

**ATTITUDES OF STUDENTS, PARENTS AND TEACHERS
TOWARDS THE USE OF CORPORAL PUNISHMENT
IN SENIOR SECONDARY SCHOOLS**

by

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ABSTRACT

This study investigated attitudes of students, parents and teachers towards the use of corporal punishment in three senior secondary schools. The sample consisted of 360 students, 175 parents and 60 teachers (n=595 respondents). Parents' and teachers' ages ranged between 23 and 79 years, whereas students' ages ranged between 13 and 29 years.

Three researcher-designed questionnaires and an interview schedule were used to collect data aimed at measuring attitudes of respondents through the Likert Scale as well as open-ended items requiring opinion.

Having been granted permission by the Education Department to administer questionnaires in schools, a pilot study was carried out on a relatively small scale, with respondents roughly similar to those of the final study. This was followed by the administration of questionnaires to each school in turns. Parents' meetings created an opportunity of administering questionnaires for parents and an audiotape was used for recording interviews.

This study presents the first step in the development of a measuring scale, the validity of which will only become apparent after extensive use by subsequent researchers, subjecting their data to meta-analysis.

The collected data were analyzed through the Statistical Package for Social Sciences. The crosstabulation of raw data was used to investigate differences among subjects that fall into different categories. To find the significance of differences, the chi-squared test was used. Only items reflecting significant differences were discussed, with the level of significance set between 0.01 and 0.05.

The findings of the study suggest support for the view that corporal punishment should be retained as it is believed to instil good discipline which produces good

// results, provided there is proper supervision, which was lacking with the past education department.

Some teachers, and even principals, have been found guilty of sexually abusing schoolgirls. Teachers, when on strike, pledge solidarity with students. Some students assault teachers and hold them hostage. All this points to the collapse of authority and morals for both students and teachers, and thus some respondents feel that even if caning is retained, for as long as teachers' behaviour is not monitored and scrutinized by the Department of Education, it would be dangerous to allow students to be caned by such irresponsible people (teachers), hiding under the protective cover of the unions.

The study recommends that, now that corporal punishment in schools has been banned, there should be an in-built mechanism in schools to monitor caning to protect children from victimization. History has warned that even if 'official' caning ceases, but 'unofficial' caning will never stop. The code of conduct for both teachers and students should be in place, and strictly adhered to, in order to restore sound morals and mutual respect.

comment
Rigorous in-service training and workshopping to empower teachers with alternative management skills which could render corporal punishment unnecessary, should be conducted. Caution should be taken as alternatives have their limitations and shortcomings, more especially in the South African context, with its multi-cultural characteristics and diversification.

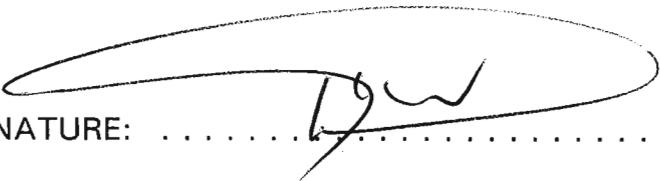
It is not sufficient to conclude that respondents in this study seem to be satisfied with the retention of the cane as these results may not reflect the general view of the students, teachers and parents country-wide. *offer new* An urgent country-wide research on caning should be embarked upon to get the general and different views, as the decision to ban corporal punishment seemingly does not reflect any prior nation-wide research which, in turn, should inform practice and benefit changes.

DECLARATION

I, E.N.M. SOGONI, of the Department of Educational Psychology, University of Natal, Pietermaritzburg, declare that the copy of the research study submitted by me on 04 SEPTEMBER,..... 1997 is my original work. Unless specifically indicated to the contrary in the text, this dissertation is not the work of any person but is the product and result of my efforts under the supervision of Mr. R.H. Farman.

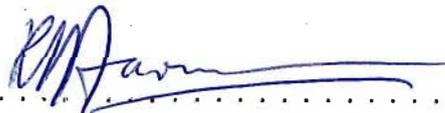
I further declare that the work has not been accepted in substance nor currently submitted in candidature for any other degree.

CANDIDATE:

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DATE 04 SEPTEMBER, 1997

SUPERVISOR:

R.H. FARMAN. SIGNATURE: 

DATE 6 MAY, 1998

ACKNOWLEDGEMENTS

Although the author of any piece of work is assumed to be the person responsible for what is written, it is a well known truth that it takes more than an author to collect and compile information found in any dissertation. Authorship is in reality a joint effort of many people contributing in various ways and every piece of completed work hides, in itself, some strange secret of strength. This manuscript is no exception, and thus the author is deeply indebted to various people without whose contribution this dissertation would not have shaped the way it did.

Nothing has been impossible with the lasting support, hope-sustaining and professional guidance, astute, comprehensive and scholarly comments, from the study supervisor, Robin Farman, of the Educational Psychology Department. I shall always treasure his patience and spirit of workmanship he demonstrated when structuring certain aspects of the chapters in the dissertation.

I deeply appreciate the caring guidance and maximum cooperation extended by Mrs Cumming, the Faculty Officer, more especially during the initial stages of this programme. She has always been a source of support.

The former Transkei Education Department is sincerely thanked for granting me permission to visit Clydesdale, Ibisi and Rietvlei senior secondary schools for data collection. Coupled with this is the cooperation extended by staff and students of these senior secondary schools who were involved in this research, and also the contribution made by parents in this study.

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Giving thanks always for all things unto God.

DEDICATION

THIS WORK IS DEDICATED TO -

My late father and mother for their loving care, support and the sacrifices they made when I was growing up. Grateful tribute is paid for the foundation they laid in my education, which has enriched my life. They left me a priceless wealth of spiritual and social values that I am proud of, and which I endeavour to pass on to my children - a real treasure:

TABLE OF CONTENTS

	PAGE
ABSTRACT	i
DECLARATION	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	vi
CHAPTER 1: INTRODUCTION	1
CHAPTER 2: LITERATURE REVIEW	22
2.1 Introduction	24
2.2 Corporal punishment as defined by various experts in education	26/
2.3 Regulations governing the administering of corporal punishment in schools	27
2.3.1 Reasons or offences for which corporal punishment may be inflicted	29
2.3.2 Particulars of the Punishment Register	31
2.3.3 Conditions under which corporal punishment was meted out in schools	32
2.4 Legal aspects of corporal punishment	33
2.5 ✕ Writers who advocate the use of corporal punishment in schools	36
2.6 ✕ Writers who object to the use of corporal punishment in schools	43
2.6.1 Offences for which pupils were caned	61
2.6.1.1 Scholastic category offences	63
2.6.1.2 Category related to sport offences	63
2.6.1.3 Offences related to music	64
2.6.1.4 Personal appearance offences	64

	PAGE
2.6.1.5	Behaviour offences 65
2.6.2	Sites for imposing corporal punishment 66
2.6.3	Disregard of regulations governing the use of corporal punishment in schools 67
+ 2.7	Effects of corporal punishment - research findings 68 ←
2.7.1	Physical effects of corporal punishment 69
2.7.2	Psychological effects of corporal punishment 70
2.7.3	Sociological effects of corporal punishment 73
2.7.4	Damage to interpersonal relationships 77
2.7.5	Sexual deviations 79
+ 2.8	Alternatives to corporal punishment - research findings 80
2.9	Attitudes and their measurement 93
2.9.1	The theoretical basis of attitudes 93
2.9.2	Measurement of attitudes 97
2.10	Senior secondary school and the age-range involved 100
2.11	Conclusion 102
 CHAPTER 3: RESEARCH METHODOLOGY AND PROCEDURES FOR DATA COLLECTION 104	
3.1	Rationale for the investigation 104
3.2	Research design 105
3.2.1	The sample 105
3.2.2	Sampling procedure 107
3.2.3	Measuring instrument 107
3.2.4	Development of the questionnaires and an interview schedule 109
3.2.5	Validity of the instruments 110
3.3	Procedure for administering the instruments in data collection 111

CHAPTER 4: ANALYSIS OF RESULTS 116

4.1 Scoring responses and organizing data 116

4.2 Section A of questionnaire 117

4.2.1 Students ✓ 117

4.2.2 Teachers ✓ 117

4.2.3 Parents ✓ 118

4.3 Section B of questionnaire 119

4.4 Section C of questionnaire 120

4.4.1 Responses to students' questionnaire 120

4.4.2 Responses to teachers' questionnaire 133

4.4.3 Responses to parents' questionnaire 143

4.5 Statistical analysis of data 158

4.5.1 Students' attitudes toward corporal punishment ✓ 160

4.5.1.1 Crosstabulation of students' responses by three age-groups 160

4.5.1.2 Crosstabulation of students' responses by gender 162

4.5.1.3 Crosstabulation of students' responses by school standard 169

4.5.2 Teachers' attitudes towards corporal punishment 178

4.5.2.1 Crosstabulation of teachers' responses by three age-groups 178

4.5.2.2 Crosstabulation of teachers' responses by gender 179

4.5.2.3 Crosstabulation of teachers' responses by position 180

4.5.3 Parents' attitudes towards corporal punishment 180

4.5.3.1 Crosstabulation of parents' responses by whether literate or semi-literate 180

4.5.4 Literate parents' attitudes towards corporal punishment 196

4.5.4.1 Crosstabulation of literate parents' responses by three age-groups 196

	PAGE
4.5.4.2	Crosstabulation of literate parents' responses by gender 198
4.5.5	Semi-literate parents' attitudes towards corporal punishment 201
4.5.5.1	Crosstabulation of semi-literate parents' responses by three age-groups 201
4.5.5.2	Crosstabulation of semi-literate parents' responses by gender 202
CHAPTER 5:	DISCUSSION OF RESULTS 205
5.1	Findings from the positively and negatively plotted responses 206
5.2	Findings from neutral responses 208
5.3	Findings from responses to open-ended questions 209
5.3.1	Offences which resulted in the use of corporal punishment 210
5.3.2	Sites of the body used for inflicting corporal punishment 211
5.3.3	People who were responsible for inflicting corporal punishment 211
5.3.4	Effects of corporal punishment on students 212
5.3.5	Alternatives which could be used instead of corporal punishment 213
5.3.5.1	The leadership role of the principal ✓✓ 214
5.3.5.2	Good classroom management ✓✓ 214
5.3.5.3	Good relationship between teacher and pupil 215
5.3.5.4	Pre-service training 215
5.3.5.5	In-service training ✓ 216
5.3.5.6	Involvement of stakeholders in schools ✓✓ 216
5.3.5.7	Counselling services 217
5.3.5.8	Withdrawal of privileges 217

	PAGE
5.3.5.9	Manual work 217
5.3.5.10	Suspension 218
5.3.5.11	Detention 218
5.3.6.12	Reprimand 218
5.4	Other comments from students, teachers and parents on the use of corporal punishment in schools 219
5.4.1	Comments in support of corporal punishment 219
5.4.2	Comments against the use of corporal punishment in schools 222
CHAPTER 6: CONCLUSION 225
6.1	Implications for theory and practice 225
6.2	Limitations of this study 233
6.2.1	The sample 233
6.2.2	The measuring instruments 235
6.2.3	The time 236
6.3	Future research 237
BIBLIOGRAPHY 240
 APPENDICES	
APPENDIX 1:	MAP OF TRANSKEI 260
APPENDIX 2:	CORRESPONDENCE 262
APPENDIX 3:	QUESTIONNAIRE FOR STUDENTS 266
APPENDIX 4:	QUESTIONNAIRE FOR TEACHERS 275
APPENDIX 5:	QUESTIONNAIRE FOR LITERATE PARENTS/GUARDIANS 284
APPENDIX 6:	QUESTIONNAIRE FOR SEMI-LITERATE PARENTS (IN XHOSA) 293

APPENDIX 7: EXTRACT FROM THE *GOVERNMENT GAZETTE*
(Vol. 11) DEPARTMENT OF EDUCATION 302

APPENDIX 8: BAN OF CORPORAL PUNISHMENT CIRCULAR
FROM THE MEC (EASTERN CAPE) 306

APPENDIX 9: TRANSCRIPT OF TRANSKEI RADIO 'PHONE-IN'
PROGRAMME 308

APPENDIX 10: SOUTH AFRICAN SCHOOLS ACT, 1996 311

LIST OF TABLES

		PAGE
Table 1:	Offences which justified corporal punishment under the past regulations	30
Table 2:	Example of a Punishment Register	31
Table 3:	Countries which have outlawed corporal punishment with the date of abolition known	49
Table 4:	Present 12-year school pattern for blacks	101
Table 5:	Five-point scale weighting	119
Table 6:	Students' overall responses - Positively stated	121
Table 7:	Students' overall responses - Negatively stated	122
Table 8:	Students' responses by age - Positively stated	123
Table 9:	Students' responses by age - Negatively stated	125
Table 10:	Students' responses by gender - Positively stated	127
Table 11:	Students' responses by gender - Negatively stated	128
Table 12:	Students' responses by school standard - Positively stated	129
Table 13:	Students' responses by school standard - Negatively stated	131
Table 14:	Teachers' overall responses - Positively stated	133
Table 15:	Teachers' overall responses - Negatively stated	134
Table 16:	Teachers' responses by age - Positively stated	135
Table 17:	Teachers' responses by age - Negatively stated	137
Table 18:	Teachers responses by gender - Positively stated	139
Table 19:	Teachers' responses by gender - Negatively stated	140
Table 20:	Teachers' responses by position - Positively stated	141

	PAGE
Table 21: Teachers' responses by position - Negatively stated	142
Table 22: Semi-literate parents' overall responses - Positively stated	143
Table 23: Semi-literate parents' overall responses - Negatively stated	144
Table 24: Literate parents' overall responses - Positively stated	145
Table 25: Literate parents' overall responses - Negatively stated	146
Table 26: All parents' responses by age - Positively stated	147
Table 27: All parents' responses by age - Negatively stated	149
Table 28: All parents' responses by gender - Positively stated	151
Table 29: All parents' responses by gender - Negatively stated	152
Table 30: Parents' responses by occupation - Positively stated	153
Table 31: Parents' responses by occupation - Negatively stated	155
Table 32: Crosstabulation of students - age	160
Table 33: Crosstabulation of students - age	161
Table 34: Crosstabulation of students - gender (male/female)	162
Table 35: Crosstabulation of students - gender (male/female)	163
Table 36: Crosstabulation of students - gender (male/female)	164
Table 37: Crosstabulation of students - gender (male/female)	165
Table 38: Crosstabulation of students - gender (male/female)	166
Table 39: Crosstabulation of students - gender (male/female)	166
Table 40: Crosstabulation of students - gender (male/female)	167
Table 41: Crosstabulation of students - gender (male/female)	168

	PAGE
Table 42: Crosstabulation of students - gender (male/female)	169
Table 43: Crosstabulation of students - school standard	170
Table 44: Crosstabulation of students - school standard	171
Table 45: Crosstabulation of students - school standard	171
Table 46: Crosstabulation of students - school standard	172
Table 47: Crosstabulation of students - school standard	173
Table 48: Crosstabulation of students - school standard	174
Table 49: Crosstabulation of students - school standard	175
Table 50: Crosstabulation of students - school standard	176
Table 51: Crosstabulation of students - school standard	176
Table 52: Crosstabulation of students - school standard	177
Table 53: Crosstabulation of students - school standard	178
Table 54: Crosstabulation of teachers - gender (male/female)	179
Table 55: Crosstabulation of parents - literate and semi-literate	181
Table 56: Crosstabulation of parents - literate and semi-literate	181
Table 57: Crosstabulation of parents - literate and semi-literate	182
Table 58: Crosstabulation of parents - literate and semi-literate	183
Table 59: Crosstabulation of parents - literate and semi-literate	184
Table 60: Crosstabulation of parents - literate and semi-literate	185
Table 61: Crosstabulation of parents - literate and semi-literate	186
Table 62: Crosstabulation of parents - literate and semi-literate	187
Table 63: Crosstabulation of parents - literate and semi-literate	187
Table 64: Crosstabulation of parents - literate and semi-literate	188

	PAGE
Table 65: Crosstabulation of parents - literate and semi-literate	189
Table 66: Crosstabulation of parents - literate and semi-literate	190
Table 67: Crosstabulation of parents - literate and semi-literate	191
Table 68: Crosstabulation of parents - literate and semi-literate	192
Table 69: Crosstabulation of parents - literate and semi-literate	192
Table 70: Crosstabulation of parents - literate and semi-literate	193
Table 71: Crosstabulation of parents - literate and semi-literate	194
Table 72: Crosstabulation of parents - literate and semi-literate	195
Table 73: Crosstabulation of parents - literate and semi-literate	195
Table 74: Crosstabulation of literate parents - by age	196
Table 75: Crosstabulation of literate parents - by age	197
Table 76: Crosstabulation of literate parents - by gender (male/female)	198
Table 77: Crosstabulation of literate parents - by gender (male/female)	199
Table 78: Crosstabulation of literate parents - by gender (male/female)	200
Table 79: Crosstabulation of literate parents - by gender (male/female)	201
Table 80: Crosstabulation of semi-literate parents - by age	202
Table 81: Crosstabulation of semi-literate parents - by gender (male/female)	203
Table 82: Crosstabulation of semi-literate parents - by gender (male/female)	204

LIST OF FIGURES

		PAGE
Figure 1:	"Do you still remember the promises you made?"	10
Figure 2:	The Ides of March	12
Figure 3:	A youth escorted to a police van	13
Figure 4:	Militant school boys from Kennington and Lambeth met on the Albert Embankment on 6 October 1889 on a protest on caning	18
Figure 5:	Title page of The children's Petition, 1667 [<i>sic</i>] (from the British Museum)	19
Figure 6:	Student's personal opinion!	60
Figure 7:	Emulating a model of aggression	74
Figure 8:	Rensis Likert	98
Figure 9:	Students' overall results - Positively stated	121
Figure 10:	Student's overall results - Negatively stated	122
Figure 11:	Students' responses by age - Positively stated	124
Figure 12:	Students' responses by age - Negatively stated	126
Figure 13:	Students' responses by gender - Positively stated	127
Figure 14:	Students' responses by gender - Negatively stated	129
Figure 15:	Students' responses by school standard - Positively stated	130
Figure 16:	Students' responses by school standard - Negatively stated	132
Figure 17:	Teachers' overall responses - Positively stated	133
Figure 18:	Teachers' overall responses - Negatively stated	134
Figure 19:	Teachers' responses by age - Positively stated	136
Figure 20:	Teachers' responses by age - Negatively stated	138

	PAGE
Figure 21: Teachers' responses by gender - Positively stated	139
Figure 22: Teachers' responses by gender - Negatively stated	140
Figure 23: Teachers' responses by position - Positively stated	141
Figure 24: Teachers' responses by position - Negatively	142
Figure 25: Semi-literate parents' responses - Positively stated	143
Figure 26: Semi-literate parents' responses - Negatively stated	144
Figure 27: Literate parents' overall responses - Positively stated	145
Figure 28: Literate parents' overall responses - Negatively stated	146
Figure 29: All parents' responses by age - Positively stated	148
Figure 30: All parents' responses by age - Negatively stated	150
Figure 31: All parents' responses by gender - Positively stated	151
Figure 32: All parents' responses by gender - Negatively stated	152
Figure 33: Parents' responses by occupation - Positively stated	154
Figure 34: Parents' responses by occupation - Negatively stated	156
Figure 35: Discipline	220

CHAPTER 1

INTRODUCTION

Corporal punishment is in-built in our culture and it is common talk that many adults gratefully ascribe their good character to their parents' good discipline. Corporal punishment has been used by adults in many African child-rearing patterns in the moral training of children in society (Durojaiye, 1976). Children regard it as a traditional sanction (Rubin, 1980). The school as society's most important formal educational institution and a social agent, is known to cultivate distinct patterns of behaviour in the child and to determine the adult image upheld by society. These patterns are adapted to the functions a child is expected to execute, thus giving society continuity (Blackledge and Hunt, 1985). Ashley (1989) believes that the teacher embodies in him the ideal qualities of the adult of the community concerned and is not afraid to exert firm authority on the young. To-day's youth revolts against this firm authority. It should not be overlooked that society may cling to certain practices not because they are rational but only because people have internalized and learnt to live with them.

The present study investigates the attitudes of parents, teachers and students towards the use of corporal punishment in schools, attitudes being relatively stable, opinions towards objects, concepts, situations, activities and persons, and thus guiding behaviour in a supportive or negative way. This is a local study in a rural area where the researcher is working. The major problem facing education is the question of authority. Those who were seen as obliged to obey, are now unwilling to submit themselves to the authority of teachers. The bearers of authority are uncertain of their stand as the validity of their authority is strongly questioned. Hamachek (1985), has observed that sharing authority with students is a growing problem typical at secondary school level.

Clarizio, Craig and Mehrens (1987), remark about the general decline in society's respect for authority. Charlton and David (1993), have also noted that respect for authority has changed in the last few decades, both in public life and in school.

Society has now plunged headlong into an era of dynamic changes and children are no longer stifled by the passive role imposed on them by adult authority. The transitional period from oppressive attitudes towards child-rearing to a democratic view, presents a fertile ground in which latent behaviour problems might flower. Now that their participation is not opposed to, young people are pressing forward for transformation in every sphere of life, including education, which should not be excluded from the concrete conditions of society and development strategies. Educators are faced with a tremendous challenge due to students' daily exposure to violent tactics for bringing about change through the media.

Corporal punishment with its long history in our schools, has played an important role as a method of maintaining discipline. It has not been uncommon to see teachers in Transkei, for example, inflicting corporal punishment on students. The Transkei Education Department, in common with other departments elsewhere, had regulations governing and restricting the administration of corporal punishment in schools. People have differing attitudes on the use of corporal punishment in schools; hence it has been a subject of contention and remains an unresolved controversial issue.

Although education and politics are inextricably linked and could never be divorced, Sekola (1993) remarks about black education specifically, which has now become so politicised, that it has been identified by many as an area of acute crisis. Effective teaching and learning in several parts of the country have virtually ceased as black education has been lurching from one crisis to another. *Daily Dispatch* reporter (1993) remarks about the parents' concern over the education crisis and the negative impact it had on the tuition of their children. Apart from a low matric pass rate, Ka Harvey (1994) maintains that black education has been plagued by teachers' strikes and students' boycotts. Pityana (1994) feels that the methods used by the teachers in their strikes to confront the education authorities, negatively affected the very black community, rendering it marginal. Through their strike-action, teachers feel that they can achieve in two days what they could not achieve over a long period of negotiations (*City Press*, 15 August, 1993).

The fast political changes of the envisaged rebirth of South Africa may have resulted in many teachers deviating from accepted canons of professionalism. They may go to the extent of exploring all canonical ideologies where experts in the field of education have made pronouncements on the reality of education.

A new culture has emerged in education where teachers do not adhere to the accepted code of conduct which is the real source of their official authority. Massive teacher, parent and student uprisings are replacing a long-existing culture in administration and management, with a widespread and determined resistance to authority. In their boycotts teachers pledge solidarity with parents and students in an open struggle, with open strike action to advance their demands. At times, protests in the form of sit-ins, are accompanied by intimidation and threats to non-participants and destroying property (*Daily Dispatch* reporter, 20 August, 1993). Daily newspapers also report cases of assault, teachers stoned by students demanding tuition and villagers also demanding that their children be taught (*Daily Dispatch*, 12 March, 1993). There are reported cases of teachers who have been found guilty of sexually abusing schoolgirls (Miller, 1992). Miller and Sithole (1994), report a case of the entire teaching staff which was held hostage and sjambokked by armed students in the staff room. Teachers were injured and the police who came to save the situation were also injured by stone-throwing students. As stated by Zwane (1994), this disruption was sparked by the suspension of two teachers who allegedly had sex in the full view of the students at the back of the bus, on a school trip. These teachers admitted that they had had sex and that they were under the influence of liquor at the time. Maluleke reports on a sex scandal involving a former school principal in Mpumalanga (formerly Eastern Transvaal), now an ANC Senator aged 55, who raped a standard four pupil, aged 13 in his school, who eventually got pregnant and gave birth to a child, now two years old. "That old man took away my childhood", says the child-mother (*City Press*, 27 August, 1995: 1). Police allege this school principal rewarded girl pupils with favourable reports in exchange for "sexual favours" (*The Natal Witness*, 6 Nov., 1995). The same scandal is reported in the November, 1995 edition of *Drum Magazine* where Pitoyi and Khumalo complain of this man, who destroyed a pupil's promising future by forcing her into motherhood long before she was ready for it,

leaving her with permanent psychological scars due to having produced an illegitimate child. When the pupil needed extra maths lessons, he gave her sex!

Mokoena also reports a case where a schoolgirl was offered a lift by her teacher after a sports event. He took her to his home, demanded sex and, when she resisted, threatened to fail her (*City Press*, 5 March, 1995).

The above examples are indications of authority collapse in schools and a lack of moral fibre in society. This is not acceptable conduct worthy of emulation by students, and engenders no respect by them for authority in such situations, where morals have dropped so much.

Pityana (1994) also refers to teachers who have been accused of sexual harassment. In the *City Press* (5 March, 1995), Mokoena reports on a primary school teacher who has been charged with sexual abuse of a 14-year-old girl who has become pregnant and yet too young to be married.

Students learn from observing teachers as models; thus teachers have often been portrayed as living examples of norms and values worth emulating by students (Griessel, Louw and Swart, 1986). Teachers should model behaviour that reflects teachers' accepted values. They should not behave in one way while denying the same behaviour to the students (Wolfgang and Glickman, 1980).

De Witt (1981, cited in Mkuzo, 1994: 8), remarks on teachers who should serve as good models. For the best education, "Let your life be a beautiful book that lies open before your pupils ... Be true to yourself ...". A child learns more from what the teacher is than from what he says.

Mashego (1994), ascribes this violence and lawlessness to the repressive action between the 1980s and 1990s where students, because of confrontations with the State, turned to violence and an eventual disrespect for authority and for school. This resulted in students roaming the streets during school hours. Teachers in the meantime were basking in the sun, chatting away valuable official school time.

There have been reports of some teachers frequenting shebeens during school working hours (Pityana, 1994). Others, according to the Report of the National Education Policy Investigation (NEPI) of 1992, in the context of a demoralized and badly administered school system, have tended to neglect their teaching responsibilities in favour of advancing their own private studies.

Ruth Bengu in *Education Alive*, April/July 1994, maintains that children have been nurtured through the culture of violence. To them violence is the only language that can be used to influence political changes. Pupils have witnessed the South African Defence Force (SADF) moving into school premises and also deployed in each classroom, not for security reasons but to fight unarmed nine-year-old pupils. Teachers and students were shot, and continued to die; thus children were forced to come to school armed, as a means of self-defence. Pityana (1994) also draws our attention to the struggles of democratic forces organized against apartheid education, which have empowered pupils to challenge the system of education. During their confrontations with the State, the culture of violence, intolerance and disregard for authority, was nurtured, while eroding the authority of the teachers. And because of the political influence some of the teachers have played a part in demeaning the status of the teaching profession.

As tensions in education deepened in the 1980s, children were thrust into the front, to make the country ungovernable. Young people assumed enormous powers rejecting the authority of the parent and the school. Because children were wielding power they refused to yield to the authority of the parents and teachers whom they felt had not been active and had failed to handle the political situations. The student action was cherished and regarded as heroic by many, and played a pivotal role in the struggle against apartheid with a heavy cost of destroying the culture of teaching and learning in the process.

Christie (1985) has observed that, at the time the schools' protest increased in momentum, spreading throughout the country, with thousands of students boycotting classes.

In the 1990s considerable disruption of education occurred in Transkei as well. This disruption was observed after the Minister of Education had gone round the Transkei Education circuits, addressing parents, principals of schools and students on the formation and functioning of the Students' Representative Councils (SRCs). The SRC Guidelines are to be found in the Transkei Education Circular No. 29 of 1990. This was a new procedure in administration, replacing the old existing prefect system in schools. Since that time, there have been numerous instances where students were pushing forward, demanding 'their rights' and having claims in the actual running of the school programmes. Since that time there have been occasions which illustrated changes in perception and practice in education.

Some principals and community members have opened up unauthorised private colleges of education. Sit-ins have been staged by the college students demanding 'recognition' and registration of these unauthorised private colleges from the Department of Education. This is confirmed by Mr Ntlabathi, a leader of the eZibeleni College's parent delegation, when suspending the college sit-in at former head office, Umtata, and after a meeting with the cabinet, when saying: "When the college was built, proper channels were not followed, hence the problem" (*Daily Dispatch* reporter, 4 Nov. 1993: 4).

There have been prominent administrative tensions in education where certain principals have been chased out of office by students. These principals received shelter at the Circuit Inspectors' offices.

Teachers have demanded the democratization of school management and the suspension of the school inspectors' activities (SADTU Paper, 1990). The demands have been tacitly approved by the Department of Education as the system of supervision and inspection has collapsed and is no more. Inspection has been the only way through which teachers' services are monitored and through which standards are upheld by the departmental officials. The tradition of regard for hierarchy of authority of any kind is questioned.

In the Transkei Education Annual Report (1992), it is stated that the anti-inspection attitude is prevalent among the South African Democratic Teachers' Union (SADTU) members in the Transkei region. This attitude, according to this report, of rejecting inspection, is fast destroying pupils' education. Even the internal examination results have been withheld by teachers in schools, pending the fulfilment of their demands. Students, and even those in responsible positions, condone class boycotts, boycotting trial examinations, demanding refund of school fees, insolently and stubbornly expelling principals from certain schools. The attitude of both teachers and students is apparently strongly under the influence of progressive structures which often tend to challenge and oppose authority. The recent forced work stoppages and staged sit-ins, culminating in the virtual take over of circuit offices by SADTU members, are a case in point.

Even the 1993 Transkei Education Annual Report refers to the sit-ins which have become a common feature of the education circuit offices. As observed by the departmental officials, inspection of schools is uncompromisingly rejected; teachers have adopted a dramatic rejection of work ethics and of the professional code of conduct as well. Along with this action, there have been various humiliating encounters experienced by inspectors in certain circuits.

Burke (1971) argues that teachers cannot claim any professional status when they are still subjected to periodical visits from government inspectors to monitor their work. Their professional status is degraded if they do not enjoy the kind of freedom common to members of other professions.

Transkei schools have witnessed a turning point in the history of educational administration and management. For the whole of 1993, black education has been experiencing crisis after crisis. Schools have been deserted for the better part of the school calendar year, because of strikes. This is confirmed in *The Daily Dispatch*, August 11, 1993. Parents, teachers and students have occupied even the offices of the highest official of the education department for sit-ins. Marches became the order of the day, culminating in the demand to remove the Minister of Education (Mr Kakudi) from office, failing which, no external examinations and no marking at

the end of the year would be done. The strike action has been adopted as the last resort after three years of negotiation with the Transkei Education Department. All forms of struggles were exhausted and the teachers were convinced that, unless they exert concerted pressure, they cannot expect their demands to be met, Mr Matomela, Transkei SADTU General Secretary remarked in the *Daily Dispatch* (10 March, 1993).

The crisis situation into which the entire education system in Transkei has been plunged, resulted in the appointment of the Hlophe Commission of Inquiry (1993), to investigate the legitimacy of the teachers' grievances. This industrial action by teachers has generated instability, disrupting effective tuition in schools.

Great expectations and hopes ran high that the April 1994 general elections for a democratic society in South Africa would result in a complete change in attitudes among the stakeholder in education, bringing about immediate restoration of the culture of teaching and learning, but the crisis in education is currently erupting. Efforts to get out of this crisis is the focus across the political spectrum as education lurches deeper into the quagmire of this continuing crisis.

There are views that the present Minister of Education is hopelessly incompetent and that he has dismally failed to find solutions for the existing education crisis (*The Citizen*, 22 March, 1995). Mamaila reports of the college rector who was frog-marched by his own students out of the college premises (*Sowetan*, 27 Oct., 1994). Even the University of South Africa has experienced some students' boycotts where members of the lecturing staff and students were injured and other students bitten by police dogs (*The Natal Mercury*, 25 Aug., 1994).

Several upheavals, remarks and comments in the media reflect that education is plunged into a crisis of major proportions. Oosthuizen reports that: "Officials have been held hostage by 400 pupils, offices vandalised and also damaged equipment" (*Natal Witness*, 28 Jan. 1995). The march of about 8 000 student demonstrations hosted by the Congress of South African Students (COSAS) demanded the immediate removal of the Education MEC of the Western Cape (*Daily Dispatch*, 28

Feb. 1995). Students have marched to the provincial legislature in the Eastern Cape, and threatened to occupy the University of Fort Hare branch in Bisho if their demands were not met (*Daily Dispatch*, 9 March, 1995). The militant Fort Hare students had spent three days of sit-ins, hostage-taking, barricading of campus entrances and disruption of lectures, and had refused entry to the provincial director-general of the Eastern Cape Province for discussion purposes (*Daily Dispatch*, 16 March, 1995).

The students have demanded the resignation of Rector and the Council of the Border Technikon. That the Rector had to go on special leave, is a tacit acknowledgement of the students' demands (*Daily Dispatch*, 14 March, 1995).

