man's world.

It can be concluded that there is small although significant, change among a few boys.

5.2.5 To Find Out Relations Between Educators And Learners Since The Abolition.

The results of the study are not clear. While there appears to be defiance by boys and hostility towards teachers, there is a school-wide acknowledgement that relations have improved since the abolition and that the alternatives have contributed to building positive relations. Boy learners, in particular, are also positive about the improvement in relations. This suggests that boys may, in time, be willing to accept new markers of their masculinity (other than corporal punishment). There are signs that they may be willing to communicate, share ideas and feelings although one should be cautious in accepting this evidence as other (more hostile) trends in the boys' responses were uncovered during this research. There needs to be a way of restoring dignity, trust and confidence among educators and learners so as to open up channels of communication which, in turn, will allow greater learner participation in decision-making.

5.2.6 To Find Out The Effectiveness Of Alternatives On School Discipline, Ethos And Management

Findings show that violent or aggressive punishment tends to yield aggressive,

violent, ill-disciplined learners. Conversely, non-violent, non-aggressive punishment can yield disciplined learners. The behaviour of boy learners is indirectly determined by the type of punishment. The abolition of corporal punishment has been found in the research to have negative effects on boy behaviour. There are more cases of violence (assault), harassment and increase in lateness and lack of commitment towards school work. They are now less disciplined and more inclined to bully. Lack of discipline impacts negatively on school ethos and management. There is a need to review the implementation of policies that are in place in this school. The management of the school is failing to ensure that policies provided by the department of education are fully-implemented and all that educators adhere to the rules. A joint effort is needed and methods and approaches of discipline must be communicated at the beginning year. Standards, must be set and clearly communicated to all relevant stakeholders.

5.3. RECOMMENDATIONS

The following are the recommendations based on the findings of the research:

5.3.1. The disciplinary policy of the school should be reviewed.

The disciplinary policy of the school should be reviewed and when the policy is formulated all relevant stakeholders (educator, parents and learners) must be consulted. Relevant stakeholders should be part of policy formulation which means that consensus decisions must be reached.

In the formulation of the school policy, relevant prescripts must be used. The guiding principles and rules given to schools by the Department of Education must be adhered to. The policy of the school must be a binding document and, therefore, rules encapsulated in the disciplinary policy must be informed by relevant policy and laws.

The involvement of sister departments like the Psychological services, South African Police Service, and Child Protection Unit is recommended. The expertise that will be shared with these structures will assist in providing a broader perspective to the community on issues of discipline. Their involvement will not only assist the school but also will benefit the entire community because issues of discipline in schools are an extension of discipline at home and in the community.

5.3.2. Awareness campaign on children's rights and violence.

An awareness campaign on children's rights is recommended for the school. The campaign will address issues that affect children such as abuse cases (of which the use of corporal punishment is regarded as physical abuse) and the right to education. Cases of violence will also be addressed as the inflicting of pain is regarded as violence. This will assist learners in knowing their rights, fighting for their rights and standing for their rights.

5.3.3. The learners code of conduct should be reviewed.

The Learners' Code of Conduct must be reviewed. It is recommended and stressed that when the code of conduct is discussed all relevant stakeholders must be involved. Learners indicated in their responses that they would appreciate if they knew in advance what will happen to them should they fail to adhere to the school rules. The relevant prescripts and Acts that govern schools should be incorporated into the code which must be formulated at the beginning of the year and must be reviewed every year to accommodate amendments should these become necessary

5.3.4. The educators code of conduct should be reviewed

The educators Code of Conduct of this school should be reviewed because according to the law no one has the right to inflict pain and, moreover, the South

African School's Act states clearly that corporal punishment is prohibited. The law is not discretionary - it does not permit educators any chance to negotiate but instructs them to fully comply with the law. Should educators fail to observe the law they are liable to be charged for the defiance, insubordination and infringement of human rights.

5.3.5. Parental involvement in school matters with reference to disciplinary practices.

Parents should be involved in matters of governance so as to minimize conflicts. They should be updated with current issues like the prohibition of corporal punishment and, thus, avoid problems. The education system now allows parents to be involved in school activities in the form of school governing bodies. It seems reasonable, however, to recommend that parent bodies must be informed at provincial levels to allow parents, as an organized body, to take part in educational decisions at such levels and not only at school level. They must also be capacitated on disciplinary issues and be made aware of the fact that discipline begins at home.