The Free State Technikon and the universities of Vista, Wits, Western Cape and Zululand have been hit by students' protest actions with escalating tensions. Keenton, when reporting in the *Sowetan* (15 March, 1995) expresses the State President's concern about this lawlessness, who made a general call to all the provinces to 'clamp' it down. The President did not translate clearly what form the diffusion of the crisis should take. One of the students from the University of Witwatersrand responded thus:

"It seems to me that all the president wanted was to get into power and forget about the promises he and the ANC made when canvassing for last year's elections ... now that he is in power, he sees black students' protests as unruly behaviour ..." (*Sunday Times*, 19 March, 1995: 17).

Through a cartoon, the President is reminded of the promises he made when canvassing votes which he actually got (*UmAfrika*, 25-29 April, 1995: 3).

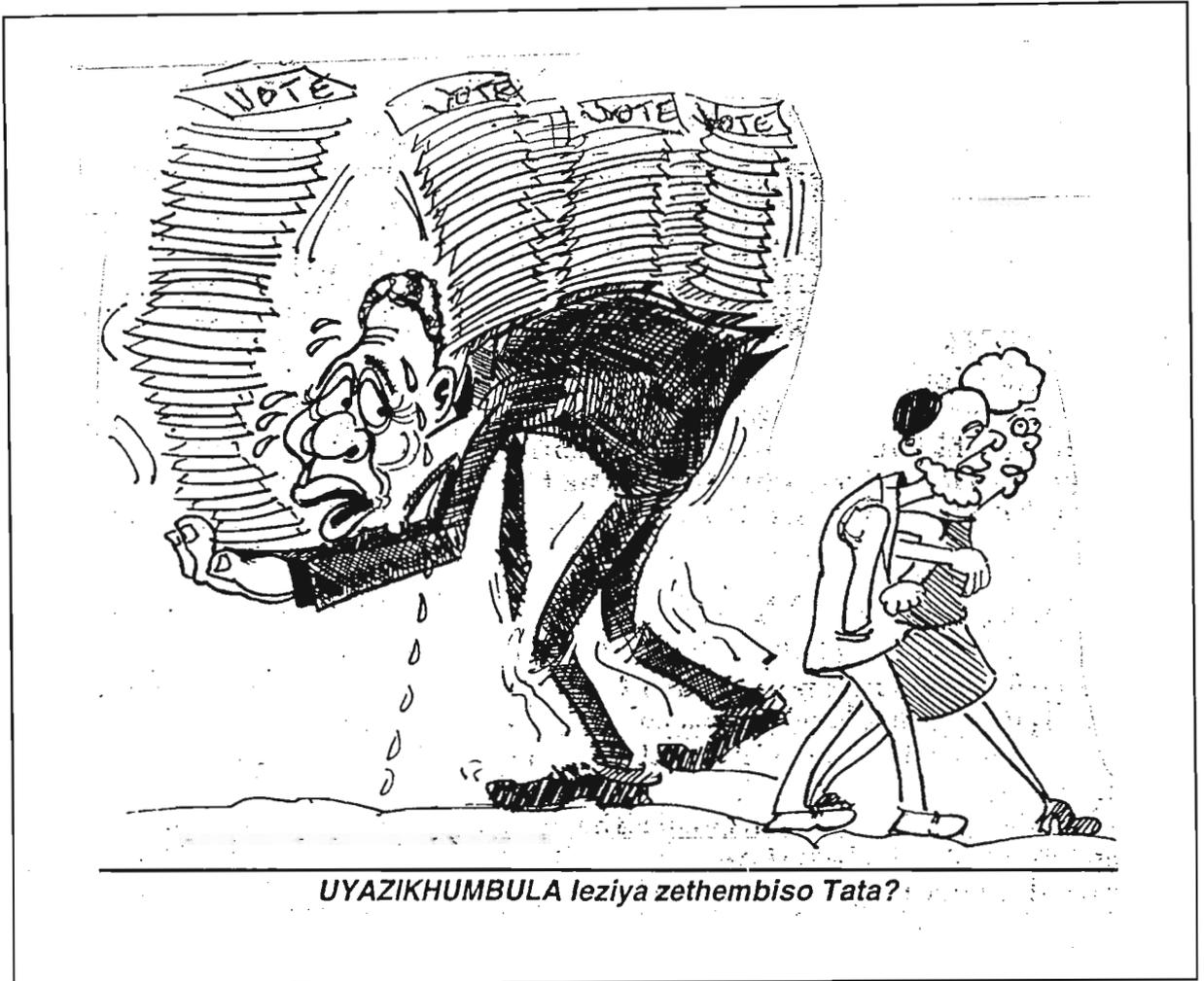


Figure 1: "Do you still remember the promises you made?"

(Source: *UmAfrika*, April 25-29, 1995: 3)

Pillay (1995) reports on the death of a student at Sukuma Comprehensive School in Pietermaritzburg, who was shot to death by a Springbok Patrols security guard on school premises. Rantsekeng refers to the case of a student who was shot dead by another student on the school premises immediately after the elections (*City Press*, 22 May, 1994). A series of alarming incidents of rapes, drunkenness, drug-taking by students in some schools are reported (*City Press*, 11 Sept., 1994). Earlier on, Denzil Coulson, the DP Youth acting chairperson, Western Cape Province, had indicated that since the elections, it had become clear that education in South Africa is "Crisis Area No. 1". "South Africa needs a strong Education Minister to address these urgent problems" (*New Nation*, 23 Sept., 1994).

"The incompetent Education Minister, Sibusiso Bengu's offer to mediate in the long-running dispute was unceremoniously rejected by Vice Chancellor, Prof. Robert Charlton", at the Wits University (*The Citizen*, 22 March, 1995: 21). Ironically, the only politician courageous enough to take a stand is the President, as shown in Keenton's report in the *Sowetan* of 15 March, 1995, as stated above.

The *City Press* (19 March, 1995) reports on the Western Cape black students' vows to destroy and burn government properties in a four-day campaign dubbed 'vutha'.

In the *City Press* (19 March, 1995) the crisis in education is depicted in a cartoon labelled 'The Ides of March' (Findlay, 1995: 14) (see Figure 2), where education is set to suffer and is destroyed to a total collapse by the very students it is meant to benefit. This destructive student action on education is a cause for concern from all those interested in the transformation process.

The acts of intimidation, violence, damage to property and hostage-taking of government officials and teachers have deepened countrywide, even after President Nelson Mandela's call for a strong action against the turmoil (*City Press*, 19 March, 1995). A student who allegedly pointed a firearm at his former teacher in a Soweto high school has been pictured being escorted to a police van (*Sowetan*, 15 March, 1995) (see Figure 3). Sekola and Kumalo (1994), report that a number of pupils are said to be attending classes armed with guns. Teachers are also reported to be attending classes armed with guns. There are cases where teachers have shot students on school premises during riots.

Nxesi, SADTU's assistant-general secretary, had stated earlier on that it is a dangerous illusion to have a hope that in the next five years education problems will have been solved (Kumalo, 1994). The people's expectations have been raised by politicians and the populace is not patient enough to allow sufficient time for the transformation process.

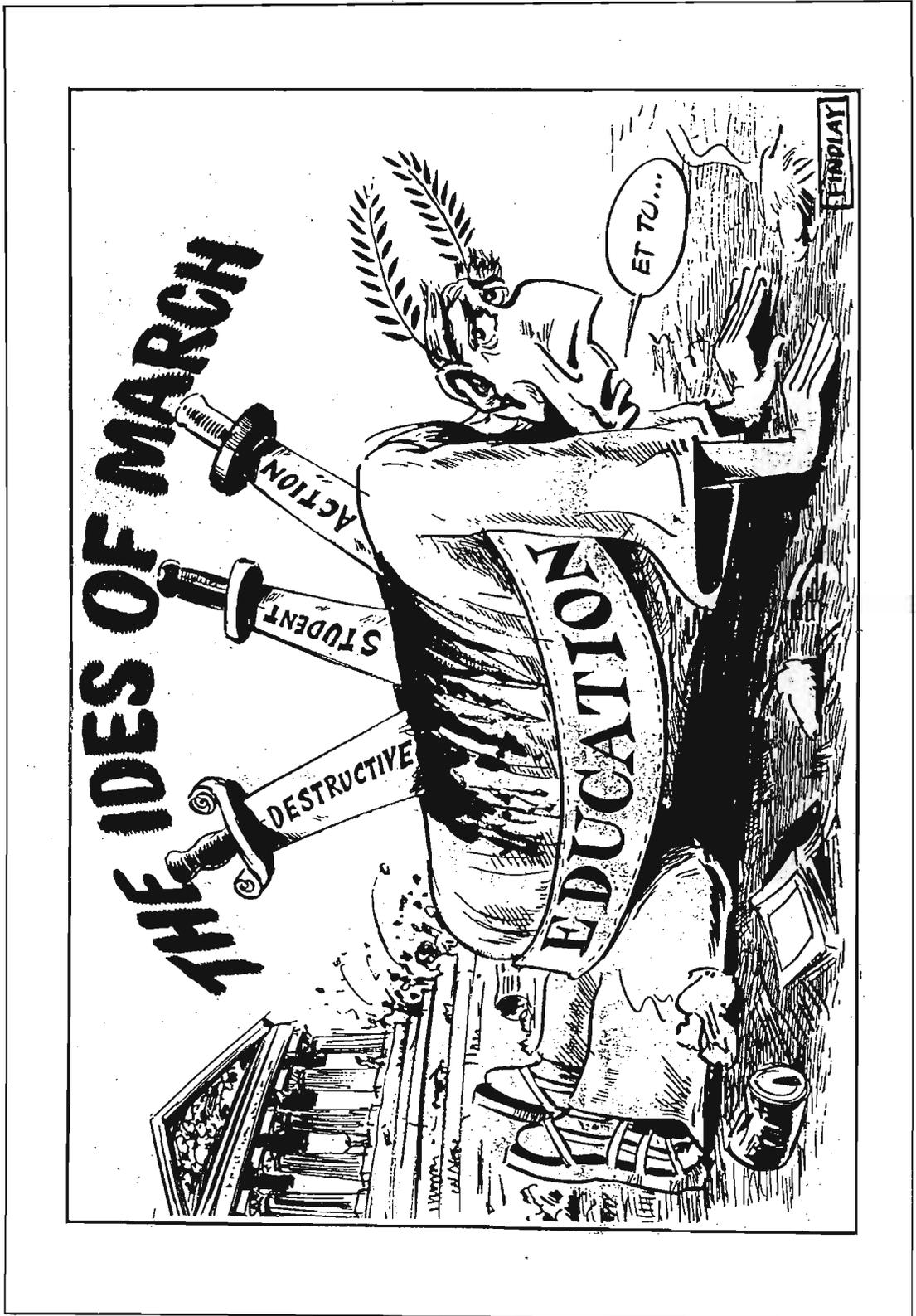


Figure 2: The Ides of March (Source: City Press: Findlay, 1995: 14)

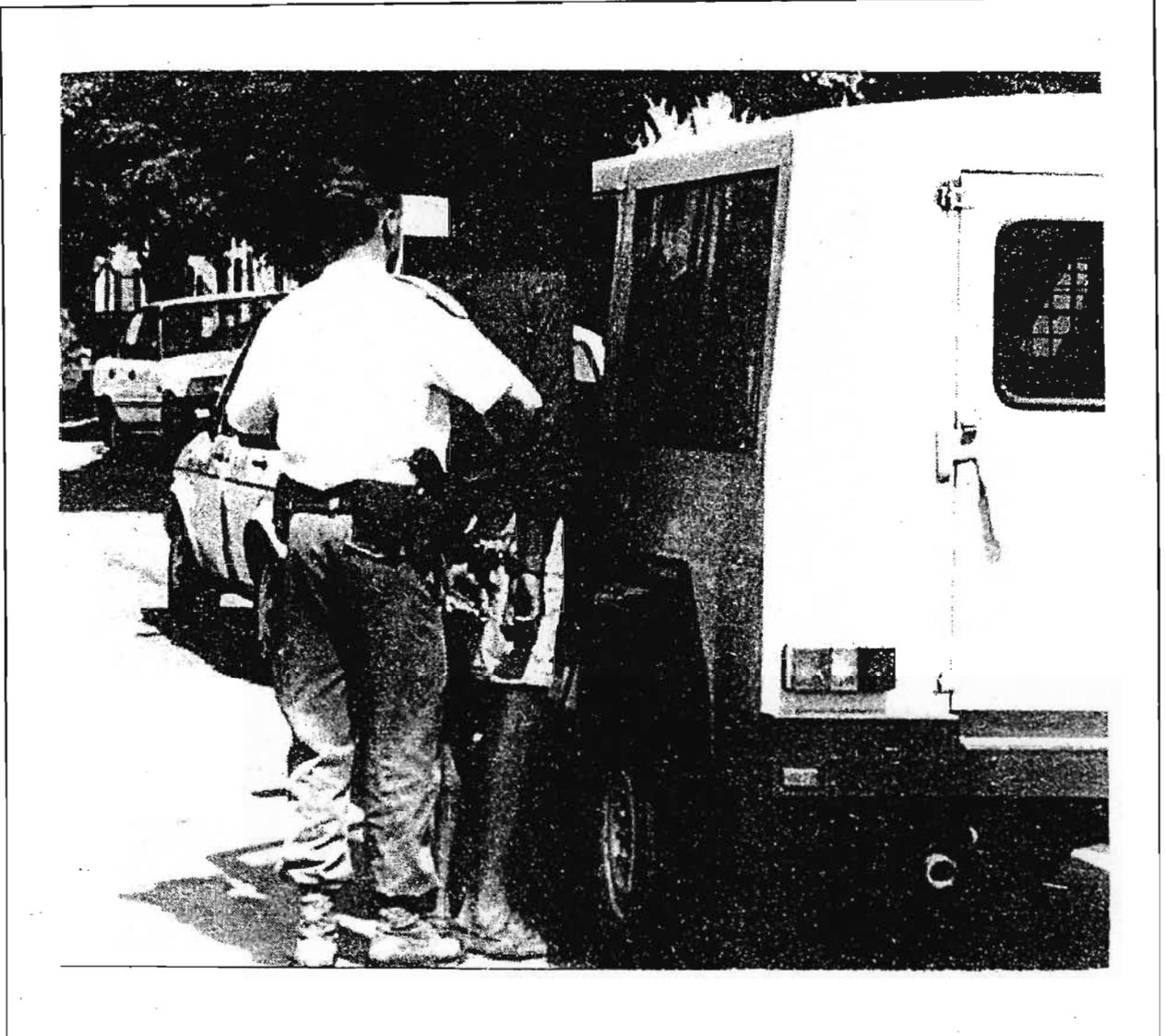


Figure 3: A youth who allegedly pointed a firearm at his former teacher inside a classroom at a Soweto high school being escorted to a police van at Mofolo yesterday (*Source: Sowetan, 15 March, 1995: 2*)

From the parents' remarks that education authority has collapsed, teachers' comments that the principal is a leader-among-equals, and from students' complaints that whosoever is a figure of authority is an oppressor, from the media and newspaper reports that all is not well in education, one is convinced that transformation is imminent. Teachers refute the concept 'assistant teacher', stating clearly that they are teachers in their own right and not assisting anyone. 'Democratic rights' is sounded in every corner and has become a universal talk. The authority of the principal is defied, the authority of the school inspector is undermined. Circular letters from the Minister of Education are not taken heed of, instead they are challenged because the figure of authority is no longer recognized. Parents, teachers and students now get protection from trade unions.

The study is conducted against the background of political upheavals and prevailing lawlessness where students are fixated on their rights, demanding 'pass one, pass all', with some death threats to whosoever is in their way of achieving their objectives, but shirking their share of responsibility. Pityana (1994) has also discovered that students' organizations naively believe that they can unilaterally dismiss teachers and dictate passes. Teachers, on the other hand, are demonstrating another model, that of strikes and stay-aways. The teacher's authority in the classroom which was rarely questioned, has eroded noticeably. In this new phase in education we are witnessing a total onslaught of traditional norms, which have been the criteria of authentic education administration and management and which some commentators consider to have stood the test of times.

Is there still a place for corporal punishment in the school administration and management? In the past, corporal punishment could be inflicted only by the school principal, his deputy or a teacher delegated by him, and in the presence of the principal. Who is now the figure of authority in the present violent, demanding and authority-challenging situation, to mete out corporal punishment to the students? The attitude of parents, teachers and students on the use of corporal punishment in schools need investigation because of the tremendous changes. The proposed study renders itself relevant for the present day investigation.

The Transkei students on whom corporal punishment was inflicted are part of the rural subsistence community who, in common with other such communities elsewhere in the world, are marginalized and disempowered. The issue of corporal punishment has implications for how the rural poor are seen and how they see themselves.

The study may enable those who still cherish and entertain the idea of corporal punishment in schools to know the attitudes of the key players. The democratic unions and parent-teacher-student associations (PTSAs) prevalent in society today encourage parents, teachers and students to be more vocal in rejecting what does not appeal to them. Most children have been rewarded for passivity, conformity and blind obedience to the authorities. The passivity which existed in educational matters has become a thing of the past. The study could also serve to motivate more research in the field and inform the debates regarding recommendations to lead to the total prohibition of corporal punishment, regardless of race, sex and age.

Corporal punishment has long been a controversial area. The remarkable shift in education norms and values, and the on-going dialogue to explore the nature of education beyond the confines of authority as dictated upon by the profession, may render the present education policy on corporal punishment in schools, to scrutiny, and to be viewed in another perspective. Van Schalkwyk (1988) indicates that there is very little utility in policy which remains permanent, without any amendments. Policies become outdated because of the changing needs. Change is a healthy phenomenon when the advocated change concerns an acknowledged problem, but resistance (retention) is a positive force when the change advocated is harmful and the universal principles are at stake.

Teachers, parents and students may get an opportunity to express their feelings openly which might have been suppressed for long by the dictates and confines of the profession. Their contribution might be implemented towards a more stable and unquestionable policy. Vergotine (1994) voices out his concern about the education department which places a high premium on enforced servitude, thus stifling education in schools. He expresses hope that as South Africa changes, with democracy in place, even the education system may change.

Leach (1993) calls for contributions from professionals on corporal punishment, stating that personal views of individuals who happen to be psychologists are readily published by the media as authoritative without contradiction in the debate. Loubser (1994) cites Duxbury, headmaster of Fish Hoek High School in Cape Town, who urged teachers to take the initiative and get rid of corporal punishment. However, before teachers could respond to Duxbury's call, the South African government had made a unilateral decision to ban caning in schools. This decision has been welcomed by campaigners against caning, including the ANC Member of Parliament, Brian Bunting, who had been lobbying against caning since he came into Parliament. This decision was also welcomed by Nazeema Ahmed, spokesman for End Physical Punishment of Children (EPOCH). EPOCH had made submissions on corporal punishment to the Minister of Education earlier in the year, as they had a feeling that this issue had not been clearly addressed in the White Paper (*City Press*, 28 May, 1995; *The Natal Witness*, 27 May, 1995).

World-wide studies reviewed and conducted reported the ongoing controversy about the use of corporal punishment. As a universal problem, some educationists suggest that it should be completely prohibited at school. One such proponent is Simmons (1991), who regards corporal punishment as a form of child abuse. Others feel that corporal punishment is necessary as a means of encouraging learning among pupils. Consequently, as Westby (1980) states, the burden of proof that corporal punishment is necessary, rests with those people who advocate its retention. Rubin (1980) highlights that these conflicting beliefs on corporal punishment, whether to spare the rod or to spare the child, transcend race, class and religion.

Holdstock (1985) states that concern about corporal punishment is not a recent phenomenon. Throughout the ages, great minds have expressed their concern against continued use of force in schools without resolution. This view is confirmed by Ryan and Cooper (1988), who refer to Horace Mann (1796-1859) as a radical committed to the educational reforms of his day in the United States, a lawyer who exchanged his practice of law for education because of keen interest in the next generation. He criticized the use of corporal punishment in schools and aimed at abolishing the cruel floggings which were routine in public schools. This view

contrasted with the beliefs of the time, that corporal punishment was indispensable to a child's learning. Mann believed education to be a tool for liberation, not for social injustices. Newell (1972: 20) also supports Holdstock's view that concern about corporal punishment is not a recent phenomenon as school children conducted a strike in 1889 (see Figure 4), and on 17th May, 1972, 2000 school children took to the streets again, and 'no caning' was still one of their demands.

In 1669 The Children's Petition was presented, subtitled: "A Modest Remonstrance of that intolerable grievance our Youth lie under, in the accustomed Severities of the School discipline of this Nation - humbly presented for the Consideration of the Parliament". This petition described poignantly the sufferings of 17th century English school children, "... of that nature as to make our schools to be not merely houses of correction but of prostitution, in this vile way of castigating in use, wherein our secret parts, which are by nature shameful, and not to be uncovered, must be the Anvil exposed to the immodest eyes and filthy blows of the smiter" (Newell, 1972, pp. 13-14).

Holdstock (1985) further states that the daily occurrences of willing acceptance of legalized child abuse in schools throughout the country, cannot be justified on moral or educational grounds. It is primarily based on ignorance and professional incompetence. As observed by Van Kuik (1993), corporal punishment is institutionalized child abuse. Children's human rights can be protected only by abolishing its use and thus conflicts can be resolved as violence leads to violence, children replicating behaviour to which they are exposed daily.

The South African Constitutional Court's ruling in abolishing caning in courts is in line with the current thinking of protected human rights culture, as corporal punishment is perceived as contravening the Constitution and the articles of the United Nations Conventions on the rights of the child (*Daily News*, 14 June, 1995).



Figure 4: Militant school boys from Kennington and Lambeth met on the Albert Embankment on 6 October 1889 on a protest on caning (*Source: Newell, 1972: 20*)

It should be noted that according to Gorton (1983) in spite of firm evidence supporting corporal punishment being ineffective, it continues to be used in schools in a variety of situations.

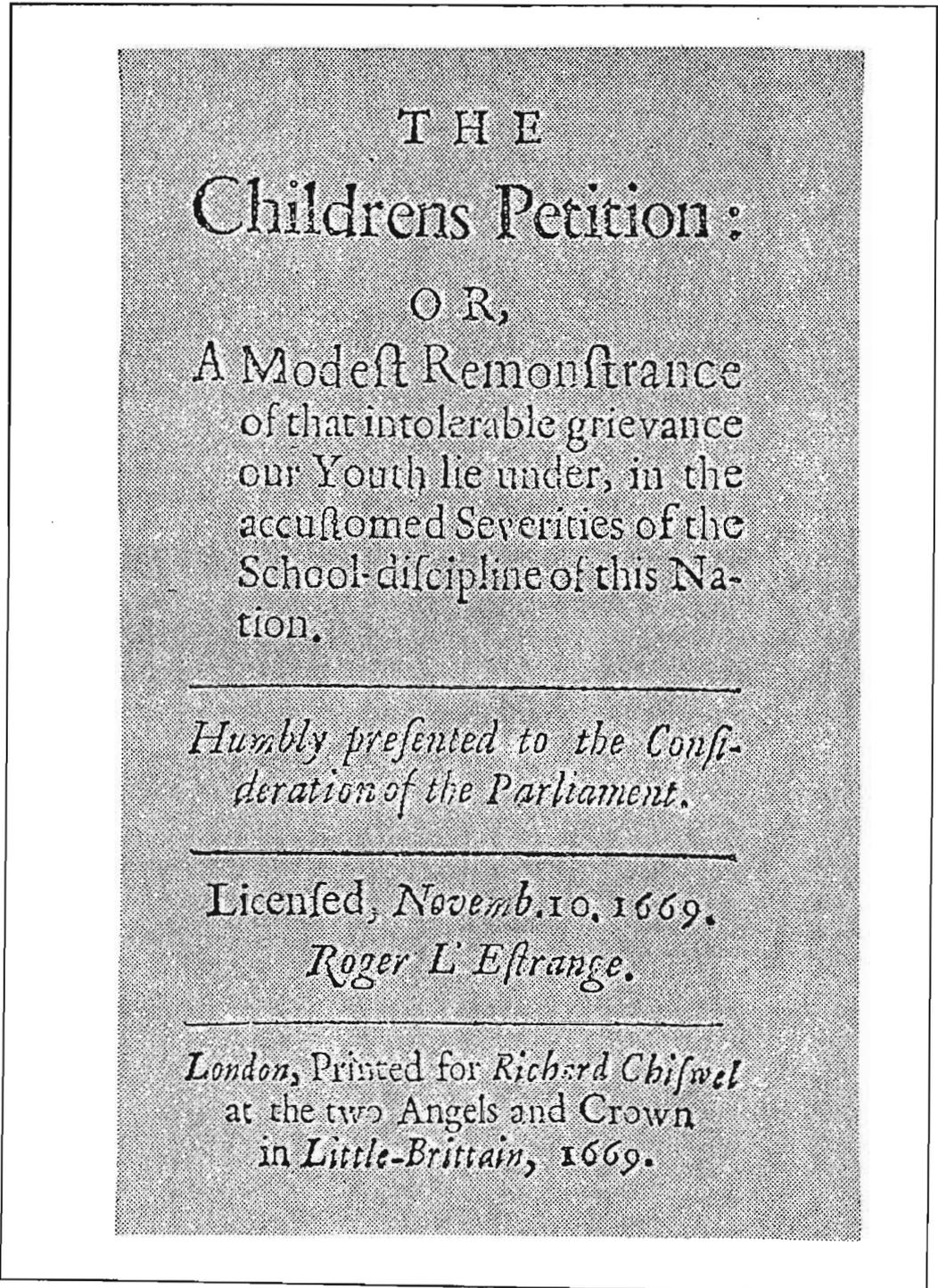


Figure 5: Title page of The Children's Petition, 1667 [sic] (from the British Museum) (from Newell, 1972: 14).

Fontana (1981) contends that corporal punishment may damage the relationship that should exist between the teacher and the pupil, perhaps permanently. The child may develop such strategies as untruthfulness in order to avoid punishment. Many education authorities are now banning its use in schools because it is counterproductive.

It is this researcher's impression that, against the background of tensions and conflict-outbursts which mark South African education, the attitude of parents, teachers and students towards the use of corporal punishment in schools cannot be predicted. Holdstock (1987) has noted with concern that many organizations throughout the world have striven to erase corporal punishment from the statute books and he regretted that very little effort had been made in South Africa to assess the continued use of corporal punishment in schools. However, on 4 July, 1995, *The Citizen* (p.4), reported an announcement by the Minister of Education: "The Government will seek to abolish the administering of corporal punishment in schools when it publishes the new Education Policy Bill". This has been a matter of intense debate. The spokesman of the Transvaal Teachers Association, Justice Prinsloo, felt that the Education Bill had been passed in "impromptu haste", and corporal punishment has been prematurely prohibited without being subject to public debate.

In submissions on the Education Bill, it was stated that it is not advisable for the Legislator to interfere in educational matters when educators and parents have not been consulted on this issue. The Association of Professional Teachers (APT) stated that though teachers do not all cherish the use of corporal punishment, generally they do not condemn its administration. Pupils themselves prefer caning to other forms of punishment. Ackerman, the spokesman for APT, expressed concern about the children's rights which seem to be encroaching on the rights of their parents. He felt that children, as immature beings, cannot be expected to make such decisions (*The Citizen*, 4 July, 1995).

The urgency and relevance of this research on corporal punishment in schools is evidenced by the above-quoted publications and the raging debates on this issue.

Further, the representations which have emerged from various organizations on the issue of corporal punishment render it to be topical. It is worth noting that there have been new developments occurring during the course of this study. In recent months the controversy has heightened as Circular No. 48 from the Department of Education and Culture, Province of the Eastern Cape, dated 31 August 1995 on 'Abolition of Corporal Punishment' (Appendix 8) has been issued to every district. The debate on corporal punishment rages on as can be observed from a transcript of a Transkei Radio phone-in programme on 8 October 1995, in which Saba Mbixana was the interviewer (see Appendix 9).

The population sampled in the research study are parents, teachers and students of the senior secondary schools in the Umzimkulu District of Transkei. A literature review on the attitudes of parents, teachers and students towards the use of corporal punishment is presented in Chapter 2. The research methodology and procedures for collection of data are reported in Chapter 3. This embraces sampling and selection of respondents, sampling procedure, measuring instruments used for data collection, data collection and constraints and the statistical procedures implemented in the data analysis. The results of the collected data are analyzed and presented in Chapter 4 and these are discussed in Chapter 5. The summary, conclusions drawn and recommendations made constitute the final chapter.

CHAPTER 2

LITERATURE REVIEW

The attitude of parents, teachers and students towards corporal punishment is a very important area of research study, more especially during this authority-conflict phase. As observed earlier, lack of discipline in the family and in society is perceived as a growing problem and its effects are reflected in school. Various dimensions of social life are so closely interwoven that social life interactional problems in one area frequently spill over other areas. This becomes true when viewing the rapid changes in many spheres of life, with the school functioning as an educational partner of the home, in the service of the community.

The traditional respect for teachers and other authorities is a thing of the past. Students, according to the *Editor's Ink* in the IMVO (April 12, 1995) throughout the country have taken it upon themselves to be the watchdogs of the school administration and procedures, spending less time in the classroom and more of the official time in protests and boycotts. On the other hand, teachers are involved in stay-aways. There are also reported cases of teachers having sex with students, rendering students pregnant, being involved in students' rape cases and shooting students. Since the unbanning of political organizations in 1990, students took advantage of the situation and were committed to the struggle for liberation. From then onwards, terms such as 'comrade' (*Qabane*), granted them a conception of equality with their teachers.

Corporal punishment, though widely used in our schools, has always been an emotive and a controversial issue. Despite years of controversy, according to Lorber and Pierce (1983), corporal punishment is still practised in many schools. They stated that in a survey it was revealed that administrators who were contacted were agreed that corporal punishment, when properly used, is an effective way to control student's behaviour, and should be retained in schools. From studies reviewed, Rubin (1980) states that though corporal punishment is widely practised

in schools, it has long been a subject of contention. Psychologists have reached varying conclusions on corporal punishment. Some parents permit that their children be punished while others seek legal orders to prevent its use. These conflicting beliefs transcend race, class and religion. Whether to spare the rod or to spare the child remains a controversial area. Wolfgang and Glickman (1980) contend that debates between and among educators, psychologists and parents have been held on the use of corporal punishment. In some states, districts and in some schools, corporal punishment is still an accepted means of discipline, in others it is absolutely impermissible. Clarizio *et al.* (1987) have noted that there are calls for the return of corporal punishment where it has been banned stating that the cane or rod is the schoolmaster's tool and an indispensable tool of his trade. Contrary to this view, in those countries where corporal punishment has been officially banned, teachers are opposed to any suggestion that it should be reintroduced.

Corporal punishment in public schools has become a more controversial issue and a persistent problem surrounding American education which resulted in studies conducted by the NEA Task Force, the Safe Schools Study by a US Senate subcommittee, a Phi Delta Kappa commission, Centre for the Study of Corporal Punishment at Temple University and research by the National Institute of Education and Office of Civil Rights (Elrod and Terrell, 1991).

Corporal punishment is an antiquated approach to discipline. To a Hellenistic Greek, education and corporal punishment appeared inseparable, and when a man of antiquity recalled his schooldays, he immediately remembered the beatings. "... to hold out a hand for the cane ..." was an elegant way of saying "to study" "... *manum ferulae subducere*" (Skinner, 1968, pp.95-96). MacLarty (1982) indicates that it was hard for men those days to think back to their school days without remembering the caning. The caning is a tradition which is still alive in South Africa.

Belkins and Gray (1977) state that heated arguments on corporal punishment, and studies conducted prove to be futile, as no conclusions are ever arrived at. The

cane is still used in schools and efforts to abolish it are opposed by saying that a burnt child shuns the flame (Skinner, 1968). Very few honest and experienced teachers can candidly say that they had never used corporal punishment in schools. Holdstock (1985) on the other hand highlights that concern about corporal punishment is not a recent phenomenon. Throughout the ages, great minds have expressed their concern against continued use of force to pupils in schools. In the first century Quintillian, a teacher of rhetoric, wrote in his *In Institutio Oratoria*: "I am entirely against the practice of corporal punishment in education; although it is widespread, and even Chrysippus does not condemn it ..." (Holdstock, 1987: 169). Harre and Lamb (1983) feel that earlier learning theorists did not do justice to the study of corporal punishment.

This chapter adopts the following presentation structure:

- ▶ Introduction
- ▶ Corporal punishment as defined by various experts in education,
- ▶ Regulations governing the administering of corporal punishment in schools,
- ▶ Reasons or offences for which corporal punishment may be inflicted,
- ▶ Particulars of the punishment register,
- ▶ Conditions under which corporal punishment is meted out,
- ▶ Legal aspects of corporal punishment,
- ▶ Writers who advocate the use of corporal punishment in schools,
- ▶ Writers who object to the use of corporal punishment in schools,
- ▶ Effects of corporal punishment on children - research findings,
- ▶ Alternatives to corporal punishment - research findings,
- ▶ Attitudes and their measurement,
- ▶ Senior Secondary Schools and the age-range involved,
- ▶ Conclusion.

2.1 Introduction

School classrooms are characterized by 'crowds' and 'power' relationship, where a teacher as a significant key figure is expected to achieve an integrated order and purpose within this same structure. No other institution in our society, except

prisons, demand so many people, to spend such long hours, in such close physical contact, with so little or no privacy and freedom to pursue their personal interests and individual goals (Duke, 1979).

According to Wheldall and Glynn (1986) children at school feel sentenced to a term of periodic custodial care, where they are forced to spend six to seven hours a day, locked up with 20 or 30 other pupils, subjected to a regime of petty discipline. For more than ten years in the classroom, pupils are expected to perform mindless, repetitive tasks of continual criticism of one's appearance, behaviour and attitude. In this situation pupils are at the mercy of fickle custodians whose moods cannot be predicted. Here pupils are always told that whatever is done at school is to equip them for their future and is done for their own good. This reflects a traditionally accepted view where the child, who is directly concerned, is overlooked in decision-making programmes at school. According to Blair, Jones and Simpson (1975), corporal punishment is believed to teach the child respect for authority and motivates students to learn. It is effective as a disciplinary measure to eradicate undesirable behaviour. Corporal punishment cannot be totally prohibited in schools because some African children have been brought up in homes under such conditions. Ferron (1982) has observed that teachers are not prepared to advocate its abolition. Mouly (1982) feels that corporal punishment as a measure to stamp out undesirable behaviour, cannot be totally prohibited in schools, as some African children have been brought up in homes where it is the accepted norm in preventing disruptive behaviour. There are also parents who, as users of corporal punishment, expect teachers to do the same, and children are made to believe that such disciplinary measures are both common and acceptable (Siann and Ugwuegbu, 1980). This tension and conflict-ridden atmosphere leads to rejection of the school and all it stands for. The blame that is often levelled upon teachers of the educational collapse is due to the fact that teachers are directly involved and thus should bear the brunt of the blame. This is more challenging when the teacher, being in the frontline, is expected to pursue teaching goals in such a situation, worse when more teaching days are now spent in class boycotts and stay-aways by both parties concerned.

Experts in education view the teacher as an authority figure whose official authority derives from the responsibility entrusted by society to educate its young, the pupil (Griessel, Louw and Swart, 1986). The school has been seen as an extension of the family and parents having a preconceived idea that teachers are perceived as the rightful custodians of authority in schools. Without authority, contends Gunter (1983), there is no discipline, and without discipline there is no effective teaching and learning, thus the education of the child entails both teaching and learning.

According to Maeroff (1982), parents have abdicated the responsibility which was traditionally vested in them, and have left teachers to fill the resulting void. He contends that children should not be blamed for lack of respect when they are surrounded by adults who show disdain for authority. The group of students in the present-day South African classroom has witnessed the shaking off of apartheid structures, marking an exciting, hope-sustaining historical event of the dawn of democracy and the withering of oppression. The tendency was to regard the use of corporal punishment as a sanction which the whites in the system used to oppress the blacks. This rebirth of South Africa is against the background of the collapse of order, administration and authority in many schools. The new-born liberty triggers some questions as to what parents, teachers and students mean by 'democracy'. Do they have the same point-of-departure and the same standpoint?

2.2 Corporal punishment as defined by various experts in education

As defined by various experts in education, the concept 'corporal punishment' is physical chastisement of an offender and this refers to flogging. Kahn and Ilson (1985), refer to corporal punishment as caning and flogging related to the human
 ✕ body. Cryan (1987) defines corporal punishment thus: "'corporal' is derived from
 ✕ the Latin word 'corpus' meaning 'body'" and concludes by saying that corporal
 ✕ punishment refers to the physical punishment inflicted on the body, such as
 ✕ whipping. An educational definition of corporal punishment, according to Cryan, is
 ✕ the infliction of pain by the teacher or other educational official upon the body of
 ✕ the student as a penalty for violating the school rules. Mwamwenda (1989) in addition states that corporal punishment is the punishment of the body such as

beating or whipping, whereas Mkuzo (1994) refers to corporal punishment as the infliction of pain by means of the cane or leather strap at the buttocks or back of the thighs with the purpose of discouraging an unwanted behaviour. Hughes and Hughes (1959) contribute another aspect to the definition of corporal punishment: for them it is a reaction of society designed to preserve its own well-being, aimed at making a pupil a better member of society. Hobson (1986) for the purpose of his paper defines corporal punishment as the intentional infliction of pain by someone in a position of authority upon a person who has committed an offence. Though Duxbury (1994) and Hobson (1986) have common elements in their definitions. They differ slightly when Duxbury defines corporal punishment as a deliberate infliction of physical pain by an adult in the name of education. For Holdstock (cited in Schwartz, 1985), corporal punishment is legalized child abuse and the crime of the century. Van Kuik (1993: 175) defines corporal punishment as "a neat, clinical, respectable sounding term but what it means is the deliberate infliction of pain. Outside the world of 'eduspeak', this is known as assault."

Though references and definitions differ in meaning, for this research study, corporal punishment is the deliberate infliction of physical pain on any part of the body by someone in a position of authority upon a pupil who, according to his judgement, has committed an offence of violating school rules. This includes both approved (authorized) and disapproved (unauthorized) forms of corporal punishment.

2.3 Regulations governing the administering of corporal punishment in schools

In terms of the Government Regulation No. R1143 of 1981 05 29 for the Department of Education and Training (DET) in South Africa, disciplinary measures were to be taken against any pupil who conducts himself at school in such a way that is harmful to the administration. In terms of the official regulations, corporal punishment was one of the disciplinary measures (Piek, 1986).

In terms of regulations based on Section 48 of the Transkei Education Act (Act 26 of 1983), certain regulations were provided governing the administration of corporal

punishment in schools. Since Transkei, before gaining independence in 1976, formed part of the Republic of South Africa and is still part of South Africa, the regulations outlined for corporal punishment were closely related to those of the DET in South Africa.

Duminy (1980), stresses that regulations applicable to corporal punishment in South Africa were similar for both Black and White schools.

The regulations governing the use of corporal punishment in South African schools had guidelines for the administration thereof: the principal or any official authorized by the principal and in his presence, under his supervision, may as the last resort and in cases of serious transgression, administer corporal punishment (Engelbrecht and Lubbe, 1981; Transkei Education Act, 1983).

Subject to the provisions of regulation 118 and sub-regulation (2) and (5) of the Transkei Education Act of 1983, under no circumstances should corporal punishment be inflicted to any girl or to any pupil with serious physical disability (Engelbrecht and Lubbe, 1981; Transkei Education Act, 1983). Both the DET and Transkei Education Department agreed that according to regulations, corporal punishment should be inflicted on the buttocks or at the back of the thighs, with a light cane or leather strap not less than 2,5 cm in width. Piek (1986) specifically stresses that the cane should not exceed 75 cm in length and 1,2 cm in diameter.

Engelbrecht and Lubbe (1981) further stipulate that any pupil showing a certificate, properly signed by an approved medical practitioner and in which it is certified that corporal punishment will be harmful to his health, may not receive corporal punishment.

The number of strokes were expressly provided by the regulations, that during one day strokes should not exceed four, and with due regard to the age of the offender (Piek, 1986).

The Transkei Education Act (1983) provided for a different number of cuts and states that a male below 17 years could receive six strokes a day. The question of age limit raises concern, as the older teenager may be physically in a better position to receive cuts.

2.3.1 Reasons or offences for which corporal punishment may be inflicted

According to Piek (1986), corporal punishment should be meted out in cases of gross neglect, truancy, insubordination, wilful damage to property, fragrant lying, theft, dishonesty, assault, bullying, indecency or similar offences.

The Transkei Education Act of 1983 outlined that corporal punishment should be inflicted for serious misconduct, while Engelbrecht and Lubbe (1981) point out that it should be administered for serious transgressions.

Holdstock (1985: 11) outlines in tabular form (see Table 1), those offences justifying corporal punishment under the previous regulations and as advocated by Olmesdahl (1984).

According to Smith (1985), judicially, punishment is incurred for offences which are against the rules or laws. These laws are clearly stipulated and can be inspected in the statute books and elsewhere, but in schools, teachers generally punish students for offences that are not expressly forbidden by their school rules and whose variety is endless.

Each education department had regulations governing the use of corporal punishment in schools. The guidelines for inflicting corporal punishment in schools as stipulated by the regulations, were very elaborate, unspecific and vague. This indicates that it is not every act of disobedience that merits corporal punishment to be inflicted on pupils.

Table 1: Offences which justified corporal punishment under the past regulations

White schools			Indian schools	Black schools
Natal	Transvaal	Orange Free State		
Bullying	Bullying	Bullying	Bullying	Bullying
Indecency	Indecency	Indecency	Indecency	Indecent action
Insubordination	Gross insubordination	Disobedience	Insubordination	Insubordination
Gross neglect of duty	-	Gross neglect of duty	Gross neglect of duty	Gross neglect of duty
Dishonesty	-	Dishonesty	Dishonesty	Dishonesty
Flagrant lying	Lying	-	Flagrant lying	Flagrant lying
Wilful damage to property	-	-	Wilful damage to property	Wilful damage to property
Theft	-	-	Theft	Theft
Assault	-	-	Assault	Assault
-	Continued or grave neglect of work	-	-	-
-	Truancy or other grave breach of discipline	-	-	Truancy or similar offences
other serious misconduct		or other misconduct of a serious nature		

Extracted from: Olmesdahl, M.C.J. Corporal punishment in schools. *South African Law Journal*, 1984, August, 527-544.

Concepts like 'gross neglect', 'serious transgressions', 'similar offences', 'other serious misconduct', 'as the last resort' and 'extreme cases', permit various interpretations. Nobody has ever come up with reasons why corporal punishment should not be inflicted on female students which would be very interesting to know why such discriminatory conclusions were reached.

According to the regulations in the Transkei Education Act of 1983, all measures of corporal punishment should be recorded in the Punishment Register which shall be open for inspection at any time, by any officer of the Department of Education.

2.3.2 Particulars of the Punishment Register

Piek (1986) states that the Punishment Register has the following particulars:

- ▶ The name of the transgressor,
- ▶ the age of the transgressor,
- ▶ the date on which corporal punishment was inflicted,
- ▶ the number of strokes/cuts/lashes, or
- ▶ the nature of the punishment administered,
- ▶ the nature of the instrument used for the purpose,
- ▶ the name of the person who administered such strokes,
- ▶ the signature of the principal or his assignee.

This Punishment Book/Register, according to Farrant (1980: 226) is a record with the purpose of protecting the child from unreasonable punishment by the teacher. It also protects the teacher from unwarranted remarks and criticism by parents and from all forms of exaggerated reports. Farrant also presents the Punishment Register in tabular form but has more details to be included in addition to those stated by Piek (1986). Farrant has added such information as the sex of the transgressor, the nature of the transgression and the remarks by the headmaster.

Table 2: Example of a Punishment Register

Date	Pupil's name	Sex	Age	Class	Offence	Punishment	By whom given	Headmaster's remarks
21/2/79	Susana	F	13	7	Refused to obey Miss Lakan who told her to leave the classroom for insolence	Punished by mother after a visit to the parent. Apologized to Miss Lakan.	-	This action taken because of repeated instances of insolence from Susana.
4/3/79	Kaka	M	12	7	Stealing money from another pupil's pocket during games	6 strokes with the cane.	T.Q. Manter (Headmaster)	

Procedures such as the punishment books to be signed, measuring the cane, witnesses to sign might also present some of the school authorities the temptation not to adhere to all these details.

2.3.3 Conditions under which corporal punishment was meted out in schools

Engelbrecht and Lubbe (1981) specify conditions under which corporal punishment was meted out in South African schools. The Transkei Education Act of 1983 is broadly consistent with these conditions. These conditions, pertaining throughout South Africa and including the Transkei, may be summarized thus:

- ▶ Corporal punishment may be imposed only after due inquiry that the pupil has actually violated rules and is guilty.
- ▶ The inflictor should also make sure that the punishment to be given is in proportion to the gravity of the offence.
- ▶ The inflictor should establish that the pupil knows why this action is regarded as an offence and why he is being punished.
- ▶ The inflictor should not give the impression that he wants to take revenge or wants to appease his own anger instead of helping the pupil.
- ▶ After the punishment the pupil should not be reminded of his mistake but the punishment should be so meaningful and help the child not to repeat the same error. The relationship should return to normal.
- ▶ The inflictor should never punish the whole class for the offence of a single pupil, forcing the pupils to identify the culprit.
- ▶ The inflictor of punishment should work within the authority given under the department regulations.
- ▶ Corporal punishment should not be administered in front of other students, except if the student is a co-offender.

- ▶ Punishment should be given as a last resort, for very serious offences and on extreme cases.
- ▶ Corporal punishment should be consistent, moderate and reasonable.
(Engelbrecht and Lubbe, 1981; Transkei Education Act, 1983)

Gorton (1983) concurs with these conditions and refers to them as guidelines which have been extracted from various court decisions and recommendations by educational authorities on corporal punishment in schools.

Classroom discipline is a complex task as there is no universally accepted criterion for what constitutes a disciplinary problem. Teachers are individuals with personal differences, have various levels of judgement and of tolerance, and they respond in different ways. Some teachers accept behaviour problems at school as a challenge while others suffer some emotional distress thus there is no single and clear-cut definition of the solution of these problems.

Fontana (1986) expresses his concern that because of ever-changing beliefs about the place and function of the child in adult society, some people condemn child behaviour which could be easily accepted by other adults. Children become accused of undesirable behaviour because it is against our personal prejudices or leads to professional inconvenience. Wheldall and Glynn (1986) have noticed that the school at times condemns children's behaviour which is appropriate to their culture, ethnic or home setting and judge it to be out of place in the classroom context. Teachers keep on passing moral judgements on the children's discipline entwined with negative moral overlays.

2.4 Legal aspects of corporal punishment

According to the South African Departmental Regulations, meting out excessive corporal punishment was considered as an offence. Van Kuik (1993) states that if the juridical regulations regarding corporal punishment are not adhered to, teachers may be charged for assault. This is a criminal offence which holds serious implications for the teacher concerned.

Dachs (1990) reports on the evidence from law courts that certain principals and teachers have been found guilty of assault, violating the regulations by meting out corporal punishment in the presence of other pupils, using instruments other than those prescribed, and administering more strokes than stipulated for a day. The offences for which children were caned were not as stipulated in the regulations. This suggests that regulations are not being adequately enforced.

Holdstock (1987) expresses concern about corporal punishment when stating that from numerous reports it is evident that little or no heed is paid to the letter of the law regarding corporal punishment in South Africa. Caning occurs indiscriminately in almost all our schools. Principals and teachers take advantage of the society in which they function where the majority of the pupils' parents are ignorant of the law and the legal procedures. The high costs involved in legal courts have such implications for parents which most of our people cannot afford. Bot (1985) indicates that one of the reasons for continued school boycotts in Atteridgeville in 1984, was the excessive use of corporal punishment in schools. Students alleged that teachers do not abide by the regulations controlling infliction of corporal punishment and are never reprimanded in this regard. As proof, the Director of the DET admitted that it is hard for them to have proper control over the use of corporal punishment in schools.

Gorton (1983) highlights that the United States Supreme court made a ruling that persons imposing corporal punishment could be sued for liability if they use 'unreasonable force'. The Supreme Court failed to define this concept. 'Unreasonable' corporal punishment is very hard to prove in court and many affected parents and students lack the knowledge and resources to pursue the cases.

While affirming the right of teachers to use corporal punishment, the United States Supreme Court have outlined minimum acceptable procedures to be followed when inflicting corporal punishment in schools. This is aimed at protecting the pupils from the overzealous caning (Elrod and Terrell, 1991).

Although Massachusetts in United States has a statute that prohibits corporal punishment in the State's public schools, *Annotate Laws of Massachusetts*, Ch. 41, Section 376(a), there are still reports that most education-related lawsuits involve complaints from parents and students about inappropriate procedures followed in the administration of discipline and corporal punishment (Madaus, Kallaghan and Schwab, 1989).

Although corporal punishment may be legal in some schools, there continues to be controversy with teachers, parents and educational authorities about its desirability and effectiveness. Rubin (1980) indicates that the debates over issues of corporal punishment have intensified since the United States Supreme Court ruling and the decision upholding its legitimacy. That corporal punishment is legal does not mean it is also advisable and desirable.

In South Africa, corporal punishment was not only legal in schools, but regulations governing its use were flagrantly ignored and are seldom enforced by educational authorities (Van Kuik, 1993).

Holdstock (1985) states that many aspects of the law regarding corporal punishment are vague and unspecific, creating a gap for subjective interpretation by whosoever is involved in the school administration. The laws regulating corporal punishment in South African schools were regarded by many as providing fair protection against 'unjust' caning in schools. Francis (1975) refers to corporal punishment as the protective euphemism for hitting children. The regulations that govern the ritual of corporal punishment are so elaborate as to deprive it of what little meaning it ever had.

There is growing evidence that much of the corporal punishment meted out in schools violates the regulations and many parents are ignorant of how the school operates (Dachs, 1990). To this insubordination of violating regulations, Holdstock (1985) recommends that the only solution and safeguard against those who take advantage of the vagueness of the laws, would be the complete abolishment of corporal punishment in any educational context. This has, in fact, subsequently

been abolished (see Circular No. 48, Appendix 8), and once again has become a matter of controversial discussion.

2.5 Writers who advocate the use of corporal punishment in schools

Even though there is growing evidence that wielding the stick in the classroom has little effect as a discipline strategy, there are those writers who still advocate that nothing works so well as the infliction of pain on pupils at school.

(3) Rubin (1980) has claimed that psychologically, corporal punishment is both effective and less damaging when compared with sarcasm, ridicule and verbal abuse which may have permanent damaging effects on the child. According to Rubin, the incident has been forgotten once corporal punishment has been administered. Rubin further suggests that corporal punishment is an effective way of preserving order and providing an environment that is conducive to learning. Since corporal punishment is often used in the home, children regard it as a customary sanction. They are conditioned to it and accept that no other form of control works as well.

Shiple, Cann, Hildebrand and Mitchell (1979) advocate that corporal punishment is necessary to supplement constructive guidance and should be adjusted to the individual situation. Corporal punishment is recommended as the most severe weapon when it is used as the last resort and for extreme cases of transgression. A warning is sounded to the inflictor not to show hatred or emotional dislike towards the transgressor when meting out corporal punishment. When the child realises that he is wrong, he recognizes the justice of corporal punishment being inflicted and only momentarily gives evidence of resentment. Rangiah (1994) points to the problem that in most cases corporal punishment is not used as the last resort but as a way of the teacher venting his own anger. Corporal punishment as a strategy for discipline is reactive rather than proactive; one first becomes angry and responds in a way that is driven by anger.

Hurlock (1978) states that corporal punishment is mostly administered through anger, and the severity reflects the adult's anger rather than the seriousness of the offence, and often the child is not in a position to know what was expected of him, or how he had transgressed. Some pupils are punished without account being taken either of their intentions or any extenuating circumstances in the offence. Too great an outrage over trivialities, according to Haigh (1979) is not necessary. Teachers are afflicted by what ought to be called 'the W.G. Field's Syndrome', which is, at its worst, marked by the tendency to be nervously aggressive towards children, long before they have done anything wrong. This is due to the generation gap and is done in order to show clearly who the subordinate individual is and who the one in charge.

Newell (1972) has observed that most teachers always avoid the embarrassment of directly advocating that caning is natural and good for children by saying in defence that it is used as "a last resort". The argument that is advanced is that teachers as professionals should have a right to decide on punishment as other professionals, surgeons for example, also have a right to choose their scalpels. The analogy behind this argument is that the cane is an appropriate tool for every teacher. This, according to Newell, is a symptom of an authoritarian repressive school system whose values are now strongly questioned.

Hopkins (1985) is against the notion of 'teacher as technician', someone who has mastered certain skills for classroom control, and learned techniques for teaching certain subjects, but is only accountable to others for putting into practice ideas developed elsewhere. This is a form of alienated labour, with teachers lacking professional autonomy, denied control over their form of work, and delegated to a purely instrumental role, without making any decisions.

Francis (1975) asserts that those who advocate corporal punishment, affirm that it never did them any harm. The strong support they have for the cane derives from its symbolic value, that it is a quick dramatic gesture to the offender to prove that a line has been drawn and to mark a pause in the game.. This always happens when the teacher is least in a position to judge because of anger. It is impossible

for most teachers to mete out corporal punishment without being in an aggressive state of mind.

Fourie, Oberholzer and Verster (1991) argue that corporal punishment should never be given in anger and to lose one's temper when meting out corporal punishment is stupid. Excessive outrage over trivialities is not necessary.

Durojaiye (1976), feels that corporal punishment is appropriate since even nature punishes for wrong-doing. This, Durojaiye (1976: 233) maintains is Piaget's concept of the "immanent source of justice". Lorber and Pierce (1983) reject the premise that human nature is basically perverse. In an investigation carried out in Nigeria, teachers justified their constant use of corporal punishment in schools on the grounds that corporal punishment is the only language that the children understand as many parents constantly flog their children at home. Those who do wrong should not go unpunished.

Gunter (1983), argues from another perspective that a child is born with potentials for good which need nurturing and consolidating but is also born with potentials for evil which have to be controlled and regulated through corporal punishment.

Musaazi (1982), when discussing the theory and practice of educational administration in Nigeria, stresses that students should expect punishment for the breach of school rules as penalty is necessary to support these rules. Musaazi reminds the inflictors of corporal punishment to take note of the procedures and regulations laid down by the Ministry of Education of the country concerned with regard to punishment. Musaazi does not acknowledge that these procedures and regulations may be controversial and there could be teachers, parents and students who would wish to debate the appropriateness of the prevailing laws on corporal punishment.

Elrod and Terrell (1991) view corporal punishment as a deterrent to misbehaviour and this can be achieved if it is inflicted on the child by a professional person who acts with common sense and in a reasonable manner. On the same string,

Durojaiye (1976) also insists that corporal punishment is given with the hope that the unpleasant experience of corporal punishment will prevent a recurrence of the misbehaviour for which the child was punished.

Those who support retention of corporal punishment, focus on it as a deterrent, and feel that there is nothing that can be substituted as other options take a long time when compared with the immediacy and convenience of belting (Cumming, Lowe, Tulips and Wakeling, 1981). Smith (1985) is against this view on the grounds that corporal punishment records sometimes reflect the same child as being beaten regularly to prove that corporal punishment does not deter children from wrongdoing. There is no direct way of deducing whether those who behave well do so because they have been caned. Hurlock (1978), arguing on corporal punishment as a deterrent, confirms that students refrain from repeating any socially undesirable act through memories of past punishment received through pain.

Punishment as a deterrent has been attacked as unjust even for criminal courts where it has traditionally been accepted. When an offender is punished for the sake of inducing others to avoid criminal actions, then he suffers not for what he has done but on account of other people's tendency to do likewise. Man should be treated as an end in himself not as a means to another man's end (Moneymaker, 1986). An official at the Cape Town courts, closely involved in administering caning to offenders, does not agree that corporal punishment serves a preventative purpose: "You can give a child cuts today and he's here again the day after tomorrow". Youngsters come back for a re-sentence even after a district surgeon has ruled that their buttocks are already raw from whipping and cannot take any more cuts (*Daily Dispatch*, November 12, 1993: 10). From the same *Daily Dispatch*, the reporter points to Mrs Shapiro, a senior social work consultant at the National Institute of Crime Prevention and the Rehabilitation of Offenders in Cape Town, who states that there is no data indicating that whipping has any real deterrent value.

Corporal punishment as a behaviour modification technique is controversial, the controversy springs from the difference of opinion about the relationship of corporal punishment and discipline.

To those writers advocating the use of corporal punishment as a disciplinary technique, Gorton (1983), recommends that the use of corporal punishment should have a controlling policy promulgated in order to avoid administrators applying corporal punishment beyond the spirit of the letter of the policy. When developing this policy, Gorton suggests that representative students, teachers and parents should be involved. Furthermore, the students should be provided with an opportunity to challenge the allegations and, if possible, a neutral person or party other than the person in conflict with the student-offender should administer corporal punishment.

Olmesdahl (1984: 539) contends that "it is an elementary principle of justice ... that no man should be condemned to suffer punishment without being heard in his defence". There must be an adequate and reasonable investigation by the teacher, and reasonable proof that the offence was committed by that particular pupil. Usually there is either very superficial, or no investigation at all. Where the pupil who is to be caned raises issues to be discussed, his objections are swept aside and the caning that follows is even more severe than that originally envisaged.

Unlike Musaaazi, Gorton (1983) and Olmesdahl (1984) recognize that there should be some provision for the protection of the rights of the child who is to be punished, but do not appear to have considered that students, teachers and parents should be involved in framing the regulations in terms of which corporal punishment is authorized.

Students, as observed by Durojaiye (1976) dislike being dictated to all the time. They like to be consulted and also appreciate being part of decision-making process in whatever affects them. When students feel that their independence is unjustly violated, they feel the need to challenge authority. The reaction is what some teachers term stubbornness and insubordination, which is nothing other than

claiming their independence. The child revolts against being the adults' echo, he questions the conformity and compliance which exists in a predetermined set of patterns. Flanders (1970) believes in creativity as a product of the removal of barriers in the classroom learning. It is never learned from restraint. Creativity and conformity are antithetical, what produces the one tends to destroy the other.

Dintsi (1995: 12) arguing against child abuse programmes in TV's Newline, feels that corporal punishment should not be done away with, not because of enjoyment but because of enforcing discipline among the Blacks. He maintains that the idea of abolishing corporal punishment has been perpetrated by those people who are adopting the Western cultural standards. Dintsi suggests that "learned people in relevant fields, not those who confuse and mislead the nation" should be invited by the SABC TV's Newline programme. Dintsi's suggestion is vague and ambiguous. Who, amongst 'learned people', have **not** been influenced to either a greater or lesser extent, by Western standards?

Winkley (1987) would defend the use of a smack as an inhibitor for dangerous misbehaviour only if it is acceptable to the culture of the family and to the child's own perception of justice and appropriateness. Winkley also sounds a warning not to assume very easily that we know what is best for other people's children. Our culture has acted upon individuals, altering them to some form of attitude and the dynamic changes have influenced our culture and thus adopted the new value systems. Stasis and transformation occur between generations causing continuous revolution, as the locus of power always rests with older rather than the younger generation (Gammage, 1982).

Concerning cultural norms, a listener, commenting on questions of child abuse which had been raised on a Transkei Broadcasting Corporation radio interview programme (19 July, 1995) claimed that there is no such thing as child abuse. She felt that blacks have been subjected to caning as a child-rearing pattern, and it has done nobody any harm. She continued, saying that people should not view blacks against an American background. Caning is one of the practices blacks cannot part

with. Culture now emerges as a strong decisive factor for retaining corporal punishment in black schools.

Bottomley, Britain's Health Secretary, has been criticized for supporting the British Minister when defending the right of child-minders to smack children if they are well known and trusted and also if parents are willing that their children should be beaten. These remarks were condemned openly by Hayes, Director of National Childminding Association that, "It is a very strange state of affairs when government policy appears to be made according to the personal practice of government ministers, and very peculiar for a Minister to admit that fact in public ... Because she smacked her own children doesn't make it right for childminders to smack other people's" (*The Daily News Foreign Service*, September 29, 1994: 7).

There are a variety of other opinions. Johnson (1970) citing Walters and Parke, says that corporal punishment, if well timed, consistent and sufficiently intense, will effectively suppress undesirable behaviour. On the other hand, Berkowitz (1975) maintains that corporal punishment merely suppresses disruptive behaviour, makes the student more aggressive because it is painful, and pain can stimulate aggression. For this reason students cannot learn through corporal punishment. No effective learning can exist when the child is aggressive and experiencing pain. Corporal punishment may tame a student, but cannot improve a student. Wiseman (1964) has observed that corporal punishment develops hostility to all forms of authority, while Galloway (1976) felt corporal punishment led to self-discipline and self-motivation. Van den Aardweg and Van den Aardweg (1988) state that corporal punishment does not solve a single academic problem, but is important for the moral development of a child. Though quick and readily available, it is not meant for learning.

Wa Thiong'o (1982) has observed that education is part of culture and culture is part of education. Education is thus a process of integrating a people into the dominant culture of that society. An African setting (blacks) seemingly makes use of corporal punishment to solve numerous problems pertaining to discipline. Weller,

Romney and Orr (1987) state that culture is not a simple unitary phenomenon and that it demands the consideration of cultural values and societal norms.

In the opinion of the present researcher, by the turn of the century South African children will be totally different in terms of how they perceive themselves, their values, priorities and how they relate to authority, because South Africa today is a multi-cultural society, and is going to be characterized by enormous variations in patterns of attitudes and value systems. Relying on corporal punishment to eliminate misbehaviour can result in the child developing skills which help him become a better transgressor of rules. It only creates an illusion that the problem has been solved, thus perpetrating the ills in our schools without eradicating them. Pupils instead develop chameleon skins.

Hicks (1988) suggests that in a multi-cultural society with multi-values the approach to education should be on the exploration of attitudes and values and not conformity on a predetermined set of patterns.

2.6 Writers who object to the use of corporal punishment in schools

It is unlikely that the debate over the use of corporal punishment in schools will easily be resolved as firm evidence to support its effectiveness is lacking. In spite of this lack of supporting evidence, and despite years of controversy, corporal punishment continues to be inflicted in many schools in a variety of situations.

Diamentes (1992) has observed that corporal punishment remains a very emotional and controversial issue in both the public sector and among the educators. This controversy has led many districts and several States in America to outlaw this practice. Cryan (1987), draws our attention to the fact that it is not easy to resolve the issue of corporal punishment, when stating that although the issue of corporal punishment was debated 50 years ago, the hitting of children did not stop in America. Hastings and Schwieso (1987) insist that corporal punishment is the traditional repertoire in the classroom (official and unofficial). Even if it can be banned, history warns that in any event unofficial corporal punishment may well continue. In *The Newsweek* (18 April, 1994) it is stated that the first State to ban

corporal punishment in America was New Jersey in 1867 in schools, but local authorities defied the ban which was not honoured until the 20th century.

Loubser (1994) cites Dr Waite of the Stellenbosch University, who believes that girls should not be given corporal punishment, especially during puberty. He regards it as a great humiliation which destroys self-esteem. Holdstock (1985) criticizes the above writer and argues that boys and girls have the same human dignity which is one of the indispensable characteristics of mankind. He questions why boys are subjected to physical hurt in their process of growth, and emphasizes that despite the law, girls get caned as well.

Gorton (1983) opines that corporal punishment inflicted on pupils holds considerable potential for child abuse and is undesirable. The use of corporal punishment tends to be discriminatory in that it is used with boys and not girls, non-white students, and often with younger children.

Teachers in schools use force in the name of discipline. When children turn round and do the same to teachers, it quickly becomes assault. Usually it is the very young children who receive these blows rather than the tough pupils. The use of force to someone who cannot fight back is unfair and contributes to a feeling of powerlessness. As such, corporal punishment should be banned in schools, as it treats the symptoms and ignores the underlying problems (Simmons, 1981). Cumming, Lowe, Tulips and Wakeling (1981) concur with the view that corporal punishment treats only the symptoms and not the causes of bad behaviour and is a barrier to teacher pupil relationship. One parent over the radio phone-in programme (19 July 1995) objected to Gorton's (1983) view that corporal punishment is a form of child abuse. This parent perceives no other alternative other than caning as it saves valuable time needed for teaching instead of long-drawn, time-consuming disciplinary forums as the school day tends to be very short.

Monyooe (1990) contends that meting out corporal punishment to pupils is counterproductive as it merely suppresses unwanted behaviour temporarily. It

should be abandoned forthwith as its practice has been found to be futile in the long term. Though corporal punishment may suppress unwanted behaviour, Slate, Perez, Waldrop and Justen III (1991) maintain that it does not eliminate it nor does it teach a student how he should behave in an acceptable manner and thus question the logic of responding to aggressive behaviour (fighting) with another aggressive behaviour (caning). Seifert and Hoffnung (1987) have noted that though many parents rely on corporal punishment as a means of discipline on their children or penalizing them for misbehaviour, research has consistently shown that punishment is short-termed, and suppresses unwanted behaviour. It is this dramatic success that often exasperated adults (parents), thus tempting them to use corporal punishment repeatedly. Glavin (1974) also supports the view that corporal punishment arrests the unwanted behaviour without extinguishing it.

Fontana (1981) has observed that many local education authorities in Nigeria are banning the use of corporal punishment in their schools because of its undesirable correlates. Elrod and Terrell (1991) recommend that the only course open to the government is to abolish corporal punishment. It has been used for several years as a "quick fix" solution, but now it should be relegated to the scrap-yard of ineffective control measures.

Simmons (1991) expressing concern, remarks about caning that anyone who has ever had a public caning can attest to a feeling of embarrassment and humiliation. This dehumanizing treatment at school, Simmons maintains, is not discipline, but instead can be regarded as a form of child abuse.