The fact that most parents when called to school, opt for corporal punishment to be used on their children, is indicative of the fact that they do not understand the implications of using corporal punishment at school or at home. The fact that they fail to make arrangements with their employer indicates that they do not place sufficient value on their children's education, hence capacity building on parental involvement is highly-recommended. In rural areas, principals should organize school meetings at appropriate times in consultation with employers, also requesting the employers to provide family responsibility leaves of absence as well as transport for parents. Principals should address parents in a language that parents understand because illiteracy may hamper understanding.

5.3.6. Capacity building on roles of:

a)   School management team

The school management team of the school really needs guidance as to how to lead a team. They appear not to understand their role in the school. The fact that some educators use corporal punishment a little while others use it a lot and some do not use it at all, shows that the school lacks direction. It is here where the role of the school management team became more muscular. The team must interpret prescripts, disseminate information and ensure that all departmental policies are implemented. It must also be understood that it is at school level that the implementation process must take place. For change to be effected the policies must be implemented.

On site support is also recommended to educators of the school, particularly when considering the fact that some of the male educators who are using corporal punishment are highly sceptical of the disciplinary method they are using. They, therefore, need moral support to understand that they can change and that changing doesn't mean losing manhood. The school management team must give educators, particularly male educators, the assurance and support that by using alternatives they will not only benefit the school but they will also benefit as individuals who have been part of change. They will change as men. Therefore, the school management team of the school needs training on leadership and management-related issues.

b)   Discipline, Safety And Security Committee

It is recommended that a functional committee on discipline, safety and security in this school be established. The committee will be directly responsible for discipline in the schools be established It must be a sub

committee (with delegated duties and powers) of the school governing body and the school management team. This committee will operate using the departmental prescripts and be accountable to the school governing body and the school management team. This committee must be empowered and, at the same time, work within clearly-defined limits.

c)   School Governing Bodies

The school governing body must be empowered on matters of discipline. Empowerment workshops and meetings for the school governing body is strongly recommended. Expertise can be drawn from sister departments as well as from the non-governmental organizations such as the Management of School and Training Programme. Such training will assist in eliminating ignorance of the rights and responsibilities of parents. The governing bodies must be knowledgeable on pertinent issues of governance. This will allow for the flow of information to parents and broader understanding of the law. The flow of information to parents will not only enrich parents but will also ease the implementation of departmental policies an d minimize disciplinary problems. The school governing bodies must be trained on a continuous basis and evaluation strategies must be put in place to monitor the functionality and efficiency of the school governing bodies.

d)   Learner Representative Council

It is also recommended that the Learner Representative Council of the school be empowered on matters that affect learners with particular reference to the Learner's Code of Conduct, disciplinary issues, learners rights and the role of the Learner Representative Council. This structure must be functional and it can only be functional if the relevant skills and information are provided by the school management team.

5.3.7. Advocacy on gender related issues

There should be an advocacy on issues of gender in this school. Learners, as well as educators, need to be sensitized on issues affecting boys and girls as well as men and women. There must be gender desks that will deal directly with gender issues. Such desks must be accessible to everyone and allow boys, in particular, to open up and express their feelings, thoughts and ideas. This desk must be sensitive to the needs of both boys and girls. Issues of violence and respect of human rights should be dealt with by this desk, together with the discipline, safety and security committee, the school governing body and management team. This gender desk will not only assist boys but will also assist male educators who are prepared to change. As has been previously stated, male educators need moral support and assurance that change is necessary and is for the better. This desk will work in conjunction with the school management team in providing the relevant support needed.

5.3.8. Cultural practices should be reviewed.

In chapter one mention was made that home background and the society play an important role in shaping a boy's behaviour and masculinity. It is apparent from the findings, that change cannot be expected from boys only. The entire community needs to join hands in an endeavour to bring about change. What has been regarded by society as good for men and boys needs review. Our society demands people who are positive to change and people who are confident to challenge some societal practices. What society regards as culturally-acceptable practices are elevated into what is believed to be ethical and normal. The cultural practice called "UKUPHAHLA" leaves much to be desired because it is the basis upon which masculinity in this particular area is built. The behaviour of men at home, where patriarchy is the order of the day, also shapes boys' behaviour. It, therefore, requires a progressive school to organize awareness campaigns and forums where issues of culture socialization and gender will be challenged. This

process needs the commitment and patience of people who want to drive the community forward.

5.3.9. Staff development

Educators must be developed on how to implement alternatives so that the desired outcome can be achieved.

Cooperation and consistency among the staff is needed in this school because it will strengthen whatever an individual teacher tries to implement in his/her class. It is recommended that alternatives be discussed in an open meeting where a conducive climate is created wherein issues of discipline are discussed, evaluated and new strategies put in place.

The issue of implementing alternatives is an innovation that cannot be neglected. Workshops on the issue of alternatives are needed to enhance quality of discipline in schools.

This is possible provided the head of the school is visionary and receptive towards change.

5.4. <u>CONCLUSION</u>

The study reveals that, the effectiveness of alternatives to corporal punishment varies. Its effectiveness cannot be measured in isolation as there are other factors aligned to its effectiveness. Therefore, alternatives on their own cannot be detached from factors like human and physical resources and support. These need to be considered before it can be concluded that alternatives are effective or not. Nevertheless, the result of this school-based enquiry suggests that in a complex situation, there are reasons for optimism. While there is widespread resistance to the abolition of corporal punishment, there are also signs that, in some respects, the abolition of corporal punishment has been welcomed. A sizeable number of educators and learners feel that alternatives are

effective, but the majority have many reservations. On a weighted scale, the alternatives are found to weigh low on the positive side and weigh high on the negative side of the continuum. The attitudes of educators towards the use of alternatives should be examined because attitudes influence practices and the willingness to implement new policy.

The abolition of corporal punishment has been associated with a rise in the misbehaviour of boys and has not been associated with any academic improvement or an improvement in the culture of learning and teaching.

The fact that a minority boys of Vukuzithathe School have changed, permit one to suggest that school practices and policies, in particular the abolition of corporal punishment and use of alternatives do shape and influence boy behaviour and the creation of masculinity. Primary schools, therefore, need to implement such policies so that by the time boys reach secondary schools a "gentler masculinity" acceptable in the man's world has been developed in them. Schools will have fewer violent incidents or disciplinary problems and the focus will be on instilling or improving acceptable codes of boy behaviour.

Lastly, we as South Africans can proudly say that the education system has succeeded in providing policies under which non-violent masculinities can be constructed. The fact that the present education system abolished corporal punishment in an effort to create democratic spaces which allow for new perceptions and practices of discipline that shape new masculinities. The school, learners, educators and the society need to join hands in the departmental endeavours of implementing change through the use of alternatives to corporal punishment, however. This research was conducted within a small segment of the education community of Kwa-Zulu Natal. It is strongly recommended that similar studies are funded and undertaken on a much broader scope in an attempt to establish whether the findings from the research is, in fact, typical of other schools in the province.

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APPENDIX A

PERMISSION TO CONDUCT RESEARCH

Letter 1:

P.O. Box 741
Harding
4680

17 September 2002

The District Manager
Harding District
Private Bag X 1001
Harding
4680

Dear Sir,

PERMISSION TO ADMINISTER QUESTIONNAIRES AND CONDUCT INTERVIEWS

I hereby request permission to administer questionnaires and conduct interviews in the school I am currently employed. This will serve as part of my dissertation in partial fulfilment of the requirements for the Degree of Masters in Education.

I am a part time student at the University of Natal and my research topic is entitled: "Educators, Learners and the Abolition of Corporal Punishment in a rural IsiZulu-Medium School in Harding Kwa Zulu Natal". A case study will be conducted using a pseudonym to ensure confidentiality and protect the school's reputation.

I believe that my research in this area will be a valuable contribution to the development of the school.

Your permission to do this study will be greatly appreciated. Should you wish to obtain a copy of the results of this study I will be happy to furnish you with one.

Thanking you in advance.

Yours faithfully

Gugu H Ndlovu (Mrs)
RESEARCHER

Letter 2:

P.O. Box 741
Harding
4680

17 September 2002

The Chair Person
School Governing Body
Vukuzithathe High School
Private Bag X 960
Harding
4680

Dear Sir

PERMISSION TO ADMINISTER QUESTIONNAIRES AND CONDUCT INTERVIEWS

I hereby request permission to administer questionnaires and conduct interviews in the school I am currently employed. This will serve as part of my dissertation in partial fulfilment of the requirements for the Degree of Masters in Education.

I am a part time student at the University of Natal and my research topic is entitled: "Educators, Learners and the Abolition of Corporal Punishment in a rural IsiZulu-Medium School in Harding Kwa Zulu Natal". A case study will be conducted using a pseudonym to ensure confidentiality and protect the school's reputation.

I promise that teaching and learning will not be interrupted as this research will be conducted during breaks and after school hours.