Holdstock (1985) refers to the blindness and willing acceptance of our society of the child abuse occurring daily in school throughout the country. Demonstrating this child abuse further, Holdstock reflects the injustices which children are experiencing in the name of education. The passive acceptance of the actual implementation of violence in schools at the moment, is very surprising when people seem to be concerned about violence in television and films. Westby (1980) in his report, indicates that people are expressing concern about violence when they are actually guilty of an anomaly of condoning official assault of young children by teachers.

Van Kuik (1993) is expressing a concern about violence which is perpetrated by legally empowered educators to 'clobber' young South Africans as a means of asserting discipline, control and authority. She regards calls for peace made in South Africa as futile when corporal punishment is still legalized in schools.

Elrod and Terrell (1991) refer to the media report of abuses which are perpetrated by teachers and administrators, even when there is a court ruling. They excessively vent their frustrations on students through corporal punishment. These incidents together with many unreported, have prompted the local, state, regional and national child abuse organizations in America to campaign for the ban of corporal punishment entirely in schools. These efforts have elicited public support from various organizations.

Wynn, de Young and Wynn (1977) welcome the growing movement to abolish corporal punishment in the United States. They question why the pupils should be the last to get liberation when adults and even convicted criminals are no longer subjected to any legally sanctioned corporal punishment. This is confirmed by Elliot (1994) reporting on a Singapore court sentence of an American teenager to six lashes for vandalism, which became such an issue in the United States, to such an extent that it led to a diplomatic dispute with the United States' President, Bill Clinton, condemning this flogging.

Duxbury (1994) has included an article by Aranes where a Bench of the Supreme Court has reserved judgement of corporal punishment as a sentence to one juvenile offender on the grounds that the judges were not sure of what their exact powers were in terms of the new South African constitution. This arose from a discussion that, according to the Bill of Rights, corporal punishment infringes on the protected rights of the individual. Seemingly, pupils are the only sector in our society, Newell (1984) maintains, that lacks adequate legal protection against violence in schools.

This child abuse is confirmed by Loubser (1994) who cites a report from a parent complaining about teachers who are exceeding their authority in corporal punishment. Teachers are reported for inflicting corporal punishment without senior

teachers to supervise them, beating pupils black and blue with a plastic pipe, flouting the laws and getting away with it because parents often keep quiet because: they want to spare their children from further retribution; their children could be discriminated against; or their children's grades could suffer. It has also been discovered that teachers just apply the cane at will, and with other cases corporal punishment is applied not only by headmasters but also sometimes by prefects.

Dachs (1990) supports these reports by revealing that some parents tacitly support the use of corporal punishment, and others support it out of ignorance or even fear of being victimized.

Wolfgang and Glickman (1980) refer to corporal punishment as rather an old form of behaviour modification therapy. Teachers cane students while punishing them severely on the other hand, for fighting among themselves. Unaware, teachers using corporal punishment are serving as professional models of physical violence whom students will emulate. It is common knowledge that students always learn behaviour which they observe being practised by adults. This view is supported by Elrod and Terrell (1991) who point out the irony of the school official breaking up a fight between the two antagonists by hitting the offender. According to Elrod and Terrell's view, professional educators who represent adult authority should be models of knowledge and training who demonstrate calm, rational decision-making rather than threaten students with corporal punishment. Children learn more from what the teacher is and does than from what he says.

Let the schools not become alarming, rude places where pupils are continually reprimanded for bad manners or insolence, but should set good examples. An example set by some teachers is unlikely to lead to better behaviour (Wheldall and Glynn, 1986). Madsen and Madsen (1974) feel that a teacher is the major motivator of both appropriate and inappropriate behaviour. Lorber and Pierce (1983) advocate that the teacher is a source of virtually all disciplinary problems at school by failing to make adequate plans to occupy the students' school time, and to act with sensitivity and humanness. Disciplinary problems *per se*, according to the

above view, do not exist; what exists are insignificant differences in normal human behaviour, which, if not blown out of proportion by teachers, would prove to be inconsequential.

Holdstock (1985: 3) focuses our attention to the claim that teachers always make, that they "cane with love" and that "I have been beaten ... it has done me the world of good" and by such claims justify their action of hitting children. This points out the disregard of the damage caused when caning the children. 'Cane' and 'love' are two conflicting concepts. Physical punishment is a direct attack on the student and it is virtually impossible to use the cane without feeling any anger and resentment. Carrying a stick when going to class as most teachers do, is a sign of declaring war even before the actual conflict occurs. How can a teacher provide a tool (switch) before knowing the need (beating children)? When making these claims, teachers overlook that corporal punishment as a disciplinary method, lacks the credibility of scientific validity. The classroom relationship between teacher and pupil cannot be built up in an atmosphere where the infliction of pain through corporal punishment is regarded as 'caning with love'. Ruth Bengu (1995) reports on a world-renowned educationist and disciplinarian, Thamsanqa Khambule, who once thrashed the whole school because pupils made catcalls at a new female teacher, but it is stated that those he thrashed remember him with 'fondness'.

Van Kuik (1993) suggests that corporal punishment should be banned in order to protect the children from this overlooked abuse, and instead entrench their rights in a Bill of Rights.

Leach (1993) indicates that many former proponents of the limited use of corporal punishment are now advocating its abolition for practical and theoretical reasons. Punishment often provokes criticism from professional and lay groups. According to Leach, it has been established that many countries have outlawed corporal punishment meted out by parents at home. Other countries are working towards its total abolition both at home and at school. The general condemnation of corporal punishment is based on the feeling that it has no scientific basis in the discipline of the child.

Holdstock (1987) proposes that corporal punishment should be banned in schools as he has observed that it is a contributory factor to whatever problem the administrator intends to curb. Caning boys for smoking actually increases their cigarette craving and consumption. Holdstock has also noticed that fear has become the cornerstone on which education of the child is based because of caning. He stresses this point by indicating the extent to which it forms an integral part of the educational repertoire and belief system of so many principals, teachers and parents. Students are always left out in decision-making and their feelings are neglected as if they do not form part of the education system. Holdstock (1987: 167) voices out his concern about the victimization of children by the so-called custodians of school discipline. In addition he provides a list of those countries which have outlawed corporal punishment with the dates of abolishment (see Table 3).

Table 3: Countries which have outlawed corporal punishment with the date of abolition known

Greece	Never condoned	Turkey	1923
Iceland	Never condoned	Norway	1936
Poland	1783	Romania	1948
Netherlands	1820s	Portugal	1950s
Luxembourg	1845	Sweden	1958
Italy	1860	Cyprus	1967
Belgium	1867	Denmark	1967
Austria	1870	Spain	1967
France	1881	Germany (Fed. Rep.)	1970s
Finland	1890s	Rep. of Ireland	1982
USSR	1917	England	1987

(Holdstock, 1987: 167)

Van Kuik (1993: 175) also furnishes a list of those countries which have abolished the practice of caning children, namely: the whole of Europe; Britain; Japan; Israel; Namibia; Australia; and many of the American States. Van Kuik does not provide the dates of abolishment of corporal punishment in these countries as Holdstock (1987) has done. Rangiah (1994) on the other hand provides the list of those countries which are still clinging to the use of corporal punishment, namely South Africa, Australia, New Zealand and the United States of America. Of the lists given there is contradiction in the case of Australia.

With the British state schools and in Scotland, where corporal punishment has been abolished, Wheldall and Glynn (1986) maintain that these schools have not suffered any decline in discipline and none of them want to reintroduce corporal punishment. Cumming *et al.* (1991) assert that to those schools which had already abolished corporal punishment, various research teams discovered no signs of impending chaos; instead, a more relaxed relationship between teachers and pupils could be observed. The conflict had disappeared with the belt.

Campbell (1994) reminds us that abolishing corporal punishment does not imply abandoning school discipline. Discipline does not have to include corporal punishment as these terms are not synonymous. As society is moving away from corporal punishment that does not mean discipline should disappear. Without discipline there is chaos, and without orderliness learning cannot occur.

Loubser (1994) also reflects on the policy of Fish Hoek High School, where the headmaster, Des Duxbury, had banned the cane long ago and parents at this school were satisfied as there were no complaints that their children were not receiving enough discipline because they were not given corporal punishment.

Physical punishment of school children has been abolished by law in many countries. Even within the countries still adhering to its use, numerous organizations are working towards the banning of cane in schools.

Loubser (1994) draws our attention to the task the new South African government has, to outlaw corporal punishment under the new constitution, as it contradicts the Bill of Rights.

Cryan (1987) refers to the Association of Child Education International (ACEI) in the United States which has organized parents, doctors, psychologists, lawyers, social workers and 14 major organizations in an effort to ban corporal punishment in schools. This child-advocate group condemns caning in schools and emphasizes why it is so pressing to campaign against its use. Of the 50 States in America, 42 endorse the use of corporal punishment in schools, meaning that the practice of hitting children is only forbidden in eight States. In consequence, Ryan and Cooper (1988) point out that, in America, corporal punishment is alive even though there is hardly any theorist advocating its use. Legal rulings stipulate that teachers should use 'moderate' and 'reasonable' corporal punishment. The report in *Newsweek* (1994) specifies that in 1994, West Virginia was the 27th State in America to ban corporal punishment in public schools, leaving only 23 States which still permit corporal punishment in public schools.

Zirpoli and Melloyi (1993: 335) provide a sample list of those professional organizations which have condemned the use of corporal punishment.

- ▶ American Association on Mental Retardation
- ▶ American Bar Association
- ▶ American Educational Association
- ▶ American Psychological Association
- ▶ American Public Health Association
- ▶ Council for Exceptional Children
- ▶ National Association of School Psychologists
- ▶ National Education Association
- ▶ National Parent and Teachers Association
- ▶ The Association for Persons with Severe Handicaps

Norway and Sweden have national laws against caning of children even by parents. People are urged to resolve against the use of corporal punishment, not only in

schools but in all settings and should support every effort to ban this practice. Corporal punishment continues to be a common, although unacceptable consequence for inappropriate behaviour in schools.

Rust and Kinnard (1983) in their study of personality traits of teachers who often use corporal punishment discovered that educators who use corporal punishment:

- ▶ tend to be comparatively closed-minded,
- ▶ were more likely to have been punished themselves while in school,
- ▶ tend to be those of fewer years of experience,
- ▶ display less of a variety of disciplinary techniques, and
- ▶ tend to be anxious, emotional and impulsive (Diamantes, 1992: 233).

In the South African situation where many students had grievances against the education system at the local, regional and national levels, the continued use of corporal punishment is likely to have hardened their resolve against authorities. When students who are dissatisfied with the educational instances are unable to achieve improvements through negotiations they resort to boycotts. Corporal punishment deployed in schools has a tendency of strengthening the power of resistance.

Kallaway (1984) asserts that over the years, students have protested and demonstrated against such issues as corporal punishment in schools involving flogging, clapping and kicking of students by teachers. Apart from the oppressive authority which the school staff wielded over the students, corporal punishment constituted a particularly sore issue.

An example of student resistance is described by Christie (1991), that the April 1980 student school boycotts in South Africa started in Cape Town, rapidly spreading throughout the country, taking the Cape, the Transvaal and also Natal. Tens of thousands of Black students protested against the education system. Among the school-based issues which led to dissatisfaction was the protest against corporal punishment.

Ngcobo, in the *Paidonomia*, journal of the Faculty of Education, Zululand University, feels that there seems to be a great deal of corporal punishment that is 'miseducatively' inflicted on pupils which inevitably dents the disciplinary machinery of the school. It is not uncommon to find rioting students in their turmoil having among their grievances. "too much use of corporal punishment by the teachers" (Mdluli, 1988: 22). For any teacher to use corporal punishment at school is rather undemocratic and a clear admission of failure. Such teachers can generate conflict, as the majority of students, especially at senior secondary school level, have an inquiring attitude. When this happens it is necessary and fair to blame the teacher who uses corporal punishment.

Due to fear of corporal punishment, Fontana (1981) claims that the child may develop such strategies as untruthfulness in escape behaviour. This is not only potentially bad for pupils' long-term personality development but also threatens the existence of trust between teacher and child in the short term.

Holdstock (1987: 170) has noted that the belief in corporal punishment as a teaching aid in schools has been entrenched in some of the pupils' minds. "One cannot help but compare people who believe in it with members of the Flat Earth Society" who unconditionally believe that the earth is flat, whatever evidence is advanced to them, and is thus unacceptable. That the earth is round is as indisputable as the evidence indicating the detrimental effects of corporal punishment on children.

Gradually support is growing for the campaign for the banning of corporal punishment, which is seen by many as an officially sanctioned form of institutionalized child abuse, but is difficult to account for such an age-long resistance to change reported by many educationists. This resistance to change, according to Cryan (1987), is traced as far back as the times of Solomon, when he admonished parents with the injunction: "Spare the rod and spoil the child.": The traditional Christian concept to the biblical sanctions of children born into sin, influenced teachers of colonial days who had a view of beating the devil out of the children. Solomon's familiar admonition in the Bible is interpreted literally by many

as a justification for the use of corporal punishment upon children. Because this dictum is often quoted to provide the rationale for inflicting corporal punishment, it is taken by some parents and teachers as a divine right to use corporal punishment, and children are always the victims. The religious perspective, with biblical sanctions literally interpreted, is rejected by the present day enlightened group. The use of Bible verses as commandments is unacceptable and not a justification to use corporal punishment in the name of discipline.

Slate *et al.* (1991) refer to the old adage "spare the rod and spoil the child", as coming from Calvinistic theology which was taken as a rationale for corporal punishment. This was believed to be part of the pedagogical legacy and an effective way to be used by teachers when dealing with child misbehaviour at school.

Holdstock (1987) contends that this injunction "spare the rod and spoil the child" is adhered to through ignorance and is misunderstood in the administration of corporal punishment to the children. The rod should not be seen as a stick to beat the child with but as a measuring instrument or guidelines which should be set for the children.

Monyooe (1991) sees no sense in the dictum "spare the rod and spoil the child", and argues that it is unimaginable that God could advocate flogging both in schools and in society. It is again illogical according to Monyooe, to think that the use of the word 'rod' within a religious paradigm necessarily refers to corporal punishment (caning).

When comparing

- | | | |
|---------------|---|--|
| Exodus 14:16 | - | "Lift up your rod, and stretch out your hand over the sea ..."; |
| Numbers 20:11 | - | "... And Moses lifted up his hand and struck the rock with his rod twice ..."; |
| Psalms 23:4 | - | "... Thy rod and Thy staff they comfort me..." |

with the Proverbs of Solomon, Son of David, King of Israel:

Proverbs 13:24 - He who spares the rod hates his son, but he who loves him is diligent to discipline him...";

Proverbs 23:13 - "Do not withhold discipline from a child; if you beat him with a rod, he will not die."
(*Collins Revised Standard Version Bible*, 1952).

When comparing the use of the word 'rod' above one gathers that this concept does not always refer to corporal punishment. Monyooe (1991) contends that the Book of Proverbs is a compilation of Solomon's witty words. When a review is made of Solomon's background, with his many wives, it is deduced that child-rearing methods for him became a chronic and problem and he had to resort to violent disciplinary techniques which also proved unsuccessful and disastrous. Solomon, in Proverbs cannot thus provide universally accepted child-rearing techniques.

The 'rod ideology' is also rejected by Duxbury (1994) and terms it a distortion of Scripture. What this all means is that children without discipline will get spoilt. If people accept a 'rod' for corporal punishment, then it seems they accept a literal interpretation of "an eye for an eye".

Ashley (1989) refers to the Christian National concept of schooling as the process of 'moulding' children into the image of adults. Christian National Education (CNE) as advocated by the Nationalist government of South Africa for the past 40 years, is based on the firm authority of the teacher, who believed that the dictum "spare the rod and spoil the child" is based on the religious authority concept of education. The influence of this perspective has been the official ideological position of Christian Nationalist Education which had a world-view that relied heavily on Biblical authority for its justification.

Cryan (1987) also focuses our attention on another concept '*in loco parentis*'. This had an influence in the United States, authorizing teachers to act as parents in the absence of parents. Education in today's school is different from the time when the English law committed the child to the authority of the teacher in a small class, thereby developing a pupil-teacher relationship. Education then was voluntary and personal, but today parents have very little, if any, opportunity to choose among schools to be attended by their children and also teachers to teach them.

Westby (1980), in his report, indicates that the common law evoking the principle of '*in loco parentis*' dates back from the time of optional, fee-paying education when parents sent their children to school, thereby transferring their parental rights to the teachers, including that of administering corporal punishment. The teachers' right to be '*in loco parentis*' was part of the contract freely entered into by both parties. Parents were free to withdraw their children from these schools at will. In today's school, parents have a very limited choice of the school to which to send their children. The right delegated to the teacher by the parent as interpreted by the courts in England and Wales, has disappeared, but the law has not reflected this change. Corporal punishment is sometimes meted out to the children against the known parental wishes, thus making a mockery of the principle of '*in loco parentis*'. Westby also refers to a comment from a member of the National Council of Voluntary Child Care Organization, that people (teachers) '*in loco parentis*' are not parents and should abstain from inflicting all forms of corporal punishment to children.

This notion of '*in loco parentis*', avers Cryan (1987), today is impracticable, especially in secondary schools where teachers stay with children only part of the school day, with a class of large numbers, with few opportunities existing for teachers to form close teacher-pupil relationship. The schoolchild's relationship with the teacher is intermittent, with different teachers involved at different times of the day and year, and often at superficial levels. Even the courts are failing to reach common interpretation of the concept '*in loco parentis*' pertaining to the knocking about of the school children by the teachers under the cover of this concept.

The concept of *in loco parentis* in the majority of black South African school environments was traditionally and culturally accepted without question. Teachers and school administrators automatically replaced parents and caregivers, and thus should exercise authority unapologetically.

Holdstock (1987), in his investigation, has also marked that there is very little effort made in South Africa to assess the continued use of corporal punishment in schools. Holdstock (1985) has made calls upon the Education Committees of the respective Parliamentary bodies to recommend the abolition of corporal punishment in schools.

Dachs (1990), in his investigation and after searching in various libraries to examine research, discovered that very little work has been done in South Africa on corporal punishment. This conclusion concurs with that of Holdstock (1987). After extensive search, Dachs could only trace four local research initiatives and a fifth one was being currently conducted. Within the Natal Education Department, Dachs established that even a simple tally of the number of occasions on which corporal punishment is meted out in our schools is not recorded. Dachs explored further by approaching a number of principals to ask for permission to examine their punishment records. One principal totally refused, but others were willing to accommodate his request. Dachs was alarmed to notice that some were incomplete, dates, number of strokes and name of pupil-offender were omitted and there was no trace of evidence that any inspector had ever checked these records. "Are our colleagues at Head Office so busy ..." that they cannot even ask how many times the cane is used in our schools? (Dachs, 1990: 21). Corporal punishment is always regarded as a petty issue when compared with those of curricula reforms.

Hundreds of studies, according to Van Kuik (1993), condemn corporal punishment and attest to its harmfulness. According to the study conducted by Rakitzi of Wits University, the highest incidence of corporal punishment is at Black schools and at Afrikaans-medium schools. Van Kuik questions why there is no outcry when schools are treating children in such a brutal way.

From the limited investigation carried out by Dachs (1990) it is evident that the issue of corporal punishment in schools is not under the rigorous control required in the regulations. The Natal Education Departmental officials apparently know little about what happens with regard to the use of corporal punishment in schools. This has been evidenced by the Punishment Registers which indicated no trace of checking although it is stipulated in the regulations that the records will be checked from time to time. The regulations that are intended to protect the rights of children are clearly not observed. Finally, Dachs (1990) is convinced that there is no alternative in the face of this abuse but to ban corporal punishment in schools.

Leach (1993) calls for contributions from professionals to aid the debate on corporal punishment as many popular misinterpretations of psychological data are being used in the debate without contradiction. In the absence of professional input, personal views from individuals who happen to be psychologists are readily accepted by the media as authoritative representations without any other contributions to the debate. The extent and nature of the relevant research on corporal punishment in schools is questionable. There is a feeling that there is general lack of research-based evidence outside of the psychological laboratory, that speaks directly to the effectiveness of corporal punishment as a modifier of classroom behaviour.

When addressing the Teachers' Federal Council (TFC), Duxbury, the headmaster of Fish Hoek High School, stressing the view above, referred to the urgent need for the organized teaching profession to have a clearly defined policy on corporal punishment in schools. Pointing at the imminent danger of authorities, politicians, law makers and courts deciding for teachers without them making an input, insisted on the debate regarding merits and demerits of corporal punishment on educational grounds. According to Duxbury, the TFC should have a clearly stated policy on corporal punishment, and should take a courageous step and say "No more caning in schools" (Duxbury, 1994: 19).

The rising tide of social concern on the violation of children's individual rights, the identification of child abuse and the campaign for the elimination of corporal

punishment even on the media, could cause the government to abolish corporal punishment in schools. The parent pressure groups who are increasingly making their voices heard in education policy debates, pupils' unions which are clearly part of the pattern of power in the education system could also raise their voices to end this professional practice, pervaded with traditional assumptions.

Experiential reports from parents and students have been recorded. The participants would love to remain unknown for fear of being victims and because of the backlash on their children. The parents have come to dare not risk the consequences of questioning the behaviour of the teachers and principals.

The letters to the editor (*Learn and Teach*, September 1994: 2) reflect the following remarks:

- "- Teaching with a sjambok in the corner of the classroom breeds violence.
- Traditional Setswana saying, "*Mokga kgati o a ikgela*", which means "If you possess a rod, one day it will be used against you".
- Corporal punishment should be banned because it threatens the students' basic rights and also denies them the right to enjoy their studies.
- Students end up dropping out of school. Corporal punishment does not serve the purpose for which it was designed - that of ensuring discipline.

Holdstock (1987: 191-192) has recorded some of the experiential reports from parents thus:

- "- Shouldn't some of the educational budget be set aside to provide opportunities for teachers to attend courses on the human dimensions of their professions?
- It is a sad state of affairs that the law, legalizing the use of violence in the principal's office, should still be on the statute books.

- There is absolutely no reason whatsoever why any violence, on the part of the principal or any teacher, should be necessary and be tolerated.
- I would like my children to be educated in an environment where they are respected as human beings and treated with the dignity they deserve.
- The most important thing lacking in our educational system revolves around the issue of the child as a person and not the child as pupil.
- Why does education have to be full of agony, worry and fear?"

Caning is a concept which does not enjoy popularity in today's children, taking from the school pupil's remarks that:

"Corporal punishment is a bad thing. I think that hitting a person won't solve anything. We must sit down and talk like our leaders and the government."
(*Educationalive*, Aug/Sept, 1994: 3).



Figure 6: Student's personal opinion! (Source: *Educationalive*, Aug/Sept., 1994: 3)

South Africa now prides itself on freedom of speech and democracy, and as there is no point in parents remaining anonymous for fear of victimisation, they should complain openly.

2.6.1 Offences for which pupils were caned

Offences for which corporal punishment is inflicted in schools are controlled by regulations to provide protection against unjust caning of pupils by teachers. From numerous reports it is obvious that caning occurs indiscriminately in quite a number of our schools. The parents, some of whom are illiterate and ignorant, have trust and respect for teachers as people who know the human dimensions of their profession, guided by underlying principles. However, this trust was not always justified, as shown in an observation by Wa Thiong'o (1982) that one of the reasons for which corporal punishment was meted out was when a black pupil was caught using his mother-tongue, which Wa Thiong'o regarded as unfair.

Loubser (1994: 4) reports on the "reign of terror" where pupils were caned even for complaining. Everyone in authority reached for the cane from teachers to prefects, and at the slightest offence such as:

- ▶ shaking your hand in class,
- ▶ showing your teeth in class,
- ▶ for getting 72% in a test. That was not enough.
- ▶ walking over the lawn, as was taken to be out of bounds,
- ▶ forgetting to clean the shower,
- ▶ not marking your clothes with your name.

Caning was done even without the offender really knowing why he is being punished. The prefects were out daily with their notebooks to write details of insignificant offences. Every night one would find children outside the duty room waiting to be caned. The school hostel, expected to provide protection as the second home of the pupils, was instead a prison camp. One of the known people to mete out corporal punishment to students was a former soldier. Students were

beaten without even the senior teacher present to supervise and record the amount of caning.

Dachs (1990) in his investigation, observed that children are punished for not doing the right action having not been instructed to do right. He recalls an incident where two boys were caned, one for assisting another with Latin translations and the other one for being assisted, given 6 and 12 strokes respectively. He regards the widespread caning in schools as slavish treatment. From his findings, Dachs reports on the offences for which the pupils were officially caned:

- ▶ for losing a rugby match (all 15 members in the team were caned),
- ▶ hair being very long,
- ▶ failing a test,
- ▶ making a noise outside the classroom,
- ▶ flicking a piece of paper,
- ▶ not writing down homework fast enough,
- ▶ being late for school sports practice,
- ▶ doing sums incorrectly,
- ▶ work not done,
- ▶ working too slowly,
- ▶ walking across the lawn,
- ▶ - or simply caned for 'misbehaviour'.

In his view, Dachs (1990), not one of the above reasons would qualify as sufficient for the administration of corporal punishment in terms of the regulations. The question arises whether the person inflicting corporal punishment could find protection under the law, if a parent or guardian decides to pursue the matter. From the studies conducted, argues Gorton (1983), corporal punishment is reported to be used as a solution to numerous problems, ranging from chewing gum to bodily assault on teachers.

Holdstock's (1987) examination of research conducted on a wide scale on corporal punishment reveals that children have been caned 'legally' and otherwise for quite

a variety of offences which can be sorted into a number of categories. These categories would hardly fulfil the criteria required by law to warrant caning. Apart from the list of offences justifying corporal punishment under the existing regulations, the principal should have full enquiry that there is the breach of school rules, and also provide the offender with an opportunity to challenge the allegation. Among the categories are: scholastic offences, offences related to sport, offences related to music, offences related to personal appearance and also behaviour offences. Holdstock cites examples of the behaviour he has allocated within each category. He furnishes examples of cases in which corporal punishment was administered in each of the offences listed below.

2.6.1.1 Scholastic category offences

From a number of reported cases the following occasions have been noted to provide causes for caning:

- ▶ not reading properly
- ▶ failing tests
- ▶ doing sums incorrectly
- ▶ not writing homework fast enough
- ▶ homework not being done
- ▶ mistakes in compositions
- ▶ not attending afternoon study
- ▶ leaving books at home
- ▶ not doing memoranda of old examination papers
- ▶ not submitting the correct book
- ▶ not writing tests
- ▶ being late for class or for school.

2.6.1.2 Category related to sport offences

Pupils have been caned not only for scholastic offences, they got caned for sporting activities as well, namely:

- ▶ being off-side in a soccer match
- ▶ losing a rugby match
- ▶ not attending rugby practices
- ▶ not batting 'properly' in a cricket match
- ▶ to 'build' up team-spirit
- ▶ not clapping during a match
- ▶ talking during a start of a swimming event.

2.6.1.3 Offences related to music

Students have been caned for offences associated to music in the following instances:

- ▶ for playing with the carpet fluff during music lessons
- ▶ girls are caned for failing to sing during assembly
- ▶ for being late for band practices
- ▶ not being able to sing in tune.

2.6.1.4 Personal appearance offences

Children have been caned regularly for offences pertaining to personal appearance for the following crimes:

- ▶ length of boys' hair, even hair covering the hearing aids
- ▶ cutting hair in a certain style
- ▶ unpolished shoes
- ▶ wearing incorrect uniform
- ▶ leaving the shirt hanging over the pants
- ▶ girls wearing nail polish
- ▶ girls have on occasions their skirts lifted by female prefects to check if they were wearing regulation panties.

That the law does not permit girls to be caned is no excuse for some people.

2.6.1.5 Behaviour offences

Pupils have been caned for various misbehaviour offences ranging from swearing, to failing to reply to a teacher:

- ▶ snickering
- ▶ fighting on the playground
- ▶ being cheeky
- ▶ flicking of paper over the shoulders
- ▶ rocking the chair on which a pupil was sitting
- ▶ making a noise outside or inside the classroom
- ▶ running in the corridor.

When a boy was caught relaxing with the girlfriend's head on his lap on the lawn during break, the girlfriend was made to witness the caning of her boyfriend in the principal's office.

To the categories indicated above, Holdstock (1987) remarks that it is obvious that little or no heed is paid to the letter of the law regulating corporal punishment in schools.

Severe mental and physical handicap does not protect a child from physical abuse. This applies equally to children who have been diagnosed to be having hearing disabilities. To be deaf is no excuse to some teachers. According to Holdstock (1987) reports have been received of deaf children being hit on the head with glasses flying and hearing aids broken. Cases of children bleeding through the ears after hitting have also been reported. Being a female does not prevent a girl from being caned even though it is prohibited by regulations.

Teachers cane the students because of the alleged breach of school rules but, when performing this ritual, they also indulge in the same by violating the laws regulating the administration of corporal punishment by the Ministry of Education. It has been observed and noted with concern that they do not play (punish) according to the rules of the game (corporal punishment).

2.6.2 Sites for imposing corporal punishment

According to the specifications of the law, the sanctioned practice as prescribed by the Department of Education has accepted the buttocks and the back of the thighs as appropriate sites for administering corporal punishment (Engelbrecht and Lubbe, 1981). This conflicts with Holdstock's (1987) findings in his investigation. He noted that the face, ears, head, chest, knees, thighs, knuckles and feet, were all chosen sites for imposing corporal punishment. There is also a case where the pupil was made to strip naked and was tied to a bench before being brutally beaten on the buttocks (Olmesdahl, 1984). This particular incident of humiliating assault was taken to court, but not all such cases are (Holdstock, 1987).

Geldenhuis (1994) cites an instance of a Wynberg principal, aged 53, who has been charged with three counts of seriously assaulting a 13-year-old Standard 5 pupil by repeatedly caning him on the buttocks. The State alleges that the principal has contravened corporal punishment regulations and transgressed his rights of chastisement. The principal has appeared in the Wynberg Magistrate's Court.

Reports have been recorded where boys have been gripped by the testicles in the name of punishment (Holdstock, 1987). Shisana (1995) recalls instances where teachers flipped the girls' gym-dresses to see if their bloomers were padded as this would dampen the pain the teachers intended to inflict on their buttocks. Olmesdahl (1984) refers to a case where the Counsel suggested that even the hands should not be hit as this might affect the child's ability to write. Our educational institutions are places where some of the most profound abuse occurs coupled with rampant injuries. If this physical punishment is the only available method of discipline, then our education system reflects some bankruptcy of disciplinary techniques. The reported cases in breach of regulations, as described in the Education Ordinance, indicates lack of control by top-level management in our schools coupled with lack of supervision by the Education Department officials. The teacher seemingly has power to formulate rules, is given a chance to administer these rules and is also a judge to see to the breach of these rules. This is a very

unusual situation and tempts a teacher to virtually bury all complaints. The principal cannot be a fair judge as he may be tempted to connive with his staff.

2.6.3 Disregard of regulations governing the use of corporal punishment in schools

In spite of the fact that regulations are stipulated in relation to instruments used when meting out corporal punishment, teachers are reported to err in this respect.

The weapons used in schools for inflicting corporal punishment as stated by Holdstock (1987), range from leather straps, riding crops, planks, sticks, quince canes, to fan-belts, sjamboks, rulers, chalkboard dusters, window-openers, leather thongs, hosepipes, strips of tyres, balled fists, open hands and cricket bats. To this range Cryan (1987) adds ropes, belts and paddles.

At least one teacher in the Johannesburg northern suburbs has readily admitted the total disregard of regulations governing corporal punishment in schools (Holdstock, 1987). Rice (1986) asserts that though it is not often easy for teachers to admit to the violation of rules on corporal punishment, some principals admit that they are unable to curb the use of corporal punishment in their schools. The pallor of the child is the only indication of when to stop beating, not the number of lashes stipulated by the regulations regarding caning. Even departmental officials are unable to exert proper control over the use of corporal punishment. According to Olmesdahl (1984), caning should not be unduly prolonged beyond the pupil's power of endurance.

Holdstock (1987) in his investigation discovered that there are no figures available to indicate the extent to which corporal punishment is administered in schools. The exact frequency cannot be determined, seemingly the authorities are ashamed of exposing their corporal punishment records or else they lack concern even to look at the figures.

Cryan (1987) has also observed that in American schools it is hard to know how much caning takes place because there is no systematic reporting of individual records.

Galloway, Ball, Blomfield and Seyd (1982) report that in their study findings on corporal punishment, a number of head-teachers expressed some reservations on their figures as they indicated that more pupils had received corporal punishment than were reflected in the school's official punishment book. This is also an indication that no proper records are kept on corporal punishment.