Your permission to do this study will be greatly appreciated.

Thanking you in advance.

Yours faithfully

Gugu H Ndlovu (Mrs)
RESEARCHER

APPENDIX B

INTERVIEW QUESTIONS

1. Are other methods of punishment effective in improving:

   a) Academic performance

   b) Relations

   c) Boy behaviour

2. Do you have a Code of Conduct fro Learners in your school?

3. What type of punishment would you accept as being appropriate and effective and why?

4. Does the type of punishment, mentioned in question 3 above, assist in changing boys behaviour?

5. Do boys respect teachers' authority, since the abolition of corporal punishment?

6. In your opinion, what are the effects, of the abolition of corporal punishment?

APPENDIX C

QUESTIONNAIRE

Dear Respondent,

The purpose of this questionnaire is to obtain your views on the effects of the abolition of corporal punishment.

Please be assured that your individual responses will remain confidential.

INSTRUCTIONS:

Please answer the questions as honestly as possible.

Please do not write your name on the questionnaire.

Mark with an X the correct/appropriate answer.

SECTION A: <u>BIOGRAPHICAL DATA / PERSONAL INFORMATION</u>

1. **What is your gender/sex?**

Female	
Male	

2. **What is your age?**

15-20 years	21-25 years	26-30 years	31-40 years	41-60 years

3. **What is your home language?**

IsiZulu	IsiXhosa	English	IsiSwati

4. **Please indicate your status/position in the school.**

Principal	
Deputy-Principal	
HOD	
Educator	
Learner	

5. **How many years have you been a principal/deputy principal/HOD/Educator?**

.... years.

SECTION B: ABOLITION OF CORPORAL PUNISHMENT

1. Are you aware that corporal punishment was abolished?

   Yes [ ]   No [ ]

2. Has there been a change in the way punishment is administered over the last three years?

   Yes [ ]   No [ ]

3. Are there any other forms of punishment used by educators at your school?

   Yes [ ]   No [ ]

4. These are the most effective alternative methods used by me. Rank them in order 1, 2, 3, etc.

[ ]	Detention
[ ]	Discussing wrong behaviour with a teacher
[ ]	Menial Tasks
[ ]	Calling in of a parent
[ ]	Verbal Warnings

5. What is the common type of offences committed by learners? Number then most common offences as number 1, 2, 3.

   | [ ] |
   | [ ] |
   | [ ] |
   | [ ] |
   | [ ] |

6. Which gender is frequently punished at school?

   Boys [ ]   Girls [ ]

SECTION C VIEWS ON ABOLITION OF CORPORAL PUNISHMENT

1. The abolition of corporal punishment has contributed to the decline in the following problems (offences):

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Lateness					
Absence					
Truancy					
Assault					
Disrespect					
Poor Performance					

2. The abolition of corporal punishment has lead to an increase in the levels of misbehaviour by boys.

Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐

3. There is an increase in the cases of girls being harassed and assaulted by boys since canning was done away with.

Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐

4. The abolition of corporal punishment has led to disrespect of educators by boy learners.

Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐

5. The abolition of corporal punishment has disempowered educators control over learners, since the abolition of corporal punishment in terms of authority and control over boy learners.

Strongly Agree ☐ Agree ☐ Undecided ☐ Disagree ☐ Strongly Disagree ☐

6.   The abolition of corporal punishment has led to a decline in school discipline.

Strongly Agree [ ]   Agree [ ]   Undecided [ ]   Disagree [ ]   Strongly Disagree [ ]

7.   The positive culture of teaching and learning has been retored since canning was done away with.

Strongly Agree [ ]   Agree [ ]   Undecided [ ]   Disagree [ ]   Strongly Disagree [ ]

8.   Alternative methods are the most effective ways of instilling self discipline in boy learners.

Strongly Agree [ ]   Agree [ ]   Undecided [ ]   Disagree [ ]   Strongly Disagree [ ]

9.   The banning of corporal punishment has led to a deterioration/decline in academic performances.

Strongly Agree [ ]   Agree [ ]   Undecided [ ]   Disagree [ ]   Strongly Disagree [ ]

10.   The abolition of corporal punishmnet has helped to improve teaching.

Strongly Agree [ ]   Agree [ ]   Undecided [ ]   Disagree [ ]   Strongly Disagree [ ]

11.   Alternatives are effective in building positive relationships with bot learners.

Strongly Agree [ ]   Agree [ ]   Undecided [ ]   Disagree [ ]   Strongly Disagree [ ]

12.   Involvement of learners in drawing up a Code of Conduct for Learners (School policies) minimises conflict and behavioural problems.

Strongly Agree [ ]   Agree [ ]   Undecided [ ]   Disagree [ ]   Strongly Disagree [ ]

Thank you ☺

APPENDIX D

CODE OF CONDUCT OF LEARNERS

(Extract from the School Policy)

1. The general control of the school is vested in the principal or deputy-principal in the absence of the principal, who is accountable to the School Governing Body (SGB), parents and the KZN Department of Education authorities.

2. The School Management Team (SMT), the SGB, educators and other supporting staff stand in loco-parentis to all registered learners.

3. Learners are expected to accept the responsibility of establishing and maintaining the good reputation of the school.

4. Alcoholic liquor, tobacco and illegal drugs shall not be brought onto school nor shall any learner come to school under the influence of liquor and/or illegal drugs.

5. No learner shall come to school in possession of cellular phones and weapons, licensed or unlicensed.

6. The SMT reserves the right to institute disciplinary action against any learner whose behaviour is construed by the SMT, and educators to be against the interest and purpose of the school. Such behaviour shall include, but is not limited to 4, 5, intimidation, blasphemy, use of vulgar language, smoking, bullying, violence, racism, sexism, cheating in class work, tests and examinations or any other related anti-social or criminal behaviour. The SMT or SGB also reserve the right to report learners who engage in criminal activities to the police.

7. The aim of the school is primarily to offer learners quality education. Learners should not register with the school if their social lives matter more to them than their

academic life and consequently their future.

8. Learners may not be visited during school hours, even by their parents, except in emergencies and such a visitor should either be a parent or a known relative to such a learner.

9. A learner who is absent from school shall present a medical certificate or any other acceptable document to the class teacher. Should they fail to do so, they will be sent back home until a parent, gives to the school management, a reasonable explanation fro their child's absence, in writing.

10. Lateness/absence from school is greatly discouraged and may lead to suspension and disciplinary action being instituted.

11. In case of death in a family, other than the death of the learners parent(s), parents shall take their children only on Friday preceding the Saturday/Sunday funeral and not earlier.

12. Learners shall be expected to show diligence and take their studies seriously as their success depends heavily on them.

13. A learner who absents herself/himself from school for ten (10) consecutive school days without a valid reason and such reason being communicated to the principal and/or class teacher before or during such absence, shall be deemed to have automatically left the school.

14. No learner is expected to be out of the school premises during school hours without a written permission duly signed, stamped and dated by the principal/deputy-principal/ (HOD) or any other authorised/delegated staff member. Learners who have been issued with permission slips to go to the doctor/clinic/hospital shall on return from such doctor/clinic/hospital return the permission slip to the issuing authority,

15. No learner shall be victimised because of their political, religious, ethnic, language, nationality or cultural convictions.

16. Learners have the right to be treated and to treated and to treat others with respect and dignity that all humans deserve.

17. Learners are expected to be in full school uniform every school day except if directed otherwise by the school management.

18. Learners are required to attend all religious programs and devotions of the school.

19. Learners are required to do all homework, class-work, projects, practicals, test, examinations or carry-out reasonable duty duly given to them by educators.

20. Learners are required to handle all school property with extreme care.

DECLARATION BY LEARNER

I, ...,

(Name of learner),

......./......./........

(Date of birth)

have read, understood and accepted the above Code of Conduct of the School. I undertake to obey and subject myself to the authority of the school and regulations of the school. I accept that should I violate this Code, I may be punished, suspended or expelled from the school

_____   _____

Signature of the Learner   **Date**

DECLARATION BY THE PARENT / LEGAL GUARDIAN

I, ...,

(Name of parent/guardian), as a parent/legal guardian of

....,

(Name of learner),

have read, understood and accepted the above Code of Conduct of the school,

hereby undertake to commit myself to the following:

- To bring my child to school every school day, unless told otherwise by the school management.
- To respect the authority of the school and agree to subject my child to the teachings and regulations of the school.
- If my child has been absent, to provide the school with the necessary reasons in writing.
- To provide my child with all school/subject requirements as communicated to me by the school.
- To pay the school fees timeously.
- To take an active interest in the education of my child.
- To attend parents' meetings or respond positively to any invitation to school.

I am aware that should my child violate the above Code of Conduct, she/he may be liable for punishment, suspension or expulsion.

_____   _____

Signature of parent/guardian   **Date**

_____   _____

Signature of witness   **Date**