Dachs (1990) had the same experience in his investigation, that the records are not available on how corporal punishment is administered in our schools. Holdstock (1987) remarks that it is even impossible to determine whether the incidence of corporal punishment is higher at Black than White schools in South Africa, due to the inaccessibility of the punishment register from the relevant people, the principals. Though hard to obtain records on corporal punishment, it has been established that the general child abuse is occurring daily in Black and White schools. Newell (1972) has noted earlier on that pressure from the parents might change the absurd attitude demonstrated by local authorities of keeping their records confidential. These local administrators keep their noses so close to the schools that they cannot even see corporal punishment as a symbol of the authoritarian practice which many parents so wish to remove. This widespread disregard of the regulations on corporal punishment, unrecorded caning in punishment books, records which are seldom examined as they should be by those in control is evidenced by the Society of Teachers Opposed to Physical Punishment (STOPP) (Westby, 1980).

2.7 Effects of corporal punishment-research findings

Quite an extensive body of research has been carried out by various experts in the field and have exposed a number of detrimental effects of corporal punishment on the child. The formally conducted research is augmented by review of the literature, observations and opinions, as well as by accounts of personal experiences.

The effects of corporal punishment on the children at school is discussed under the following categories: physical effects, psychological effects, sociological effects, damage to interpersonal relations and lastly, sexual deviations.

Taylor and Maurer (1985, as cited by Cryan, 1987) reflects that ethical considerations on research do not allow researchers to manipulate corporal punishment directly; that is, inflicting corporal punishment deliberately, and then measuring the effects. It is also impossible for the researchers to time school visits in such a way as to observe corporal punishment being meted out. Furthermore, medical research is interrupted because out of the many cases of corporal punishment, the medical personnel only receive the most severe cases.

Whatever scant research that is available about physical harm of corporal punishment is ascribed mainly upon correlational or retrospective studies and inferential commentaries.

2.7.1 Physical effects of corporal punishment

For as long as corporal punishment is still commonplace in our schools, physical harm will always be experienced.

Cryan (1987) reports that very few cases of corporal punishment require medical care and treatment because in a majority of cases pupils receive minor injuries of soreness and redness of the skin. Cryan has further discovered that other injuries sustained by pupils are ruptured blood vessels, sciatic nerve damage, muscle damage and brain haemorrhage. Corporal punishment may also damage the eyes, ears and the brain, in some cases permanently. At times even bones are fractured.

Holdstock (1987) makes reference to a survey conducted by the Health Workers' Association in the Transvaal, where nine children were treated daily in Soweto clinics for injuries sustained as a result of being severely assaulted by teachers in schools under the cover of corporal punishment. Koos Seakgoe, aged 16, is reported to have fainted at his desk after being caned and later died in hospital. Reported cases of broken jaws with broken teeth, cracked ribs, fractured wrists and legs, bleeding from the nose and ears are some of the noted instances of the harmful effects of corporal punishment. Nasty scars and purple bruises sustained by pupils during corporal punishment bear silent testimony to the injustices of being

beaten. One teacher at a Catholic private school was forced to stop the practice of breaking pupils' jaws when his jaw was nearly broken by the pupils. It is on this notion that Holdstock feels that at times retaliation is justified.

According to Leach (1993: 218), "many paediatricians equate physical signs of punishment with physical damage" and since all physical damage interferes with bodily integrity, is regarded as harmful. Leach has also observed that hospital casualty departments witness few incidents each year being victims of teachers' blows.

2.7.2 Psychological effects of corporal punishment

Psychological effects of corporal punishment are as equally harmful as the physical effects. Numerous studies have documented a number of psychologically damaging effects of corporal punishment.

Cole and Hall (1970) insist that fear resulting from corporal punishment leads to an unhealthy attitude of mind, causing the child to be less attentive and less prone to reason. According to Van Kuik (1993), many studies have proved that physical force creates fear, thus inhibiting love of learning as fear affects the heart rate and blood pressure to such an extent that perpetual functioning is impaired.

While many teachers may succeed in making a child do what he is required to do in a short-term through fear of corporal punishment, it may in the long-term curb or crush the spontaneity which is a vital element in lateral thinking and creative problem-solving. Increased fear and anxiety make it difficult for the child to concentrate on learning, generates fear of school and teachers, and the scholastic performance impairment is unquestionable.

Through corporal punishment, the teacher teaches the pupils to be punitive. Aggression breeds aggression, regardless of the circumstances (Dollar, 1972). Olweus (1978) contends that studies have indicated that children tend to imitate aggressive behaviour, more especially if it is justified. It is thus assumed that the

stimulation provided by the sight of a teacher's aggressive behaviour tends to activate similar reaction tendencies in the child. Ratcliffe (1980) has also observed that corporal punishment results in undesirable behaviours, such as aggression, vandalism, and attacks on teachers. As observed by Cryan (1987), corporal punishment includes the following psychological effects:

- ▶ loss of or lowered self-esteem,
- ▶ impairment of ego functioning,
- ▶ feeling of helplessness and humiliation.,
- ▶ stifled relationship with others,
- ▶ aggression and destruction both at home and at school.

According to Holdstock (1987), the caned individual is burdened by the experience of submission to abusive treatment of teachers. He develops lowered self-esteem and weakened negotiation and communication skills. Fourie, Griessel and Verster (1990) maintain that the child's ability to explore is stifled by the adults' overdose of strictness through corporal punishment. This inflexible regimentation provokes smouldering rebellion, hostility, and sometimes meek pseudo-obedience, causing emotional stress which hinders the education process.

Holdstock (1987) provides a list of documented behavioral patterns as a result of corporal punishment being inflicted on pupils as the following:

- ▶ lack of self direction,
- ▶ less cooperation,
- ▶ more dependence and inhibition,
- ▶ regression and displacement,
- ▶ rigidity and fixation,
- ▶ low courage,
- ▶ a weakly developed sense of conscience,

together with various forms of psychopathy in children and even neurotic, psychosomatic, psychotic symptoms which have been reported as being the result of corporal punishment on pupils.

Many studies have reported on lowered self-esteem, a feeling of rejection, humiliation and depression as a result of caning of students at school. Corporal punishment as a love-withdrawal technique can lower self-esteem, self-respect and a healthy self-concept. The increased anxiety and fear, experienced through corporal punishment may result in the child eventually leaving school permanently (dropping out). Mouly (1982) has discovered that the results of corporal punishment may be forced submission, at the same time creating resentment and anxiety in the child. The student, when acting out of fear, will avoid a situation rather than improve his behaviour. It is probable that a large number of children who drop out of school do so out of fear of corporal punishment. Though Taylor (1989) has not been able to investigate the reason for dropping out of the first grade (SSA) at the first hurdle of their education, thus increasing the ranks of the illiterate annually, he maintains that problems affecting the high school student are, to a large extent, relevant to the primary phase pupils. This is confirmed by discussions among the semi-literate groups when referring to their past school experiences and quoting some of their teachers as the cause of their dropping out, who, in their opinion, would not have left school had it not been for the excessive infliction of corporal punishment.

Kagan (1990) refers to this type of pupil as a drop-out, dropping out of school being a process of disengagement from the fabric of the school and classroom life by the pupil. Here, the students' perception of the school is a feeling of neglect, low self-esteem and academic aspirations, isolation by the teachers, and estrangement with a history of academic failure, truancy and misconduct. This alienation is a response to the coercive nature of the school and a school symptom rather than an individual pupil's pathology. Westby (1980) also stresses that beaten children tend to be alienated not only from the inflictor but also from the school. Rapport with students cannot be established by the infliction of pain. Mwamwenda's (1989) view as cited by Gebeda and Taole (1992) is that teachers should not hope to achieve more obedience through corporal punishment as it can generate stress for both teacher and pupil instead, which can lead to more disciplinary problems.

2.7.3 Sociological effects of corporal punishment

One of the sociological side-effects of corporal punishment in schools is violence. Corporal punishment breeds violence in the child.

Holdstock (1987) maintains that there is a direct relationship between the frequency and severity of corporal punishment and student violence. It has been discovered through research that violent adults endured corporal punishment when they were still children at school. A good example for all society, according to Holdstock, will be set when educators cease to condone violence through the use of corporal punishment in schools. Olmesdahl (1984) points out that children are clever enough to see through the hypocrisy of a society that propagates non-violence, and yet permits caning in schools.

Westby (1980) reports that there is evidence showing a link between exposure to violence in the real world and acquisition of violent modes of behaviour. Corporal punishment creates an atmosphere of violence, where the powerful person (teacher) endorses that problems may be solved by imposed force, that also resulting to imposed subordination instead of mutual respect.

When Holdstock (1987) sounds a warning that if the violent conduct is permitted in schools, troubled teachers may vent their frustrations with very little risk of being criticized, he is supported by Dr Waite of the University of Stellenbosch who also believes that a teacher who hits children is taking his frustrations out because of poor self-control (Loubser, 1994).

Leach (1993) cites a positive association between corporal punishment received by pupils and their tendency to resort to physical violence both in childhood and in later life. Children are taught to model corporal punishment behaviour, the teacher unknowingly serving as a model of aggressive violent behaviour. This Leach demonstrates by the slogans: "I'll teach you to hit each other" and "So, this is how it is done" (see Figure 7).

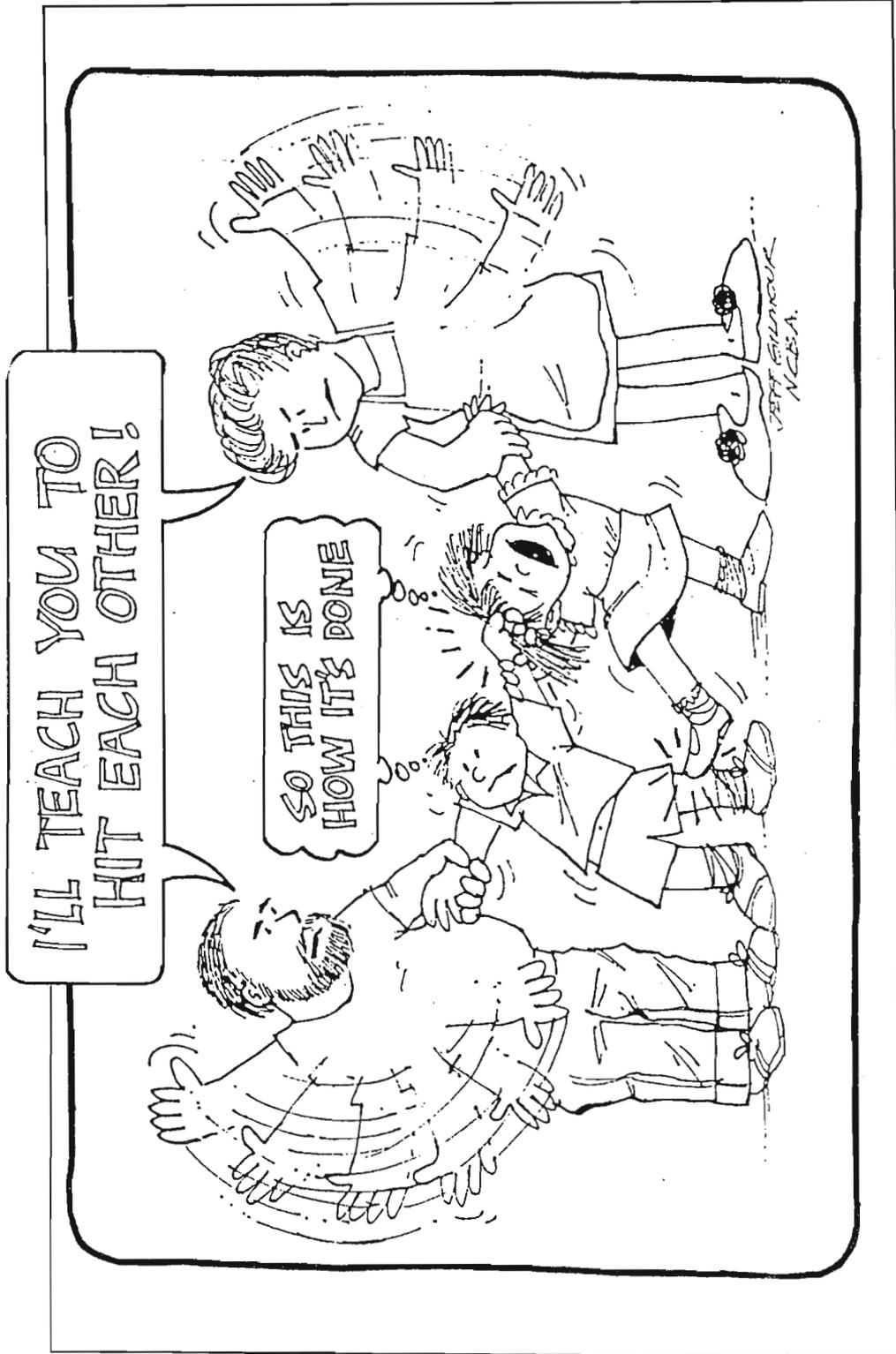


Figure 7: Emulating a model of aggression (Source: Leach, 1993: 217)

According to Besag (1989) children who feel there is no valid place for them at school, can turn to aggression in a bid to alter the situation and thus tend to bully others. There is a hidden curriculum in corporal punishment as young people are highly sensitive at picking up attitudes and behaviour and also in assimilating these cues.

Cryan (1987) reports on the findings relative to the influence of school corporal punishment on crime, that:

- ▶ Violent criminals are reported to have been often abused and beaten in early youth.
- ▶ There is a relationship between delinquency in later life and severe corporal punishment in early childhood.
- ▶ Lawlessness and defiance of authority are the products of corporal punishment.

Holdstock (1987) states that there is a consensus among clinical observations and research literature that violence is a learned response. In many articles and books it has been documented that aggression breeds aggression, and aggression is learned behaviour. Corporal punishment in schools acts as an incitement to rebellion and general criminal behaviour. It is thus essential that we intervene early in the socialization of a child so that he learns alternative ways of solving problems other than aggression.

Violence tends to escalate and is rampant within our society. The never-ending streams of family murders, car-hijacking, attacking of motorists is an indication of this violence and shows no signs of abating. People have been burned alive. In schools where alternative methods for resolving conflict should be taught, is where violence is the often chosen approach and teachers are legalized to assault children.

Frude and Gault (1984) stress that school violence and disruption is not a myth, this topic has become a public issue. The unions also claim that the decline in

respect for teachers points to the need to abolish corporal punishment in schools in order to curb the violent nature of the child.

Attacks on teachers dropped from an average of 60-63 per year to an average of 2 - 3, after the Inner London Education Authority had abolished corporal punishment in schools (Holdstock, 1987). This is proof that violence in schools is perpetuated by corporal punishment.

Hicks (1988) views violence in a different perspective. According to his view students enter the formal education phase of their lives already well versed in the various types of conflicts and its language. They have already acquired a one-sided, negative and appreciation of violence because little of the process of resolution has come their way. Violence is the life-blood of much media reporting throughout the country. The violent manifestations of indiscipline hit the headlines from time to time. From such exposure alone, children have absorbed information that violence wins, is socially accepted, and has guaranteed results. Violence is associated with heroes and images of success. The television and video continue to capture the attention of the youth more effectively than the teacher can ever attempt to, through classroom innovations. Olweus (1993), from extensive international research confirms that children and teenagers viewing a lot of violence on TV, video and movies often become more aggressive. In discussion with a parent about violence, she referred to past censorship of films and TV programmes, which appears to have now been abolished. She felt that young people were adversely influenced by this uncensored, violent material.

Wheldall (1992) feels that there is no way in which children can be insulated against the violent influences that are at work in society when the media emphasizes violence as an accepted form of entertainment.

Wright (1989), in response to the article 'Ban the Cane' from *Mentor* (Vol.70, No.1, 1985) feels that although writers on caning do not provide full details of both the child's misdemeanour and the form of punishment, they nevertheless concluded that corporal punishment should be condemned. Wright also rejects the view that

corporal punishment in schools is responsible for the present-day violence, as this is a world of greed where killers, adulterers, rapists, boozers and blackmailers are seen as heroes.

On the basis of the evidence available, it is reasonable to assume that the media, at least to some extent, may contribute to the increase of the level of violence through such programmes.

2.7.4 Damage to interpersonal relationships

The teacher-pupil relationship is a dynamic process involved in the classroom interaction with the teacher's behaviour as an emergent phenomenon within the classroom setting. This relationship provides the teacher with an opportunity to know the strengths and weaknesses of each individual student, who could otherwise easily fade into anonymity. The teacher will be more sensitive to the characteristics of each individual in order to tailor his tasks to the need and ability of his class.

Fontana (1981) reveals that corporal punishment has been found to impede the relationship between the teacher and the pupil, perhaps permanently. This relationship is indispensable and forms the cornerstone of the classroom interaction.

Monyooe (1990) objects to the use of corporal punishment in schools in that it upsets the teacher-pupil relationship adversely, thus exacerbating animosity between pupils and those that purport to represent education and also impedes the learning of the child.

Kallaway (1984) feels that corporal punishment instead of suppressing an inappropriate behaviour drives a wedge between teacher and pupil, creating a gulf between the two parties and placing them in two diametrically opposed camps. The teacher-pupil relationship is a pre-requisite of any classroom situation. Luthans (1992) feels that the punished person tends to develop hate and revenge on the punisher.

Holdstock (1987) states that corporal punishment drives out trust, love and intimacy expected between the teacher and the pupil at school. Where corporal punishment is used, the pupil-teacher relationship is that of catching a culprit, hostility and suspicion. Pupils, who according to evidence, are abused by authority figures tend to have difficulties in relating to authority in later life. Furthermore, rising to a position of authority when they become adults creates problems in relating to subordinates. The aggressive teacher will always move in the opposite direction, intimidating more and teaching less.

Intimidation undermines the vital qualities of mutual trust and respect. Nowadays the youth prefers relationship that proceeds from mutual respect rather than imposed subordination.

Hughes and Hughes (1960, as cited by Manyoee, 1991) contend that any disciplinary action based on force inevitably spoils the professionalism of the person executing corporal punishment. Manyoee asserts that those in authority often misuse their status with a view to foster control through amicable techniques of which the rod is none and by so doing spoil the pupil-teacher relationship.

Wilson (1971: 281) in his critique of the literature of corporal punishment in schools highlights that corporal punishment produces estrangement, by separating teacher from pupil and evoking enmity to the 'holy ground' that stands between the teacher and the taught. If a teacher has decided to make himself a policeman, it will take him time to re-establish an atmosphere conducive to learning at school and also to be accepted by the pupils.

Interpersonal relationships based on power rather than communication, have detrimental effects. If the behaviour that is modelled by those in authority is based on conflict and power, as is the case with some of the schools at present, children have no chance of learning interpersonal skills, personal responsibility and interpersonal awareness. Classrooms as societies in a small scale, have a wide variety of human interactions which should be developed through healthy pupil-teacher relationships (Holdstock, 1987).

From observation, neither adult nor child likes to be punished. Beating is often an outlet for anger or frustration, and creates a gulf between the teacher and the taught which prevents the kind of relationship being formed which should exist between teacher and pupil before any pedagogical undertaking. A good partnership should be maintained in order to contribute to the uprooting of criminal elements inherent in riots and sit-ins in schools.

2.7.5 Sexual deviations

Sexual deviation or perversion as a detrimental effect of corporal punishment on children, is a difficult area to research, to generalize on and also difficult to establish, though a handful of researchers have reported on its effects. To establish cause and effect of corporal punishment in this case may be over-stating the relationship though it may be a correlate. As stated by Bandura (1969), a major obstacle to the understanding of human sexual deviance is that, for ethical reasons, experimentation designed to identify conditions governing sexual phenomena cannot be conducted.

Holdstock (1987) makes reference to the substantial evidence available showing that sexual deviation is one of the side effects of corporal punishment. Spanking should be avoided at all costs because of its potential for activating deviant tendencies even during childhood. From a number of research studies it has been suggested that corporal punishment is a significant factor in the aetiology of sexual perversions. Corporal punishment is also associated with an interruption of normal sexual development and leads to sexual perversion. A few confessions from the inflictors of corporal punishment expressing guilt on sexual deviation as a side-effect and actually getting erections and even climax during the beating are reported. From the radio phone-in programmes, instances of sexual excitement experienced by those who were caned at school have also been reported. Holdstock (1987: 185) raises concern about the purpose for the choice of buttocks as the spot for the official execution of caning and wonders at the symbolic significance: "Could it be that due to the proximity of the buttocks to the sexual organs, we are expressing our sentiments about sexuality in an unconscious way?"

Van Kuik (1993), argues on substantial evidence including recent findings by the British Psychological Association, that corporal punishment is a significant factor in the development of sexual perversion. The buttocks used as a site for caning at school is an erogenous zone, and the bent-over position has strong sexual overtones. It has been noted that in most pornographic magazines the cane is the favourite prop of arousal. Several boys that van Kuik spoke to, suspected that some of their teachers got erections while caning the pupils. One boy confessed that sometimes he enjoyed "little love taps" during caning, provided it was mild.

2.8 Alternatives to corporal punishment - research findings

A high level of concern about the lack of discipline in schools is consistently expressed. Serious discipline problems have prompted several authors to propose models designed to assist teachers and schools in dealing with misbehaviour. There can be a danger in the adoption of a model designed for one purpose in an entirely different context, as discipline problems tend to be situational. These strategies may not be as quick, easy and convenient for some teachers as corporal punishment has been. Behaviour problems may often be located within the teacher in terms of teaching and management strategies being used. Some of the alternative models to corporal punishment to be discussed, and that exist have been verified as having far-reaching and positive outcomes, not only with respect to learning but also to the behaviour of the child.

The greatest dilemma facing education today is the question of authority and freedom. This conflict situation becomes hard for the teacher when required to perform a contradictory function, that of preserving tradition and at the same time effect transformation in the same education, where teachers are sometimes taken to the streets to register their dissatisfaction, while students are engaged in class boycotts and stay-aways. It is also difficult to reconcile the two, as teachers are regarded as professional leaders with a code of conduct to be adhered to. The trend has in the past few years taken a decisive turn; teachers are involved in militant action which, as professionals, was incompatible with their professional status.

Who is now the figure of authority at school? The only solution to behaviour problems is to resist the temptation of using the rod-rule and let it give way for more acceptable discipline strategies at school. The fundamental error will be an attempt to mechanically substitute the corporal punishment with any other alternative, as one chair can for another without any fundamental theories, principles and reasons. Any transformation from corporal punishment to any other alternative should not be fatal to educational principles.

According to Gray, Miller and Noakes (1994), pupils' behaviour problems elicit strong emotions and create inflexible attitudes among teachers, when considering alternative classroom management approaches. This raises a question as to whom is likely to effect reforms in such a situation. Corporal punishment cannot be defended as being essential, since thousands of teachers manage their classrooms without the benefit of the rod. "In a healthy classroom a rod can be spared without spoiling the child" (Rubin, 1980: 449)

Wheldall and Glynn (1986) are expressing a wish of having schools become positive in their approach, more liberating, not aversive and alienating and having alternatives to corporal punishment, as punishing a child according to Smith (1985) is tantamount to an admission of failure by the teacher.

It is sometimes common for teachers and administrators to perceive problems as originating mainly from pupils. However, Hastings and Schwieso (1987) contend that disruptive pupil behaviour is a product, not only of within-child factors, but also of teacher behaviour, school ethos and organization. They suggest that teachers would be better employed utilizing their school time in developing reward systems rather than elaborating complex punishment procedures.

The use of corporal punishment, according to Holdstock (1987), reflects the lack of communication and disrespect for the child's human dignity. Some of those convictions that education is performed by those who know, to those who are ignorant, need a complete review. As organized education reflects the authoritarian structure of Western society, it needs an overhaul of some of the holy vows of

Western civilization. The philosophy of Krishnamurti could be taken as a stepping-stone to develop attitudes in the classroom: "The wise wield no authority, and those in authority are not wise" (Holdstock, 1987: 182). The wisdom of both teacher and pupil should be utilized and situations where a teacher is the only decision-maker should be done away with as they always lead to conflict situations.

Students in our schools have been grafted into the Western education system, wherein they are moulded into habits of obedience and good order, without them being involved in decision-making. Cullingford (1988) contends that school presents itself as an autonomous organization in which rules are an essential ingredient, and obedience one of the cardinal virtues. Van Wyk (1987) holds that the teacher's right to expect obedience from pupils imposes a corresponding duty on them to be a good role model.

Wolfgang and Glickman (1980) propose that teachers should receive detailed guidance and in-service training in order to provide for innovative methods of teaching and positive alternatives to corporal punishment.

Cryan (1987) supports the view that effective discipline at school can be promoted without resorting to corporal punishment. Increased competence of the staff through extensive in-service training can help the educators to see the theory-practice link.

Simmons (1991) emphasizes the view by Cryan of the importance of increased competence of the staff through extensive in-service training. Teacher-training should also be improved by focusing training on techniques to motivate students and also train teachers on effective methods of handling discipline problems other than corporal punishment.

Charlton and David (1989) have observed that schools are facing a challenge to examine what they offer. Teachers are thus demanded to develop and refine appropriate and adequate classroom behaviour management skills through in-service

courses to enable them to modify problematic behaviour exhibited by pupils at school.

Rangiah (1994) suggests that teachers should grab the opportunity of the Reconstruction and Development Programme in South Africa and effect changes in the curricula and classroom management so that the pre- and in-service training should create an educational structure that 'spares' the rod, in order to produce active, critical and independent thinkers. According to De Witt (1981), a teacher who is not ready to learn more and experiment about teaching techniques and approaches, is half dead.

Westby (1980) feels it is the detailed guidance and in-service training which should provide teachers with positive alternatives which could render corporal punishment unnecessary. The over-emphasis on subjected-teaching skills as reflected on the time allocation for pre-service training should be diverted to the concentration of classroom behaviour management skills instead. Teacher-trainees who, from time to time are employed in the school system, should not depend on transmitted wisdom and advice from those experienced teachers, as current teacher expectations may differ from those encountered in earlier schooling.

Cryan (1987) suggests that counselling services should also be employed in order to understand the source of the persistent misbehaviour and to have follow-up counselling to prevent these discipline problems, counselling being a therapeutic one-to-one relationship between the adult and a child (Westby, 1980). Bengu (1994) in *Educationalive* (April/July, 1994) has a feeling that it is impossible to educate violence-traumatized children without psychological counselling. Teachers who are expected to produce good results have not been trained to teach pupils suffering from post-traumatic stress disorders. Violence-affected children cannot just be incorporated back into the school programme without any counselling programmes offered in schools.

Cumming *et al.* (1981) outline that Guidance is a positive aid to establish relationships and diagnose and understand students' behaviour at school.

Mwamwenda (1989) points to the free and extensive use of corporal punishment in some parts of the world due to the low levels of education and the lack of exposure to classroom management techniques. This description depicts an African setting in many cases. The reason of having an 'African setting' *per se* is not intended to support racist views, but to acknowledge the different backgrounds, conditions of service, educational opportunities, professional training of teachers and also the culture of an African black. For many African teachers confronted with disciplinary problems, a ready solution has often been the cane. However, the use of corporal punishment seems to indicate a measure of ignorance and professional incompetence. There are numerous daunting challenges currently in education which include the upgrading of teachers qualifications. As indicated by Sihlangu (1992), the shortage of qualified teachers in South Africa is high. Moore and Cooper (1984) also believe there is less corporal punishment where teachers are better qualified and have been equipped with various disciplinary techniques during their training.

Holdstock (1985) as one of the proponents of alternative strategies for discipline at school, has provided a number of recommendations on alternative strategies instead of using corporal punishment. From a research study carried out over a ten-year period in the United States, Germany and England, having extremely a large number of teachers and students as sample subjects, the findings were that the quality of our education can improve greatly if the attitude of our teaching profession towards children can change. We should have a different kind of teacher than we seem to produce today. Teachers with high levels of basic human attributes, a higher empathic ability and understanding, respect for pupils' feelings and emotions are needed. Thousands of hours have been spent in the classroom interaction and in tape-recordings in this study. These research findings are from the largest and most exhaustive research study ever carried out in the field of education involving responses from more than 2 000 teachers and 20 000 students in US, more than 2700 primary schools in Britain and numerous doctoral dissertations and a host of master's theses from Germany. Thompson (1975) reports on the research findings that what pupils find particularly lacking in teachers

are qualities which make them human. These human qualities are judged on the basis of personal interactions.

Griessel *et al.* (1986: 110) suggest that conflicts in the classroom can be curbed by penetrating to the core of the 'humanness' of the child. This causes the teacher to understand the child better and be acquainted with the inner conflict which the child is often burdened with. This situation demands deep love from the teacher, acceptance and understanding. When the child cries out for help in the vast night of life as is the case with the pupil at school, "should I go with a cane or a candle", when help is needed? This calls for more amicable management techniques based on mutual understanding, mutual trust and communication between the teacher and the pupil which should be developed as crucial ingredients typically absent in most of the classrooms.

Dachs (1990: 21) has discovered that teachers have lost patience in dealing with pupils. Quoting Quintillien (1st century AD) "... if we do not take more care concerning the character of the teacher and instructors whom we choose, I shudder to think how shamefully such contemptible fellows will misuse their rights". He further indicates that two of the teachers who used to mete out corporal punishment to students were Springbok rugby players. Loubser (1994: 14) established that "one of the perpetrators of beating at the school was a former soldier...". Van Kuik (1993) has observed that hitting of children depends on whether the headmaster likes that child or how much he has had to drink.

All this reflects the type of teacher in today's classroom, the attitude the teacher has towards the pupil, and the lack of intervention by the departmental officials in such a situation to alleviate disciplinary problems in schools. According to Firestone (1989), students prefer a caring teacher, who is devoted, patient and who makes the work interesting, as opposed to the practice of corporal punishment. Haigh (1979) feels the teacher should have class control, which is sustained, not by physical force but by the force of personality. Control is not just naked confrontation, but winning the co-operation of those being taught.

Broophy and Good (1974), in their observation discovered that corporal punishment in schools is received by those pupils who are distanced from teachers and are perceived as less attractive, whereas those who are attached to teachers and are physically attractive receive more favours and less corporal punishment.

Simmons (1991) emphasizes the importance of clear rules, with straightforward consequences and consistently enforced in order to help to secure good discipline. When children observe that the personnel is supporting and enforcing the rules, they will realise the importance and the need for inner control and also learn the importance of compliance, thus improving the school climate. Rules should be there to create and establish an atmosphere of stability and security and not to prevent trouble. Haigh (1979) has observed that children will not learn the rules instantaneously, but rather will, as he grows, gradually learn to modify some of his behaviour. For example, a young child would rather shout than whisper, rather interrupt than await his turn. Once petty rules are unthinkingly enforced, conflicts within the school always flare up. Children regard teachers as adults who enforce unrealistic and unreasonable rules which always put the child under stress.

Musaazi (1982) points out that rules should provide only a framework of responsibility, granting an individual more freedom. If rules are inflexible and regimented, a student will be taken as unreasonable and will be regarded as a threat to freedom. When rules take away more pupils' freedom than is justified, the typical results are riots or strikes.

Kallaway (1984: 79) quotes an article which appeared in *The Territorial Magazine* of 1938 in South Africa:

"What progress can be expected where teachers, instead of being guardians ... and legitimate advisers of their students, turned to be tyrants imposing their will regardless of its being illogic, on the students, failing whose obedience, punishment follows".

There was dissatisfaction on policy and rules and the consequences of the breach of rules. According to Cross (1992), Africans expressed their views and opinions through the press.

Gnagey (1968) contends that the minimum list of rules set should be stated in a positive way and not in a series of prohibitions, to make it effective. According to Gorton (1988) rules should be precise, clearly stated and constantly enforced equally by every staff member as a professional responsibility. These rules should be reviewed occasionally and unenforceable ones removed. Teachers have differing perceptions of behaviour, these are fashioned by teachers' tolerance level, temperament, expectancies, emotional state and management competencies (Charleton and David, 1989). It is unrealistic to expect all staff members to unreservedly commit themselves to apply the rules. Teachers as individuals do not have the same perspective and have differences even in attitudes.

Wheldall and Glynn (1986) have observed that even today most of the school rules are prohibitions, framed in negative terms. Appropriate behaviour is demanded rather than encouraged or taught. Prohibitive rules serve to define what will not be tolerated with inappropriate behaviour, rather than encouraging more acceptable behaviour. The focus is on detecting and dealing with disruptive classroom behaviour, which should not be case.

The discussion about rules has side-stepped the parental active involvement in the formulation of rules which is very essential, except Winkley (1987) who mentions it in passing that rules and sanctions, apart from teachers, ought to be discussed by both parents and pupils. Cohen and Manion (1983) have also suggested that pupils should be involved in the discussion about rules as in most schools these are decided by adults (teachers). Wheldall and Glynn (1986) here stress the importance of rules being discussed and negotiated with pupils to whom they will apply and for whom they are designed. This amounts to sharing some classroom behaviour and pupils are less likely to challenge these rules. This in any way might eliminate disputes as students will be most receptive and productive in the classroom climate where they feel they can influence decision-making. When children are given a

chance to complain, their complaints bring out a more mature and sensible side of their personality. Students hate to be excluded and to be dictated to. This view is opposed by Beggs (1990), who contends that black culture tends to rely on group and family decision-making. When the decision-making skills were tested, group consciousness and identity were found to be paramount, had had been internalized from an early age in the black child, and serve as an influential agent throughout the individual's life. The cultural norms of family life have clear implications for discipline.

The idea of parents involvement is anathema to some school administrators. Though parents have entrusted their children to the schools, teachers nonetheless believe that parents have no right to exert any influence at school. Some of the procedures in school have been designed with the intention of keeping parents uninformed (Maeroff, 1982).

The formation of Parent-Teacher-Student Associations (PTSAs), according to Ashley (1989), is receiving major attention in school organization. These associations serve to express the desire of the whole community about schooling, impress upon teachers that they (teachers) are part of the community they serve and also include students in the process of policy making in the school who, for many centuries have been left out. Mbandazayo (1993) expresses concern that the school should not be isolated from the community as it cannot successfully function without the community's support. Here Van Wyk (1987) reminds administrators that apart from parents' involvement in drawing up a system of rules for a school, natural and cultural factors should not be lost sight of. The school rules should not be in conflict with the cultural demands or expectations of the community.

Though Harber and Meighan (1989) contend that change is a difficult and traumatic experience, Mdluli's (1988) observation is that if teachers aspire to be successful in their management problems, they should involve parents to make some contributions towards school management. Teachers should accept change, because if parents are left out, whatever change programme is embarked upon by

teachers at school without the parents' involvement, is likely not to be effective if not supported by the parents in the community the school serves. To think that the pupils should just be told is an antiquated approach which should be done away with.

In the report of the National Education Policy Investigation (NEPI), Chisholm (1992) states that democracy requires access to decision making by all stake-holders within the education sector. President Mandela, in his address at Korsten's Adcock Stadium, stated that the education of our community is our collective responsibility. School problems should not be the responsibility of the teachers only but also parents should cooperate in resolving problems (*Daily Dispatch*, 6 Feb. 1995).

Kambule (1994) sees parents as an essential ingredient in the school-consultation process although they tend to take the role of spectators. They should be encouraged to take an active part.

The united effort on the part of students, teachers, administrators and parents is increasingly becoming essential, none of these key players should be relegated to the background. Conflict in the classroom will only decline once participatory structures (teachers, students and parents) on policy formulation processes are in place and more inclusive with a wide ownership. Winkley (1987) feels that the schools' policy should have the people's attitudes considered and not only teachers, the parent and child ought to have a right to object.

Gorton (1983) warns administrators about the importance of the leadership role of the principals. Weak leadership is likely to produce more discipline problems which could be easily reduced through stronger leadership. The quality of the school depends on the adult not on children. If the schools are in trouble then the fault is with the adults.

Charlton and David (1989) also feel that in terms of management strategies, problem behaviour, and many reported incidents indicate some weakness in school organization. Most people feel that the culture of learning has collapsed and there

Kambule (1994) asserts that pupils are not a problem, they are amenable, they depend on the direction given by the adults; if there is no direction or it is ill-defined, they take over and direct in their own way. It has happened in the past and is still happening. Education officials have distanced themselves and are using remote control. Maeroff (1982) has observed that if you scratched the surface of any successful school, what quickly appears is a good principal. There has never been a good school with a bad principal. Shisana (1995: 15) has a different view. He believes that the culture of learning has not collapsed:

"We have not lost the culture of education and learning because we never had them. Perhaps we have lost the culture of attending school regularly."

According to Tanaka (1979), students in any school have never been a problem, their behaviour is the only target for change. It is the undesirable action that is a problem and not the person.

Ryan and Cooper (1988) maintain that the principal as an administrator, should not be a faceless bureaucrat, meaninglessly shuffling papers in the office. He should set a clear student discipline policy with a wide range of student incentives. He should have goals set and translated into precise objectives, and should also have supportive relations with his colleagues. Ryan and Cooper, in their suggestion, have ignored the involvement of the students and parents which is very essential in today's administration strategies. The students' protests which are so common, with a lot of demands, are an indication that the traditional exercise of power and authority is no longer accepted, administrators should develop competence in communicating in a manner which enables them as students to feel recognized and respected by the school. Newell (1978) contends that students are likely to develop destructive attitudes where there is a lack of constructive leadership.

Mpati and Ripinga (1986) refer to the dictum "spare the rod and spoil the child", that was taken literally and practised, resulting in criticism from a number of philosophers. The new concept of school discipline stresses freedom, self-direction, the development of inner control and an earnest desire to do the right thing at the

right time. Mpati and Ripinga believe in good lessons, given by good teachers, using good classroom methods, in a good classroom atmosphere, to reduce all classroom tensions and disciplinary problems at school. On the point of freedom, the proponents forget that there is no freedom without limitations; freedom is just an illusion. Rubin (1980) has also the same view that good teaching is a better preventative measure than corporal punishment. When teaching is well organized and stimulating, behaviour problems are virtually eliminated. Smith (1985) supports the idea that anyone who teaches well should have no need to hit children at school. De Witt (1981) maintains that an ideal teacher is voluntarily accepted by his pupils if he is able to persuade them without causing them to feel inferior.

Ferron (1982) considers that punishment can be dispensed with only if teachers can create a constructive and enjoyable working atmosphere in the classroom. Spiel (1962) avers that if the teacher can identify himself with his class and knit it together by presenting interesting lessons, most disciplinary problems can be solved without tears. Where the pupils are highly motivated academically, there are less problems. On the other hand, Wheldall (1992) feels that behaviour problems encroach into every classroom, and the efforts of teachers should be aimed at the reduction of disruptive behaviour. However, total elimination of these disciplinary problems is impossible.

Wheldall and Glynn (1986) argue that both students and practising teachers have had cases where lessons impeccably prepared, were destroyed beyond the influence of any amount of prior proper and thorough lesson preparation.

At this stage one is made to believe that discipline problems are situational and their solutions vary. We should not have the impression that problems in schools would simply evaporate if teachers were better at their work and were attending to their lessons fully prepared.

Cohen and Manion (1983) assert that humour is a great catalyst for establishing healthy relationships in the classroom. It facilitates learning and relaxes tension. Teacher and pupil laugh together, thus stepping out of self-reference which is cast

by age, sex and position. That busy hum from the pupils, to the experienced teacher's ear, signals purposeful work, sustained interest and is not considered as noise for which pupils should be caned. Over-concern with noise in the classroom discourages pupils from sharing their ideas in group discussions, which is so vital to progressive work (Sihlangu, 1992). Hamachek (1985) confirms that humour can defuse tension; it penetrates tense and anxiety-producing situations. This strategy requires a skilful teacher to build up a relaxed atmosphere and a healthy sense of humour. If teachers could have a sense of humour, and enthusiasm to inspire pupils in their classrooms, teaching would be effective and there would be no need for a stick.

Whatever studies can be conducted on human behaviour, findings recorded, there is a standing fact that human behaviour is unpredictable. Monyooe (1990) reports that human behaviour cannot be prescribed. It is complex and dynamic and overrides the imagined balance than can be restored by means of corporal punishment.

Wilkinson and Cave (1987) suggest that no general description and conclusion about human behaviour should be produced without adequate stress, that human behaviour cannot be predicted without specific reference to contextual circumstances.

There is no reason why we should think discipline problems will just disappear in future. There have always been conflicts between youth and adults because of the generation gap and children have always been inclined to please the adults at their own expense. That is what growing up is all about in a free society. This generation gap has its own peculiarities. Wa Thiong'o (1982) feels that with African children, the character held up for admiration and presented as worthy of emulation is the non-violent type. Will the differences between adults and youth ever be resolved? Children did not invent televisions, did not manufacture drugs and guns which are a problem today.

Time has come for the educational management and administration in schools to change. The future of the education system is more promising than it has been in the past. The possibility of teachers, pupils and parents engaging in an open debate on issues of discipline is more feasible now that the country prides itself on freedom and democracy.

2.9 Attitudes and their measurement

The extent to which corporal punishment is an issue inside and outside the school gate is difficult to evaluate. Progressive groups from teachers, parents and students throughout the world have campaigned towards its abolition. Parents, teachers and students are the central components of the present investigation. Their attitudes towards the use of corporal punishment in schools is difficult to gauge. It is important to discuss what attitudes are, and examine how they are measured by researchers.

2.9.1 The theoretical basis of attitudes

The concept 'attitude' has been defined in a number of different ways by different experts. As stated by Oskamp (1977), the term 'attitude' was first used by Herbert Spencer in 1862, and has come to mean a posture of a person's mind. There is an overlap in the definition of this concept by various social scientists, as will be observed in the following definitions.

Klausmeier and Ripple (1971: 518-519) define attitude as "learned, emotionally toned presuppositions to react in a consistent way, favourable or unfavourable, towards persons, objects, situations or ideas". Attitudes guide behaviour in a supportive (to accept) or negative (to reject) way.

According to Wade and Tavris (1993), an attitude is a relatively stable opinion. It contains a cognitive element (one's perceptions and beliefs about something), and an emotional element (one's feelings or emotions about something). These range from negative and hostile to positive and loving feelings. Attitudes also range from shallow, changeable opinions to major and strong convictions. Hankins (1973)

contends that attitudes, as by-products of experience can be inferred from observations of behaviour. The behavioural components of an attitude include all action tendencies associated with that attitude. Different people may experience the same situation in different ways and so will be their attitude towards it.

It has also been observed and empirically established that as people age, their attitudes seem to harden and surveys have reflected that most of the attitudes of young people are more fluid and changeable. This attitude change does not depend on age but also on having new experiences as in the case of young people which the older people are less likely to have (Wade and Tavris, 1993).

Psychologists, according to Fontana (1981) define attitudes as the relatively enduring orientations that individuals develop towards various objects and issues they encounter during their lives, which they express verbally as opinions. Attitudes therefore contain elements of value and belief, as well as varying degrees of factual knowledge. They may be partly conscious and partly unconscious, with the two sometimes even in conflict with each other. In terms of the ego defence mechanism, an individual might for instance harbour hostile attitudes, yet refuse to admit to these consciously because they arouse in him strong feelings of guilt.

Morgan and King (1971: 509-510) specify that psychologists do not fully agree on the 'attitude' definition. An attitude like an emotion is not easy to pinpoint. The definition to be used is a combination of important aspects from several approaches, thus:

"An attitude is a learned orientation or disposition. towards an object or situation which provides a tendency to respond favourably or unfavourable to the object or situation."

Morgan and King give a further explanation that, attitudes are learned just as responses are (learned behaviour), through classical and operant conditioning. As an orientation and disposition, an attitude is carried around with us, as we carry all our habits around. The attitude may sometimes be latent or inactive but ready to be tripped off by relevant situations. The orientation of a person will provide a

tendency to respond in some way whenever the relevant circumstances arise. The response depends on the strength of the attitude and the circumstances, whether to respond openly or privately.

An attitude is thus "a tendency to respond positively (favourably) or negatively (unfavourably) to certain persons, objects or situations". It is a tendency to react emotionally, associated with emotional behaviour helping to account for preferences and aversions (Morgan and King, 1971: 244).

Behr (1988), in his contribution states that the personality of an individual is formed up of certain motives directing his actions. These motives provide an individual with a set of values which give rise to attitudes. Man is not born with attitudes but develops them as accompaniments of his experiences. The school and socio-cultural forces are responsible for the development of attitudes in a child, constantly modifying them. Sometimes attitudes are highly resistant to change. A great deal of patience is needed to effect the necessary change because it all depends on the relative importance of the attitude in question, to the pupils' self-concept.

Gagne (1977, as quoted by Gearheart, 1985: 361) defines an attitude as "an internal state that influences (moderates) the choices of personal action, made by individuals". He contends that attitudes may be learned through imitated behaviour and also through a single or a series of experiences. Most of the actions, according to Gagne, an individual initiates or takes in life, are the result of attitudes. Good and Bromphy (1980) concur with Gagne, when they stress that an attitude is an internal state that affects an individual choice of action towards some object, person or event. They point out that attitudes are not taught as one would teach intellectual and verbal information.

Anastasi (1976) explains an attitude as a tendency to react favourable or unfavourable towards a designated class of stimuli, cannot be directly observed as it may not provide an accurate index of attitude but is inferred from overt behaviour both verbal or non-verbal. Attitudes may also contribute towards action changes,

and actions may contribute towards attitude changes. Attitudes and actions are linked in a continuing reciprocal and endless chain. Blumer (1979) maintains that an attitude appears as a consequence of an influence of a social value upon an individual. This influence is impossible unless there is some pre-existing wish, emotional habit or tendency, to which this value has in some way appealed, giving it a new direction.

When defining an attitude, Behr, Cherian, Mwamwenda, Ndaba and Ramphal (1986) emphasize Morgan and King's (1971) views and further explain that most educators agree that an individual's attitude has an important impact on learning. Where positive attitudes exist, pupils perform better than where negative attitudes prevail. Blair, Jones and Simpson (1975) maintain that attitudes have a profound influence on school learning.

An attitude, according to Behr *et al.* (1986), has three major components; the cognitive component, focusing on the person's belief; the affective component, focusing on the person's feelings, and the behavioural component, referring to the manner in which a person behaves about a certain object or concept. This tripartite division of attitudes has been expressed by Oskamp (1977), who holds a common view of attitudes as having: A cognitive component, consisting of ideas and beliefs which an attitude holder has about the attitude object; an affective (emotional) component, which refers to the feelings and emotions one has towards the attitude object; a behavioural component, consisting of one's action tendencies towards the attitude object. Oskamp further states that attitudes impel behaviour and guide its form and manner, asserting a direct or dynamic influence. They are intrinsically evaluative. Greenberg and Baron (1993) refer also to the three components of attitudes as a stable cluster of beliefs, feelings and behavioural intentions towards specific aspects of the external world.

As the child grows to adulthood he forms a virtually limitless number of attitudes. His attitudes are predominantly shaped by his parents but later in his life other social forces such as information from the media, peers and education, become important (Morgan and King, 1971).

2.9.2 Measurement of attitudes

Forming an attitude means that one is no longer neutral, a stand point has already been adopted. Issues that are in line with the expectations determined by attitudes are accepted whereas those that are contrary to those expectations are rejected. The issue of the attitude is value-laden with beliefs and varying degrees of factual knowledge and has a bearing on an aspect of somebody's life-world.

Anastasi (1976) indicates that the measurement of attitudes is both difficult and controversial in that real attitude indicators cannot be gauged by verbally expressed opinion and individual words do not suit one's actions in the same way, as one could not be judged by his religious belief. One could profess strong religious belief and attend church services regularly, not because of religious convictions but for gaining social acceptance. Discrepancies between verbally expressed attitude and overt behaviour have been noted in a number of studies.

According to this view, one could detect that measuring attitude is not as easy as it may seem. Responses from sample subject may not reflect the real and actual attitude-responses from the respondent as one may indicate an opinion which does not suit one's actions and thus cannot be accurately assessed.

To measure these attitudes, psychologists have constructed various attitude scales. In research, these attitude scales attempt to obtain an index of favourableness-unfavourableness an individual feels about an object or an issue. For the maximum accuracy, a relatively large number of items related to the same issue is used. This is arrived at by obtaining the final score which is a measure of a single attitude. Out of a number of attitude scales that have been developed by various experts, the Likert Scale is taken as an example. The general procedure for use is going to be illustrated through this chosen example (Morgan and King, 1971). Oskamp (1977: 30) regards Likert as an "Attitude measurement pioneer". In his observation, Oskamp feels that the Likert Scale does not need the employment of judges to rate the question items' favourability.

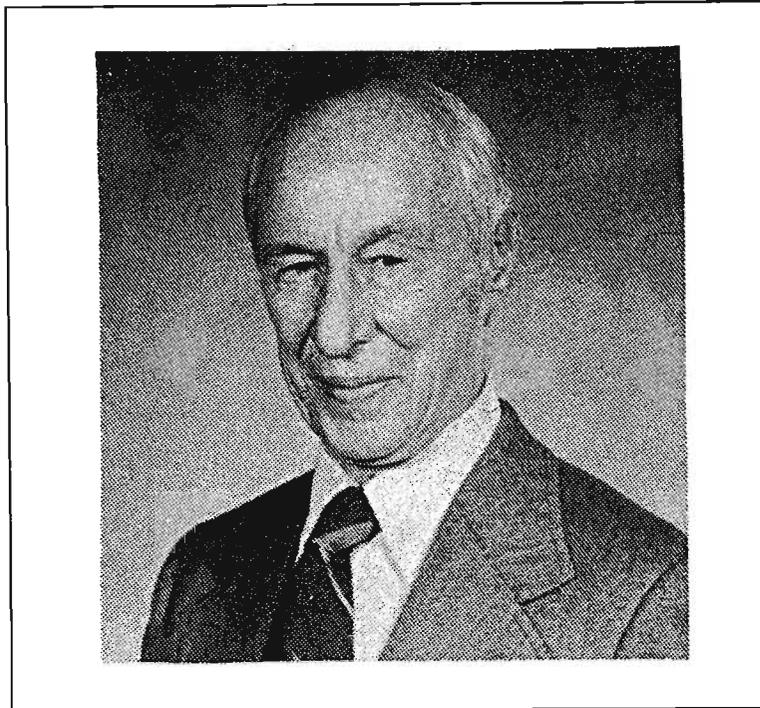


Figure 8: Rensis Likert (*Source:* Oskamp, 1977: 30)

This method proposed by Likert in 1932 was the first approach to measure the respondents' agreement with each question item and quickly became the best and simplest (Oskamp, 1977: 30). When following the Likert Scale method a number of items concerning a given issue is used. The individual is expected to express his degree of approval of each item (Morgan and King, 1971). In addition to the information above, Anastasi (1976), indicates that usually the Likert Scale calls for a graded response to each statement. The responses are usually expressed in terms of the five categories, five-point scale running from 'strongly approve' to 'strongly disapprove', with 'approve', 'undecided' and 'disapprove' in between thus: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

The item clusters selected for the scale are those to which people should respond positively or negatively to a particular point of view. The Likert Scale requires much time to develop and to administer (Morgan and King, 1971).

Ary, Jacobs and Razavieh (1985) have reflected that attitude scales differ from tests in that the results of the measuring instrument used do not indicate failure or

success, strength or weakness. Attitude scales measure the degree to which a respondent possesses the characteristics of interest on a given item. The measurement of attitudes presumes the ability to place an individual along a continuum of favourableness-unfavourableness towards the issue or situation. The Likert Scale assesses attitudes towards a given topic by giving the respondent a series of statements about the topic. Respondents are expected to indicate their attitude with each of the given statements.

In order to score the attitude scale, the response categories should be weighted (credited), i.e. given weight or numerical values (numbers) - 5, 4, 3, 2, 1 for favourable statements respectively from the favourable to the unfavourable end. For unfavourable statements the weighting is reversed but these weight values do not appear on the scale presented to the respondents on the questionnaire.

All statements favouring a particular point of view would be scored:

	Scale value
Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly disagree	1

All statements not favouring a particular point of view would be scored:

	Scale value
Strongly Agree	1
Agree	2
Undecided	3
Disagree	4
Strongly disagree	5

The test scores obtained from all test items would measure the respondents' favourableness to a certain point of view (Best, 1981).

2.10 Senior secondary school and the age-range involved

According to the Taylor Commission (1979), the Transkei Education System consists in a four-phase structure of schooling of three years each (Junior Primary, Senior Primary, Junior Secondary and Senior Secondary phase of three years each and a duration of 12 years. According to this structure the Senior Secondary school is the fourth phase, starting from Standard 8 to Standard 9, and ending with Standard 10. This phase starts from the tenth year of normal schooling in the former Transkei Education Department (usually referred to as high school).

Vos and Brits (1987) stipulate that in South Africa the Senior Secondary school is a three year phase embracing the three last years of schooling, namely Standards 8, 9 and 10. Standard 8 to 10 fall between the age range of 16-18 years, though an extra year or two may be added, especially at the upper end of the scale. The table provided reflects the age, school year, class, school phase and the type of school as it should be (Vos and Brits, 1987) (see Table 4).

Behr (1984) states that the senior secondary school phase is Standard 8 to 10, in which the pupil is prepared for Senior Certificate or Matriculation Certificate examination. The successful completion of the examination and obtaining a certificate enables the pupil to enter a university or other institutions of tertiary education.

What is observed in Senior Secondary schools for Blacks in recent years, is a wide age-range resulting from among other things, the 'back to school campaign'. According to Pearce (1995) in the *Weekly Mail and Guardian* (20 January 1995), it is reported that the back-to-school chaos of 1995 and the lack of direction from the Department of Education on how to implement the new policy of free and compulsory education has created many problems.

Table 4: Present 12-year school pattern for blacks

Age	School year	Class	School phase	Type of school
18	12	Std 10	Senior Secondary (three years)	Secondary School (six years)
17	11	Std 9		
16	10	Std 8		
15	9	Std 7	Junior Secondary (three years)	
14	8	Std 6		
13	7	Std 5		
12	6	Std 4	Senior Primary (three years)	Primary School (six years)
11	5	Std 3		
10	4	Std 2		
9	3	Std 1	Junior Primary (three years)	
8	2	Class II		
7	1	Class I		

Pillay (1995) reports that even street children have been admitted in some schools; these children range from 8 to 16 years old and have been placed into grades ranging from Class 1 to Standard 5. Some of them were given grade tests which made it possible for them to be placed in lower standards than what their age group reflect (*Natal Witness*, January 23 1995). From the same school system which is presently existing, a striking feature of the modern youth is a change in dress, change in hairstyle and a change of interests, which have a great impact on school discipline.

Complaints have come from many quarters that some of the students admitted in various classes of the (black) Senior Secondary school are married mothers, students who have been involved in out-of-wedlock pregnancies, and students who have already been working, and others who are widowed. Pitoyi and Khumalo (1995) report on a schoolgirl who became pregnant at the tender age of 13, but has now returned to school and is in Std. 6. According to the Department of Child

Welfare, early motherhood in South Africa is on the increase amongst girls as young as 13 years, especially within the black community (*Drum*, Nov. 1995, No. 199). Mamaila (1995) reports on pregnant schoolgirls who, in the Northern Province, are permitted to attend classes, as they have secured court orders to continue with schooling as, according to the guarantees of the Constitution, everyone has a right to education. According to *The Sowetan* (20 Nov., 1995), there are even cases where students have given birth in classrooms. In all the abovequoted cases, these promiscuis students are in the same classrooms with those who have not been exposed to all these life experiences. This is a new situation created in our classrooms where the age-range is limitless, and, of course, poses even further difficulties in the field of discipline.

Children at times do display characteristics and behaviours peculiar to their age and stage of development. This raises the question of what behaviour problems teachers are likely to encounter in today's classrooms, where such wide diversity in age and experience exist. No provisions for these situations are made in the pre-service training of teachers. In addition, what has been experienced between 1990 and the present (1995) is the toyi-toyi product from colleges of education, which cares very little about the day-to-day demands of the teaching profession.

2.11 Conclusion

When reviewing the existing literature, it becomes clear that there has been limited research done in the use of corporal punishment in South African schools. From various research studies conducted, review of the literature, experiential reports received, observations, opinions and complaints, one is able to deduce a great awareness of the non-scientific basis of corporal punishment. Letters from parents to the press are an indication of the concern of some sectors of the public regarding the still conservative nature of the teaching profession in South Africa, as well as its antiquated approach to the use of corporal punishment in schools, which is regarded as tantamount to child abuse. On the other hand, less educated members of the community are not even aware that there are official governmental regulations with regard to corporal punishment. Some researchers have established

that these regulations governing caning in schools have not, in fact, been implemented, and that departmental officials have failed to follow up reports of corporal punishment as shown in punishment books.

From the foregoing study, it has been established that there are varying attitudes regarding corporal punishment *per se*. The controversy rages on as to whether to spare the rod or to spare the child in order to spoil him. Then, on 31 August, 1995 Circular No. 48 on the abolition of corporal punishment was published, and sent to all schools in the Eastern Cape. This did nothing to solve the problems surrounding the issue, and perhaps caused further dissention, as some parents, teachers and even students asserted that there was no country-wide consultation on the issue of banning caning in schools.

In this study, the present researcher has endeavoured to establish the attitudes of parents, teachers and students towards the use of corporal punishment in senior secondary schools.

The next chapter sets out the methodology used in the present dissertation.

CHAPTER 3

RESEARCH METHODOLOGY AND PROCEDURES FOR DATA COLLECTION

This chapter sets out steps to be followed in developing the methods and procedures for this research study, namely: the rationale for the investigation will be discussed, the research design will be discussed, and lastly, the procedure for administering the measuring instruments will be documented.

3.1 Rationale for the investigation

Against the background of tensions and conflict outbursts which marks South African education, the attitude of parents, teachers and students towards the use of corporal punishment in schools cannot be predicted. This situation is confirmed by the White Paper on Education and Training, 15 March, 1995 (p.19), that, "It is also true that the culture of resistance in educational institutions created massive tensions and divisions among students, teachers and administrators".

From research studies conducted and consulted, observations made on corporal punishment, and experiential reports received, there has been controversy over the use of corporal punishment in schools.

In the previous chapter, earlier research was documented and discussed to provide the basis for the present investigation. The necessity to understand the attitude of parents, teachers and students towards the use of corporal punishment in schools has been mentioned by various experts. In South Africa, seemingly, this field in particular has not been sufficiently tapped as it is indicated by Dachs (1990) in his investigation that very little research work has been done in South Africa on the use of corporal punishment in schools.

The on-going conflict of views on corporal punishment transcends race, class and religion, whether to spare the rod or to spare the child (Rubin, 1980).

Concern about corporal punishment is not a recent phenomenon. Holdstock (1985) has noted that, through the ages, great minds have expressed their concern against the continued use of force in schools without resolution.

The present study will provide the teachers, parents and students of one region with an opportunity to openly express feelings, which might have been suppressed for a long time, by the dictates and confines of the teaching profession, which placed a high premium on enforced servitude. The democratic unions prevalent in society today encourage parents, teachers and students to be vocal in rejecting whatever does not appeal to them. The passivity which long existed in educational matters is becoming a thing of the past.

The study may enable those who still cherish and entertain the idea of corporal punishment as a disciplinary technique to know the attitudes of the stakeholders, more especially during this phase, punctuated with intense resistance to authority, passing shades of apartheid and people pressing for transparency and democracy.

3.2 Research design

This section specifies the research question and describes the sample, the sampling procedure, the measuring instruments, how these instruments will be developed and administered with some indications of constraints and or resistance.

3.2.1 The sample

In order to investigate what the attitudes of parents, students and teachers are, about the use of corporal punishment in schools, the sample for the study comprised teachers, parents and students drawn from Standards 8, 9 and 10 of three senior secondary schools in the Umzimkulu District of former Transkei, one of the former homelands now forming part of the Eastern Cape Province. Only 1995 teachers and students enrolled in 1995 have been used.

Out of 12 senior secondary schools in the district, three have been chosen for relevance, accessibility and convenience. It would have been of value to extend the

investigation to other senior secondary schools in the district as well, but the vastness of the area and the time constraints were a limiting factor. The target schools are co-educational and in the rural area under the former Transkei Education Department and thus typify the situation in all Transkei schools governed by the same regulations. These students are part of the rural subsistence community who, in common with other such communities elsewhere in the world, are marginalized and disempowered.

In order to investigate the issue which revolves around the acceptability to the teachers, parents and students of corporal punishment in schools, in the present social and political context in a feasible scale, it was decided to conduct an intensive study in one district in preference to a more representative, but also more superficial study on an intensive scale. The extent to which the findings will be representative of attitudes throughout the former Transkei or elsewhere, cannot be conclusively demonstrated by this design.

All teachers at each school were asked to complete a questionnaire. This comprised 60 teachers. From standards 8, 9 and 10 class lists, 20 male and 20 female students from each class in each of the three senior secondary schools were included (360 students). The sampling procedure for the students is described below.

From each school, 60 parents or guardians, both male and female, were targeted in the sample (180 parents or guardians). There were 175 parents in the sample, and this resulted in 595 respondents forming the sample for this study .

The expected age ranges of students in senior secondary schools fall between 16 and 18 years, although an extra year or two may be added, especially at the upper end of the scale (Vos and Brits, 1987). In reality, after the investigation was conducted, the age ranged as follows: Standard 8 students ranged between the ages of 13 and 29 years, standard 9 students were between 15 and 26 years and standard 10 ranged between 16 and 27 years of age. This age difference could be ascribed to the back-to-school campaign.

3.2.2 Sampling procedure

Every member of the teaching staff in the three schools was included (intact group). No randomization was required here, voluntary participation in the study was encouraged from all the teachers.

From the students' 1995 class lists of the three schools, systematic sampling as described by Pedhazur and Schmelkin (1991) was used. According to McMillan and Schumacher (1993), the systematic sampling is similar to simple random sampling, except that the researcher picks up a number and systematically selects subjects from a list of names, beginning with a subject assigned the chosen number. From the class lists, male students were separated from female students to allow for an equal representation in the sample. The research worker, having determined the sampling interval by the number of sample subjects required from each class (20 male and 20 female) in each of the three schools, the sample of 360 subjects was drawn.

Systematic sampling, though similar to random sampling, differs considerably in that the various choices are not independent, once the first case has been chosen to determine the sampling interval, all subsequent cases to be included in the sample are automatically determined.

Parents were selected with some compromise based on their fluency in English as the medium of the questionnaire, and semi-literacy in relation to the interview schedule. Parents who could not understand or read English were included with a vernacular interview schedule which replaced the use of the English questionnaire in their case, and were referred to as "semi-literate".

3.2.3 Measuring instrument

The main instruments which were used in the present investigation were the questionnaires and an interview schedule, administered in order to throw light and elicit information on the attitudes of teachers, parents and students towards the use of corporal punishment in schools. It was decided to use both the

questionnaires and the interview schedule, though there are drawbacks in each, to collect data from the literate and semi-literate groups of subjects respectively. Both the questionnaire and the interview schedule are regarded as appropriate and useful data-gathering devices and the most widely used.

For the purpose of this part of the investigation, the concept 'attitude' was examined in depth, to provide a theoretical basis to aid the research. An account of this may be found in Chapter 2.

Nisbet and Entwistle (1970) have stressed the need for the research worker to develop his own scale because attitudes tend to be specific, one cannot commit oneself to a complex theory of attitudes as people vary in their attitudes. Questionnaires and an interview schedule were thus developed by the researcher to tap underlying attitudes for parents, teachers and students. These were based on statements concerning the attitudes of parents, teachers and students towards the use of corporal punishment in schools, as phenomena that are not observable.

The method of attitude measurement adopted was through the Likert Scaling. According to Pedhazur and Schmelkin (1991), the Likert Scale is named after Likert (1932), who proposed this method of scale construction.

The generation of an item pool with the specific measurement goal in mind for the eventual inclusion on the scale is the first phase in the development of this scaling (De Vellis, 1991). The correctness of the statements is not important only if they express the opinion held (favourableness or unfavourableness) to a particular point of view. The results of these items do not indicate success or failure, strength or weakness (Best, 1977). They are not a test of intelligence.

The initial pool of items for the development of the Likert Scale was constructed. These were placed in a Likert Scale format with five response categories ranging from strong support/agreement to strong opposition/disagreement for each item. The items were selected with the specific measurement goals of tapping graded responses to each statement from the respondents.

3.2.4 Development of the questionnaires and an interview schedule

Questionnaires and an interview schedule can be found as appendices to the study. Each one of these has a preamble, the definition of 'corporal punishment' as used in the study, instructions, and three sections, namely, A, B and C.

Section A consists of personal information or biographical data, but no personal identity (name) was required. Peil (1982), expresses the need for biographical questions at the beginning of the questionnaire as most people enjoy introducing themselves. It was thought very ideal not to include the names of the respondents, to allow for openness as identity influences frankness and honesty of the responses more especially with such an eruptive title.

Section B has 25 question items comprising of a series of declarative statements followed by response options that indicate varying degrees of agreement with, or endorsement of, the statement about corporal punishment for the respondents to express their attitudes through the Likert Scale as advocated by Ary *et al.* (1985), to place the individual sample subjects along a continuum of favourableness-unfavourableness towards aspects of corporal punishment. A key for the scale has been provided and an example given as to how the individual respondent should indicate his responses.

In Section C, respondents are given open-ended items in order to have the opportunity to reflect their attitudes and make suggestions on alternative solutions, and also to comment on anything they feel is worth mentioning and important on the use of corporal punishment in schools. In each of the question items on the questionnaire, a space has been provided for scoring these items, and is marked 'For office use only'.

The data collection material (questionnaires) were colour-coded, to allow for data relating to teachers, parents and students to be identified, thus:

Teachers	=	Pink
Students	=	Blue
Literate parents	=	Yellow
Semi-literate parents	=	Green

There was provision for the semi-literate parents which was in the form of an interview schedule, which is, in a sense, an oral questionnaire for face-to-face relationship. An interview schedule was the only feasible method through which a research worker could get responses from the semi-literate parents. This was also chosen in order to maintain the virtues of flexibility while at the same time achieving a reasonable degree of uniformity. In the case of this study, a structured format was used where question items are stated specifically in a fixed list, and in the same order and answers expected are predetermined. The more structured the interview, the greater the likelihood of unambiguous and focused communication. The same items were developed as in the questionnaires for the semi-literate parents or parents not proficient in English, but these were in Xhosa. This interview schedule consists of closed-ended question items, allowing respondents to respond from the same frame of reference as in the English questionnaires as well as open-ended question items, allowing subjects the opportunity to express their attitudes without being restricted by the requirements in the Likert Scale.

3.2.5 Validity of the instruments

The issue of validity of the affective scale has received much attention in the literature reviewed, but is unresolved. It is beyond the scope of this study to develop and refine the instruments to the standards proposed by Cronbach (1971) as stated by Vaughan (1980).

This study presents the first step in the development of a scale, the validity of which will only become apparent after extensive use by subsequent researchers and the subjecting of their data to meta-analysis. According to Wainer and Braun

(1988), meta-analysis is concerned with quantitative methods for combining evidence from different studies for assessing the validity of tests. It is of course impossible to substantiate the various validations of an instrument during its development. What can be done is to follow conventions with sufficient vigour and document the development in such a way that those who choose to use the scale are able to contribute to the validation data.

3.3 Procedure for administering the instruments in data collection

After obtaining permission from the education department and from the Umzimkulu Circuit Office, as per attached letter in the appendices, to approach teachers and pupils in the relevant schools, class lists for standards 8, 9 and 10 were obtained for sampling, as had been planned under the sampling procedure. Appointments were then made with various schools to administer the questionnaire. Four basic processes were undertaken:

Administration of questionnaire to teachers

Administration of questionnaire to students

Administration of questionnaire to literate parents

Administration of questionnaire to semi-literate parents

The questionnaires were administered to each school in turn by the research worker. Administration of the questionnaires lasted between five and ten minutes per respondent. Large numbers of respondents (teachers, parents and students) used in the study demanded that the researcher should not use representatives in administering the questionnaire in order to minimise misconceptions and to guarantee safety and confidentiality with which the responses would be treated. The undertaking could not be carried out at the same time in all the three schools for reasons of logistics.

Parents' meetings in the three schools provided an opportunity for the researcher to administer questionnaires and conduct interviews to parents. At the beginning of the administration session, a brief introduction to the study was given and instructions were explained in English and also in Xhosa for those who were not

proficient in English. Independent responses were encouraged, anonymity was emphasized and co-operation was requested. Interviews were used by the research worker with very few semi-literate parents to minimise language problems with those who were not conversant with English as a medium which was used in the questionnaire. Interviews were also used with parents who complained of poor eyesight in relation to the completion of the questionnaire.

Permission was obtained from the respondents to use the audiotape and each response was recorded verbatim. The interviews lasted between 10-15 minutes for each respondent.

The use of the tape-recorder was found to be the most convenient method of recording the interview data. It provided a complete, accurate record of the entire interview, and preserved the emotional impact and vocal character of the responses. It also obviates the necessity of writing during the interview which may be a distracting influence both to the interviewer and to the subjects (Best, 1977). The responses were replayed and written transcripts made. The information collected by means of the tape-recorder seemed more complete and objective than notes.

It was not possible to estimate in the abstract, the return rate of the respondents. It was anticipated that, given the arrangements for administration, the return rate would be fairly high which, of course, now that the administration of the questionnaires is over, the return rate is indeed very high.

The main investigation was preceded by the pilot study on a relatively small scale to explore the field to be investigated and to develop questionnaires to be used. The pilot study, according to Fox (1969), is generally a miniature of the actual study with the intended instrument being administered to subjects drawn from the same population as the sample, but from subjects who were not included in the study sample.

Even with this study, before embarking on the main investigation, the trial run was carried out. The respondents were roughly similar to those of the final respondents. The subjects in the pilot study consisted of 15 teachers, 15 parents, 15 students in the Pietermaritzburg area. For those semi-literate parents, 15 Xhosa-speaking students were drawn from the Pietermaritzburg University campus.

Usually, airline pilots carry out rigorous pre-flight checks before a take-off. The pilot study was carried out to decide the feasibility of the study and to assess the appropriateness of the data collection instruments. This was done with a view to eliminate ambiguities in the phrasing or choice of words of the question items, to make improvements from comments and suggestions, to check clarity of the question items, and to insert new question items if need arises for replacements. Unanticipated problems that appear could be solved at this stage, because what seemed perfectly clear to the researcher may be confusing to the respondent who does not have the frame of reference that one has gained from living with, and thinking about a topic over a long period.

Nisbet and Entwistle (1970) have stressed the need for a pilot run in order to develop the skill of seeing a problem through the eyes of both the expert and novice. The pilot study could result in revision of the order of question items and the identification of omissions and confusion.

No matter how careful the inquirer has been, there may still be some sample subjects wishing to give additional information other than the one provided in the questionnaire (Evans, 1968). Even after this pilot study there was need for a space to be left to accommodate free comments from the respondents so that they were not confined by the limits of the question items in the questionnaires. This was as a result of the subjects' comments at the end of the questionnaires where no space was provided for such.

Though the responses indicated no ambiguity in the wording of items or any need for amendments, it was evident that a definition of 'corporal punishment' as applied in the study, was needed, hence it is included in the questionnaires. There was also

need to time the questionnaires so as not to take much of the teaching time in the various schools.

Some students in the pilot run included their school's prospectus with regulations governing the use of corporal punishment in their school. They even indicated that they would like their school to be included as a site for the study as well. Corporal punishment is still a disciplinary technique used in this school.

The study had constraints as well. The time of the year during which the researcher visited the schools to administer questionnaires was examination time (June exams), at a time when students were unsettled and it was difficult to get full cooperation from all of them, resulting in having to substitute here and there. School attendance was also a problem, as students were inclined either to be absent when they had no paper to write, or leave school immediately after the writing session.

The respondents' willingness to answer the questionnaires was affected by the political climate in South Africa where many people are suspicious of the motive of the government which is sometimes unpredictable. Some respondents were interested to know the reason for these questionnaires on such an eruptive and emotional issue, corporal punishment. They stated clearly that they did not want to be implicated in politics and tried to establish whether these questionnaires were not for the on-coming local elections. Some parents were at first reluctant to complete the questionnaires, stating that they were not teachers as they regarded corporal punishment as something pertaining to schools. Others were more concerned about their safety in answering these questions.

The questions asked by both students and parents before the administration of the questionnaires showed that if the identity was required, they would have deliberately concealed the truth and given inaccurate information as a cover-up or to save face in a desire for social approval. Responses would then have been unrelated to their inner feelings. This may have resulted in parents' responses supporting the use of corporal punishment.

Teachers, students and parents at the target areas seemingly are not used and have not been exposed to research patterns as some of them showed lack of interest when their contribution was so indispensable, even after briefly explaining the context of the research.

Parents and/or guardians who attended the meetings were mostly females. Males were said to be at work outside the district. The tendency with some parents was to come together with the intention of giving their verbal responses to the scribe. This was discouraged and each one had a questionnaire to complete. This gave an impression that some people were more willing to talk than to read and write.

In one of the schools, teachers felt that corporal punishment is an eruptive area as one of the teachers had recently left the school after nearly being assaulted by a male student on whom he had inflicted corporal punishment. Some students are reported to be attending classes with knives and guns (Personal communication with teachers, 1995).

The problem in this research was the transitional period during which the study was carried out, with its changes overnight demanding information up-date now and again.

The scoring of data and analysis of the results will be discussed in Chapter 4.

CHAPTER 4

ANALYSIS OF RESULTS

This fourth chapter is divided into two sections, the first being the approach used in scoring the responses and organizing data obtained from the questionnaires, and the second being the statistical analysis of the data.

Organizing data in this study involves categorizing, ordering and breaking data into manageable units. The purpose of analysis is to reduce data, synthesizing them to interpretable form in order to systematically search and discover what is important and worth reporting. This involves arranging information for patterns of presentation in order to establish the attitudes of teachers, students and parents on the use of corporal punishment in schools.

According to Bogdan and Bicklen (1992), statistical analysis is the process of increasing one's understanding of the accumulated data and systematically reporting what has been discovered.

4.1 Scoring responses and organizing data

Each questionnaire was divided into the following sections:

- Section A - Personal Information
- Section B - Likert Scale items (from 1-25)
- Section C - Open-ended items, for discussion.

For parents', teachers' and students' responses, coding and scoring was done to facilitate the analysis of the collected data by computer.

4.2 Section A of questionnaire

Items on personal information in all three questionnaires were rated similarly, but with the variations incorporated where necessary between the three groups of students, teachers and parents.

4.2.1 Students

Section A for the students was rated as follows:

1. Sex/Gender:

(a)	Male	-	1
(b)	Female	-	2

2. Standards:

(a)	Standard 8	-	1
(b)	Standard 9	-	2
(c)	Standard 10	-	3

3. Age:

(a)	< 15 years	-	1
(b)	15-20 years	-	2
(c)	> 20 years	-	3

4.2.2 Teachers

In respect of teachers' questionnaires, teachers were rated as follows:

1. Sex/Gender:

(a)	Male	-	1
(b)	Female	-	2

2. Position held:

(a)	Assistant teacher	-	1
(b)	Head of department	-	2
(c)	Deputy or vice principal	-	3
(d)	Principal	-	4

3. Age:
 - (a) < 30 years - 1
 - (b) 30-40 years - 2
 - (c) > 40 years - 3

4.2.3 Parents

Parents were rated as follows in Section A of the questionnaire:

1. Sex/Gender
 - (a) Male - 1
 - (b) Female - 2
2. Occupation:
 - (a) Unskilled and unemployed - 1
 - (b) Semiskilled - 2
 - (c) Skilled - 3
 - (d) Professional - 4
3. Age
 - (a) < 30 years - 1
 - (b) 30-40 years - 2
 - (c) > 40 years - 3

As far as parents' occupation was concerned, It should be noted that this item was classified according to Paterson Plan of job grading or evaluation, i.e. unskilled, semiskilled, skilled which is in most cases a question of judgement, especially at lower levels (Paterson System, 1995). The rating of parents' occupation in South Africa could create problems as the black education system has not provided for certain levels of education to be compulsory in order to ensure a particular job rating. The only exception is the professional group in which the situation is clearer.

4.3 Section B of questionnaire

Each of the 25 items in Section B constituted a scale of opinion towards whether corporal punishment is desirable or undesirable and there were neutral items as well. Positively stated, negatively stated as well as neutral items were weighted on a five-point scale continuum. Each one of these 25 items was scored according to this five-point scale. According to Ary *et al.* (1985), for favourable or positively stated items, the numerical value is 5, 4, 3, 2, 1 respectively ranging from strongly agree to strongly disagree, but for unfavourable or negatively stated items the weighting is reversed, since disagree with unfavourable statements is psychologically equivalent to agree with favourable statements. This is shown in Table 5 below.

Table 5: Five-point scale weighting

FAVOURABLE WEIGHTING			UNFAVOURABLE WEIGHTING		
CATEGORY		SCORE	CATEGORY		SCORE
Strongly Agree	= SA	5	Strongly Disagree	= SD	5
Agree	= A	4	Disagree	= D	4
Undecided	= U	3	Undecided	= U	3
Disagree	= D	2	Agree	= A	2
Strongly Disagree	= SD	1	Strongly Agree	= SA	1

Neutral items, though included in the Likert Scale, were analyzed separately and formed part of the discussion of the results.

4.4 Section C of questionnaire

Open-ended items in this section were used for extending the scope of the study. These open-ended questions were intended to give the respondents a chance to reflect on their attitudes by giving alternative solutions, to comment and make suggestions on the use of corporal punishment in schools.

The actual questionnaires which were used as tools to elicit information on attitudes of students, parents and teachers are to be found at the end (See Appendices 3, 4, 5 and 6).

Frequency tables have been developed to provide raw scores on the positively stated, as well as negatively stated items from each one of the questionnaires respectively.

4.4.1 Responses to students' questionnaire

Frequency tables (Tables 6-13) with their corresponding graphs (Figures 9-16) were formulated on 360 students, covering overall responses; responses by age, by gender, and by school standard.

Table 6: Students' overall responses - Positively stated

Test No.	Frequency					Total
	SA	A	U	D	SD	
1	91	69	33	99	68	360
2	84	52	32	114	78	360
3	204	101	30	13	12	360
4	46	62	27	129	96	360
8	68	71	50	93	78	360
12	122	104	49	43	42	360
13	32	43	33	131	121	360
15	67	90	72	84	47	360
17	105	61	61	67	66	360
25	90	84	38	83	65	360

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

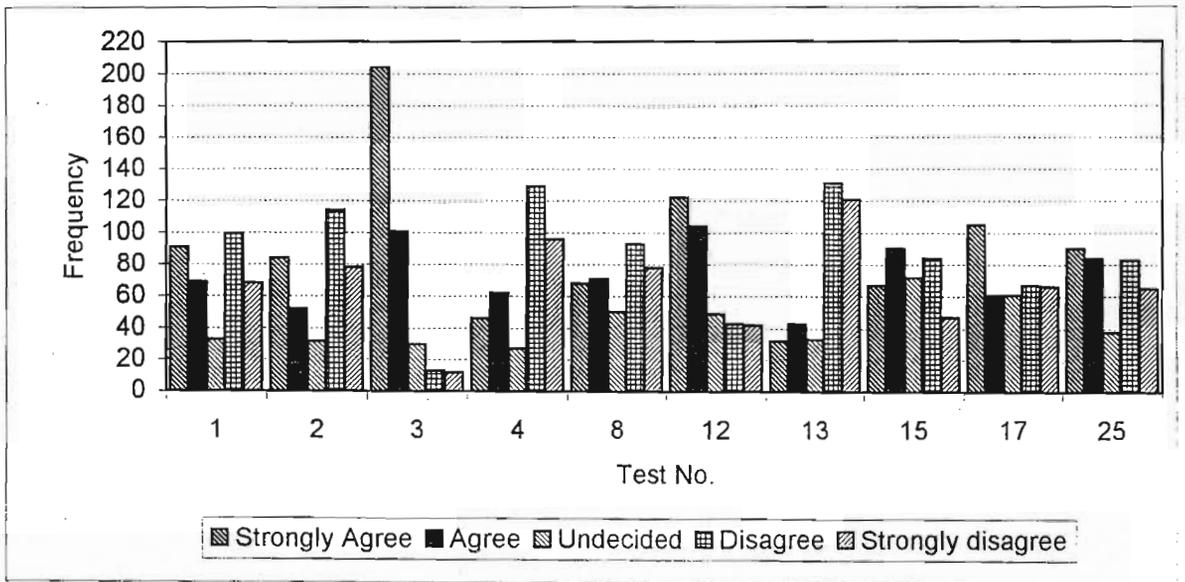


Figure 9: Students' overall results - Positively stated

Table 7: Students' overall responses - Negatively stated

Test No.	Frequency					Total
	SA	A	U	D	SD	
5	48	53	52	113	94	360
6	77	75	44	96	68	360
7	82	90	49	70	69	360
9	43	37	25	145	110	360
10	35	73	40	105	107	360
11	48	65	55	119	73	360
14	55	71	54	107	73	360
16	85	61	48	70	96	360
18	36	74	71	121	58	360
21	57	86	41	91	85	360
22	53	82	82	78	65	360
24	38	41	30	128	123	360

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

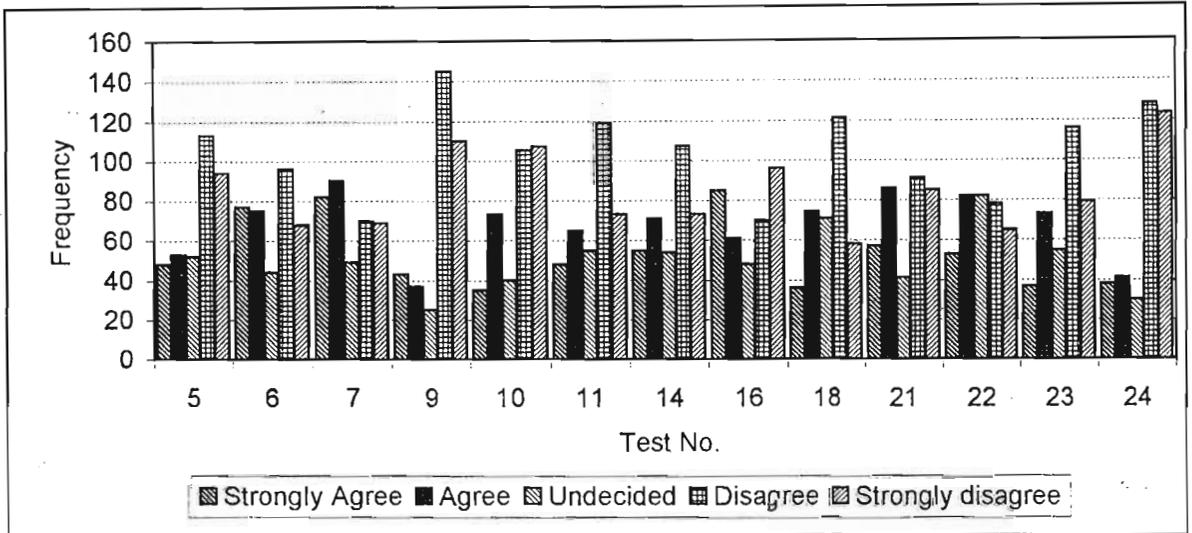


Figure 10: Student's overall results - Negatively stated

Table 8: Students' responses by age - Positively stated

Test No.	Frequency - Age 1					Frequency - Age 2					Frequency - Age 3					Total
	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD	
1	3	2	2	1	2	71	55	26	77	48	17	12	5	21	18	360
2	2	0	3	2	3	64	45	24	90	54	18	7	5	22	21	360
3	4	2	4	0	0	157	78	21	11	10	43	21	5	2	2	360
4	1	1	4	3	1	40	50	21	103	63	5	11	2	23	32	360
8	2	0	0	3	5	55	59	38	66	59	11	12	12	24	14	360
12	4	1	1	1	3	94	82	37	33	31	24	21	11	9	8	360
13	1	1	1	4	3	22	34	29	103	89	9	8	3	24	29	360
15	2	0	6	1	1	52	72	57	64	32	13	18	9	19	14	360
17	2	1	3	0	4	78	47	46	54	52	25	13	12	13	10	360
25	2	3	1	0	4	74	60	31	67	45	14	21	6	16	16	360

Key: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

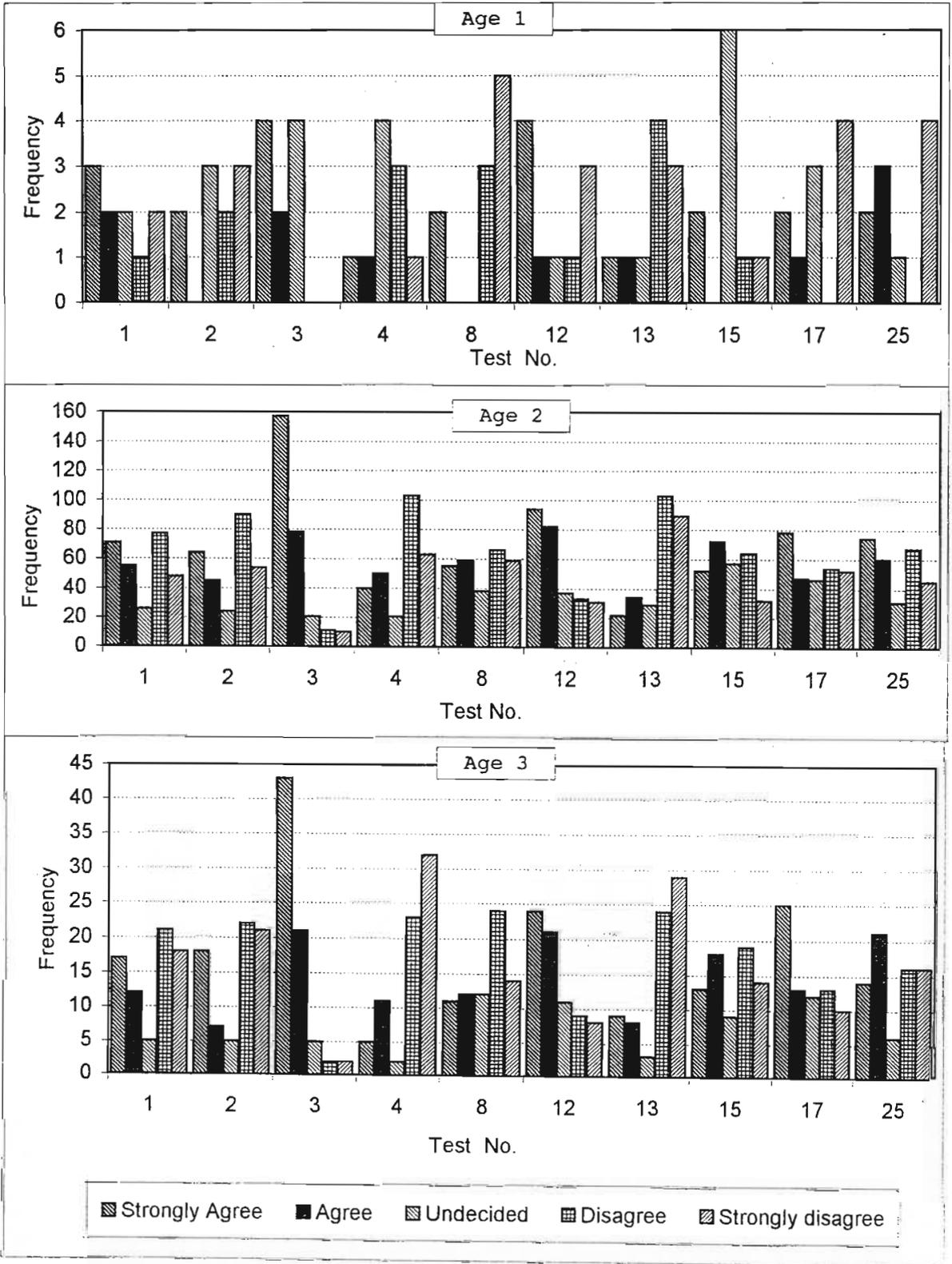


Figure 11: Students' responses by age - Positively stated

Table 9: Students' responses by age - Negatively stated

Test No.	Frequency - Age 1					Frequency - Age 2					Frequency - Age 3					Total
	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD	
5	1	2	2	2	3	38	37	43	84	75	9	14	7	27	16	360
6	3	1	3	1	2	56	56	37	76	52	18	18	4	19	14	360
7	1	1	3	1	4	61	74	38	53	51	20	15	8	16	14	360
9	1	1	1	2	5	33	29	21	111	83	9	7	3	32	22	360
10	0	2	2	2	4	29	57	29	85	77	6	14	9	18	26	360
11	1	2	3	2	2	38	49	47	88	55	9	14	5	29	16	360
14	3	1	1	2	3	41	59	43	76	58	11	11	10	29	12	360
16	1	2	0	2	5	60	49	39	56	73	24	10	9	12	18	360
18	1	4	2	1	2	30	57	55	87	47	5	13	13	33	10	360
21	0	3	3	0	4	44	63	32	74	64	13	20	6	17	17	360
22	1	1	2	1	5	45	59	70	57	45	8	22	10	20	14	360
23	2	0	1	3	4	30	57	43	87	60	5	16	11	26	15	360
24	1	0	1	3	5	27	31	27	95	97	10	10	2	30	21	360

Key: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

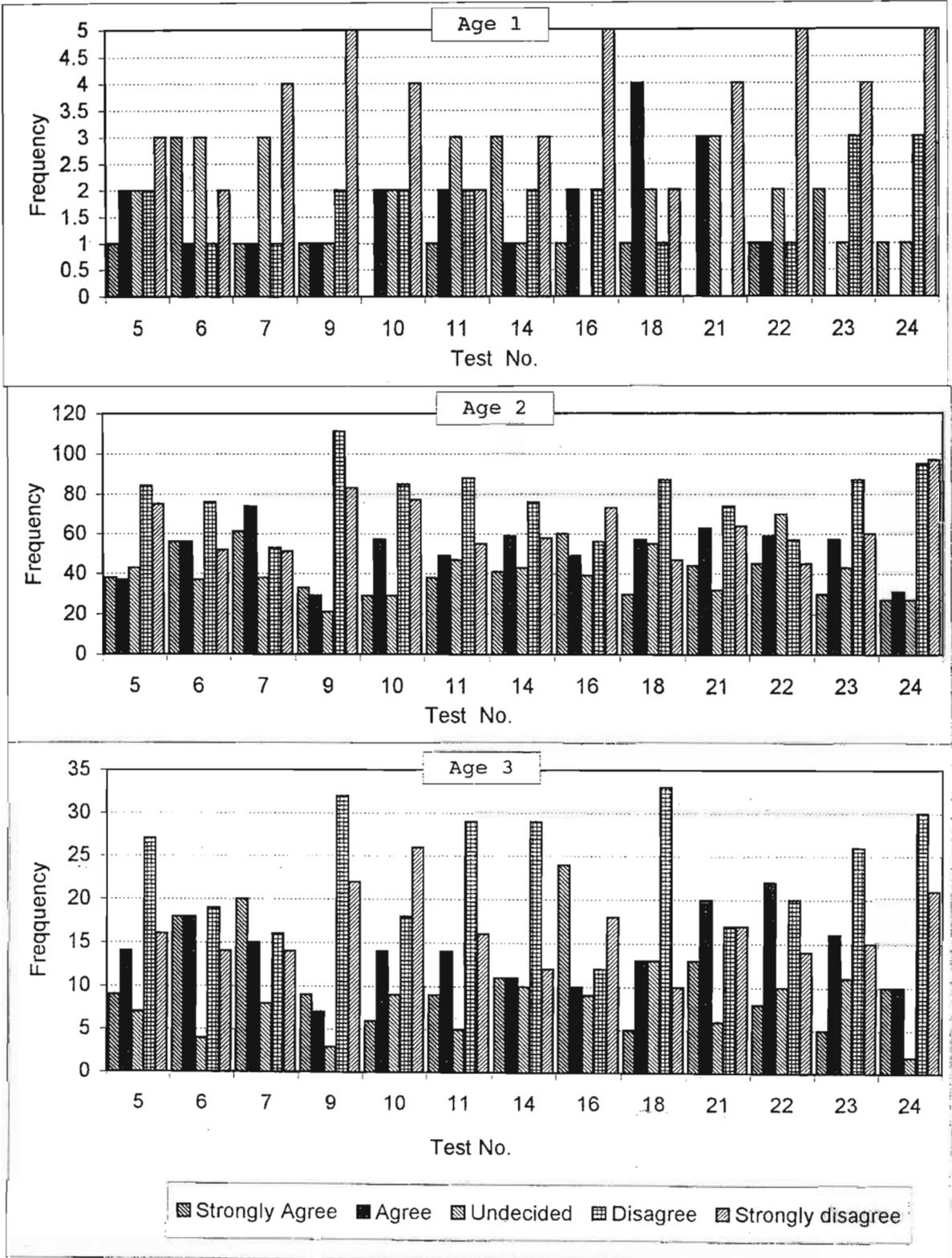


Figure 12: Students' responses by age - Negatively stated

Table 10: Students' responses by gender - Positively stated

Test No.	Frequency - Male					Frequency - Female					Total
	SA	A	U	D	SD	SA	A	U	D	SD	
1	51	45	14	38	32	40	24	19	61	36	360
2	47	30	15	56	32	37	22	17	58	46	360
3	125	42	7	6	0	79	59	23	7	12	360
4	25	38	11	69	37	21	24	16	60	59	360
8	28	37	30	54	31	40	34	20	39	47	360
12	67	58	28	13	14	55	46	21	30	28	360
13	19	29	15	65	52	13	14	18	66	69	360
15	36	55	34	44	11	31	35	38	40	36	360
17	56	34	18	36	36	49	27	43	31	30	360
25	52	47	17	39	25	38	37	21	44	40	360

Key: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

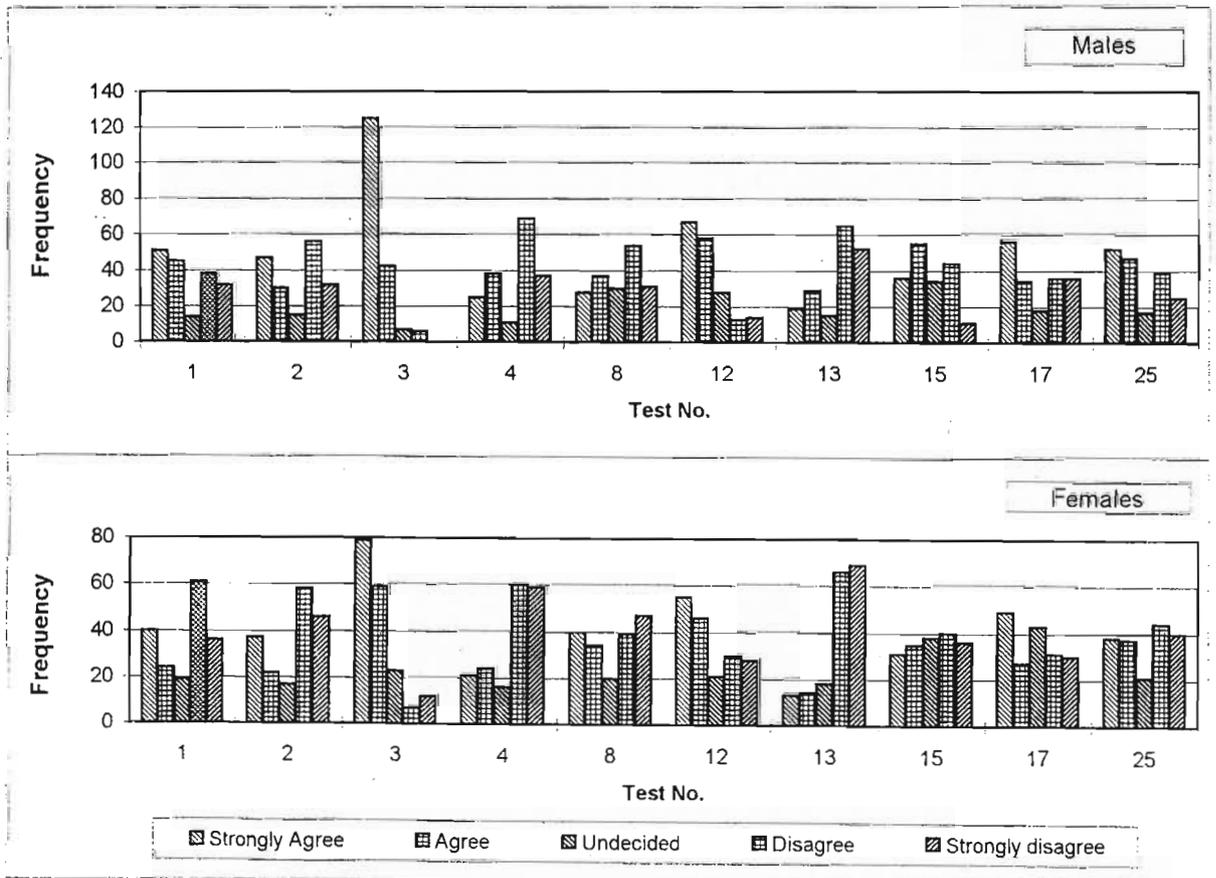


Figure 13: Students' responses by gender - Positively stated

Table 11: Students' responses by gender - Negatively stated

Test No.	Frequency - Males					Frequency - Females					Total
	SA	A	U	D	SD	SA	A	U	D	SD	
5	25	23	23	61	48	23	30	29	52	46	360
6	32	32	17	59	40	45	43	27	37	28	360
7	33	44	25	35	43	49	46	24	35	26	360
9	14	13	15	81	57	29	24	10	64	53	360
10	17	39	20	60	44	18	34	20	45	63	360
11	22	38	20	60	40	26	27	35	59	33	360
14	27	37	30	51	35	28	34	24	56	38	360
16	35	34	20	33	58	50	27	28	37	38	360
18	13	39	31	65	32	23	35	40	56	26	360
21	24	42	19	51	44	33	44	22	40	41	360
22	24	40	34	45	37	29	42	48	33	28	360
23	20	40	23	62	35	17	33	32	54	44	360
24	20	19	9	70	62	18	22	21	58	61	360

Key: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree SD = Strongly Disagree

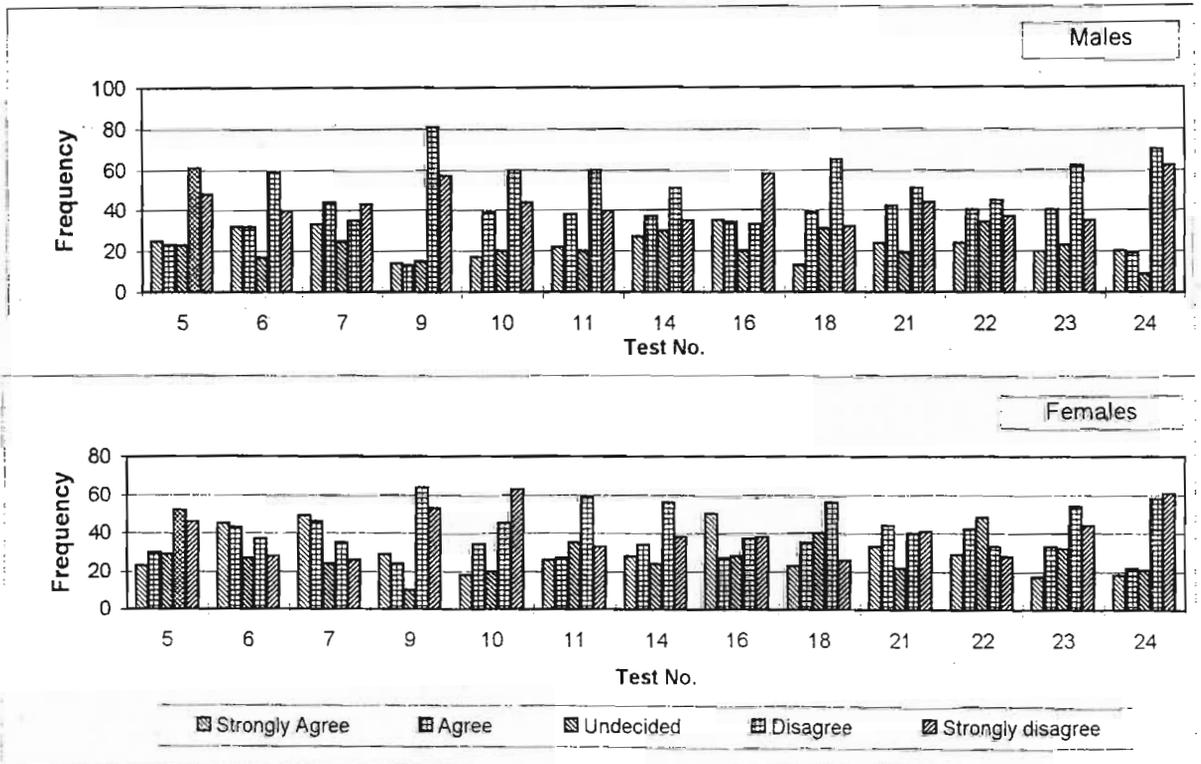


Figure 14: Students' responses by gender - Negatively stated

Table 12: Students' responses by school standard - Positively stated

Test No.	Frequency - Std. 8					Frequency - Std. 9					Frequency - Std, 10					Total
	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD	
1	29	24	19	25	23	35	15	7	39	24	27	30	7	35	21	360
2	27	15	19	40	19	35	14	4	37	30	22	23	9	37	29	360
3	64	27	20	4	5	82	28	4	5	1	58	46	6	4	6	360
4	11	22	13	37	37	19	15	7	48	31	16	25	7	44	28	360
8	26	15	19	26	34	12	23	21	37	27	30	33	10	30	17	360
12	40	28	18	17	17	40	38	17	13	12	42	38	14	13	13	360
13	7	15	17	40	41	16	14	8	36	46	9	14	8	55	34	360
15	20	22	32	28	18	24	27	19	34	16	23	41	21	22	13	360
17	31	18	32	15	24	42	18	16	24	20	32	25	13	28	22	360
25	31	20	12	27	30	32	23	11	29	25	27	41	15	27	10	360

Key: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

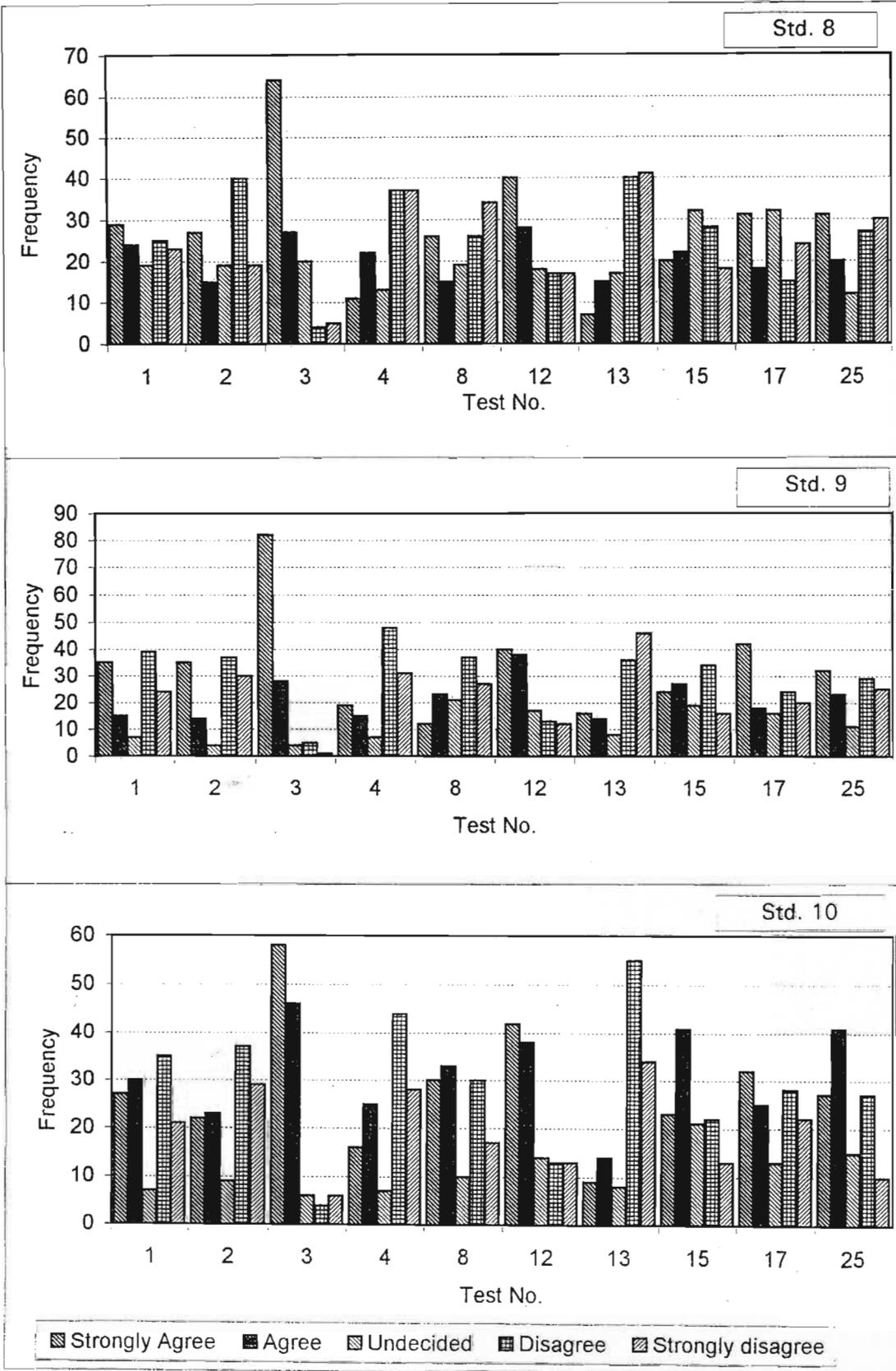


Figure 15: Students' responses by school standard - Positively stated

Table 13: Students' responses by school standard - Negatively stated

Test No.	Frequency - Std. 8					Frequency - Std. 9					Frequency - Std, 10					Total
	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD	
5	24	16	19	27	34	10	17	21	47	25	14	20	12	39	35	360
6	28	23	19	29	21	21	31	16	35	17	28	21	9	32	30	360
7	28	26	24	29	13	26	30	19	23	22	28	34	6	18	34	360
9	17	10	12	42	39	12	13	10	47	38	14	14	3	56	33	360
10	12	19	16	32	41	10	27	13	34	36	13	27	11	39	30	360
11	19	23	21	30	27	14	18	18	44	26	15	24	16	45	20	360
14	20	19	22	28	31	17	24	20	39	20	18	28	12	40	22	360
16	28	19	20	18	35	30	23	13	25	29	27	19	15	27	32	360
18	15	27	25	31	22	13	21	27	42	17	8	26	18	48	20	360
21	16	24	21	24	35	28	30	10	30	22	13	32	10	37	28	360
22	19	22	33	22	24	14	29	29	28	20	20	31	20	28	21	360
23	15	20	26	34	25	12	25	16	40	27	10	28	13	42	27	360
24	11	11	16	35	47	19	15	3	45	38	8	15	11	48	38	360

Key: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree;

SD = Strongly Disagree

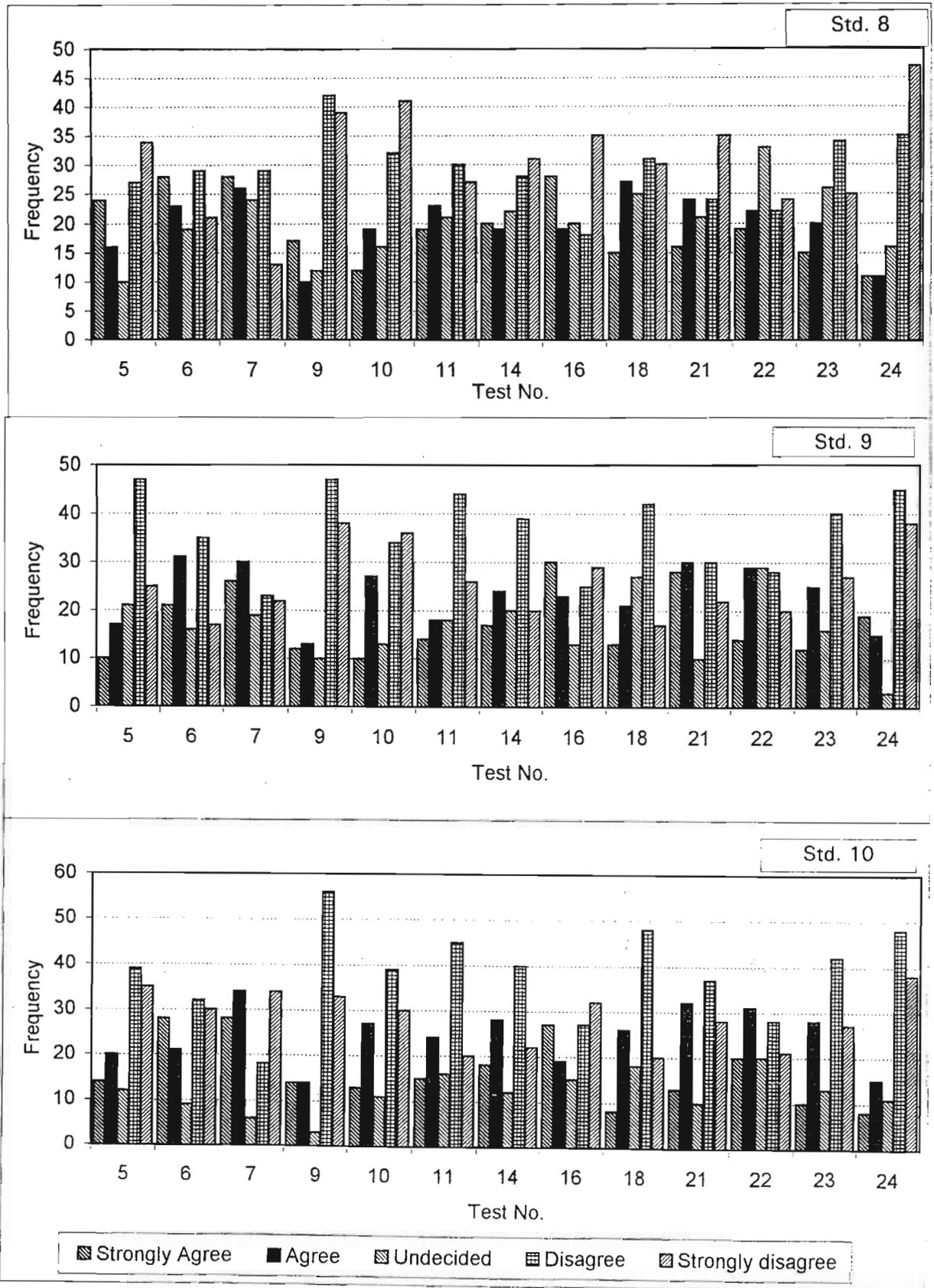


Figure 16: Students' responses by school standard - Negatively stated

4.4.2 Responses to teachers' questionnaire

Frequency tables (Tables 14-21) with their corresponding graphs (Figures 17-24) were formulated on 60 teachers with regard to overall responses, responses by age, by gender, and by position.

Table 14: Teachers' overall responses - Positively stated

Test No.	Frequency					Total
	SA	A	U	D	SD	
1	5	10	0	29	16	60
2	5	16	2	28	9	60
3	8	11	2	29	10	60
4	9	16	3	27	5	60
5	0	6	3	30	21	60
17	6	10	16	24	4	60

Key: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

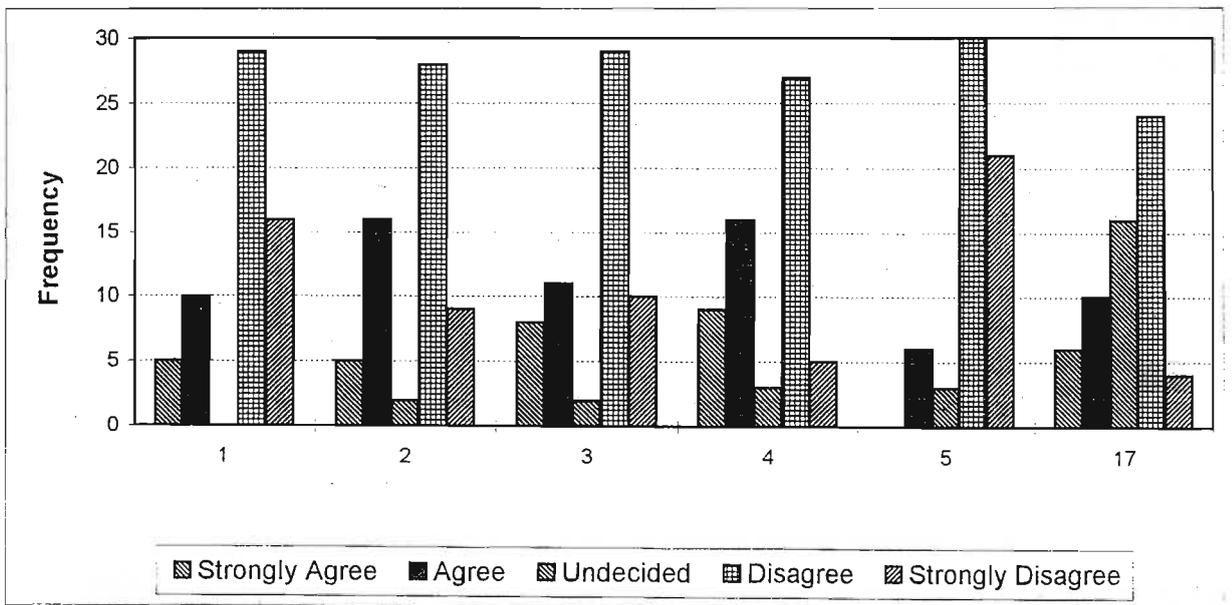


Figure 17: Teachers' overall responses - Positively stated

Table 15: Teachers' overall responses - Negatively stated

Test No.	Frequency					Total
	SA	A	U	D	SD	
6	8	32	6	10	4	60
7	10	19	6	20	5	60
8	6	12	5	31	6	60
9	6	26	5	18	5	60
10	5	18	5	18	14	60
11	8	20	7	19	6	60
12	5	13	4	32	6	60
13	3	9	4	35	9	60
14	10	35	6	4	5	60
15	5	7	5	33	10	60
16	1	17	5	24	13	60
18	7	29	6	10	8	60
20	7	7	4	32	10	60
24	2	14	17	23	4	60
25	8	14	6	25	7	60

Key: SA = Strongly agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

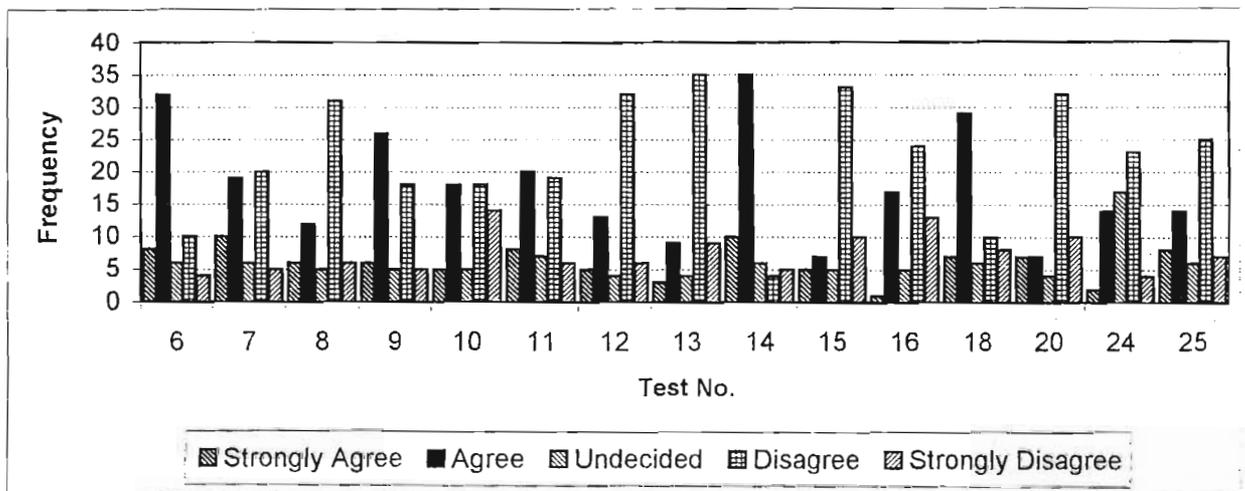


Figure 18: Teachers' overall responses - Negatively stated

Table 16: Teachers' responses by age - Positively stated

Test No.	Frequency - Age 1						Frequency - Age 2						Frequency - Age 3					Total
	SA	A	U	D	SD		SA	A	U	D	SD		SA	A	U	D	SD	
1	0	4	0	10	2		3	2	0	13	9		2	4	0	6	5	60
2	2	3	0	10	1		2	6	1	12	6		1	7	1	6	2	60
3	2	1	1	8	4		3	6	0	14	4		3	4	1	7	2	60
4	1	5	1	7	2		4	7	1	12	3		4	4	1	8	0	60
5	0	0	1	10	5		0	3	1	12	11		0	3	1	8	5	60
17	2	2	5	7	0		3	6	5	10	3		1	2	6	7	1	60

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

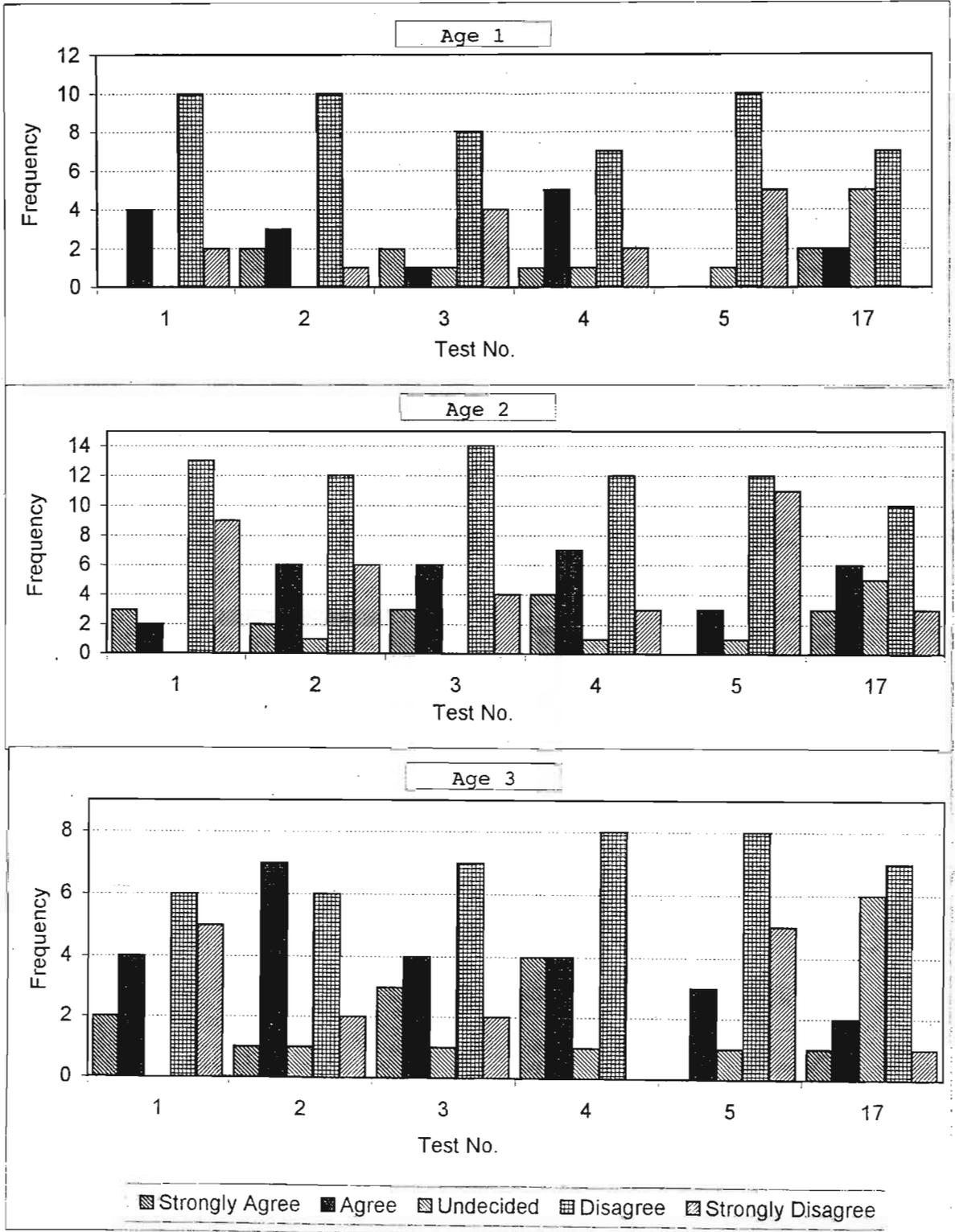


Figure 19: Teachers' responses by age - Positively stated

Table 17: Teachers' responses by age - Negatively stated

Test No.	Frequency - Age 1					Frequency - Age 2					Frequency - Age 3					Total
	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD	
6	3	6	3	4	0	4	18	1	2	2	1	8	2	4	2	60
7	4	4	1	6	1	3	10	2	4	3	3	11	1	4	3	60
8	2	3	0	9	2	1	7	2	14	3	3	2	3	8	1	60
9	2	6	1	7	0	3	14	2	5	3	1	6	2	6	2	60
10	2	3	1	5	5	1	12	1	7	6	2	3	3	6	3	60
11	3	4	2	4	3	3	11	2	9	2	2	5	3	6	1	60
12	1	4	0	9	2	2	2	2	18	3	2	7	2	5	1	60
13	1	3	1	7	4	1	2	1	19	4	1	4	2	9	1	60
14	4	8	1	2	1	4	18	1	2	2	2	9	4	0	2	60
15	1	3	0	7	5	3	2	1	19	2	1	2	4	7	3	60
16	0	5	3	4	4	1	10	2	10	4	0	2	0	10	5	60
18	3	8	1	2	2	3	14	4	3	3	1	7	1	5	3	60
20	2	1	1	7	5	3	2	1	18	3	2	4	2	7	2	60
25	1	5	1	7	2	3	5	3	12	4	4	4	2	6	1	60

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

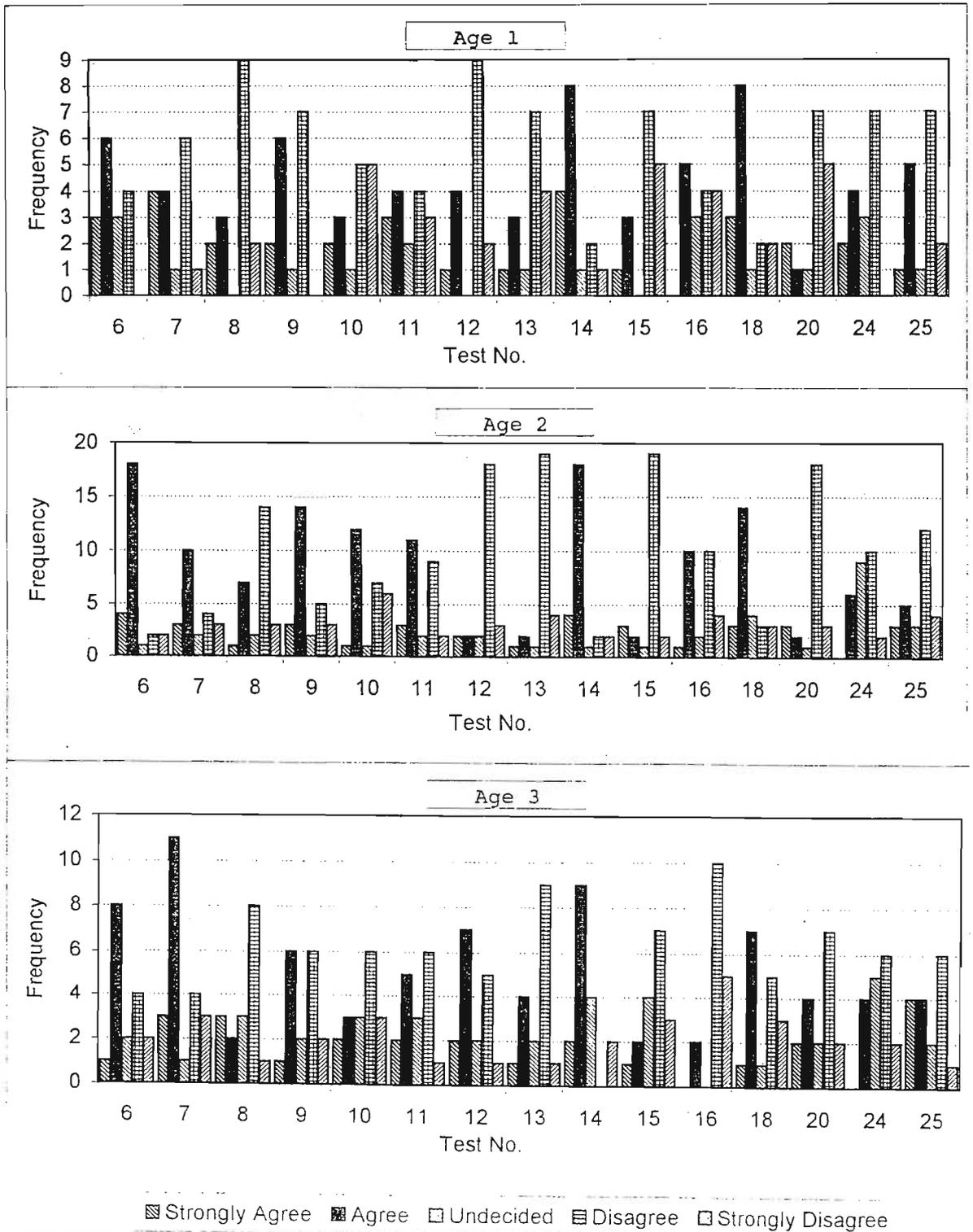


Figure 20: Teachers' responses by age - Negatively stated

Table 18 : Teachers responses by gender - Positively stated

Test No.	Frequency - Males					Frequency - Females					Total
	SA	A	U	D	SD	SA	A	U	D	SD	
1	2	6	0	11	7	3	4	0	18	9	60
2	2	7	1	13	3	3	9	1	15	6	60
3	6	3	1	13	3	2	8	1	16	7	60
4	5	6	1	12	2	4	10	2	15	3	60
5	0	3	2	11	10	0	3	1	19	11	60
17	3	5	7	11	0	3	5	9	13	4	60

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

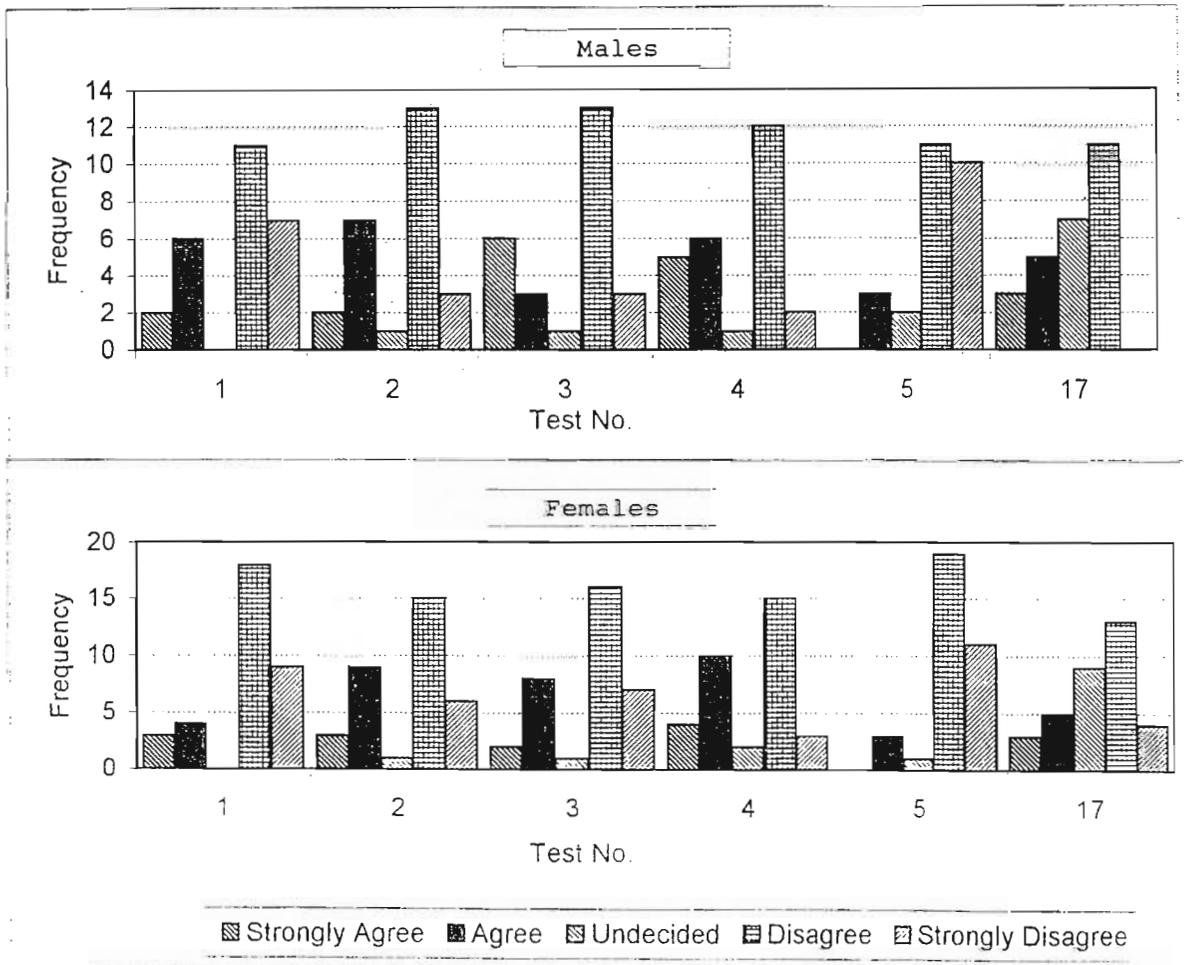


Figure 21: Teachers' responses by gender - Positively stated

Table 19: Teachers' responses by gender - Negatively stated

Test No.	Frequency - Males					Frequency - Females					Total
	SA	A	U	D	SD	SA	A	U	D	SD	
6	1	13	6	4	2	7	19	0	6	2	60
7	5	7	2	11	1	5	12	4	9	4	60
8	4	4	3	12	3	2	8	2	19	3	60
9	4	10	1	10	1	2	16	4	8	4	60
10	4	6	2	10	4	1	12	3	8	10	60
11	4	8	4	8	2	4	12	3	11	4	60
12	2	6	2	12	4	3	7	2	20	2	60
13	1	5	2	13	5	2	4	2	22	4	60
14	7	13	4	1	1	3	22	2	3	4	60
15	2	3	3	13	5	3	4	2	20	5	60
16	0	6	2	14	4	1	11	3	10	9	60
18	3	12	1	6	4	4	17	5	4	4	60
20	3	5	2	13	3	4	2	2	19	7	60
24	2	6	6	11	1	0	8	11	12	3	60
25	4	4	4	11	3	4	10	2	14	4	60

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

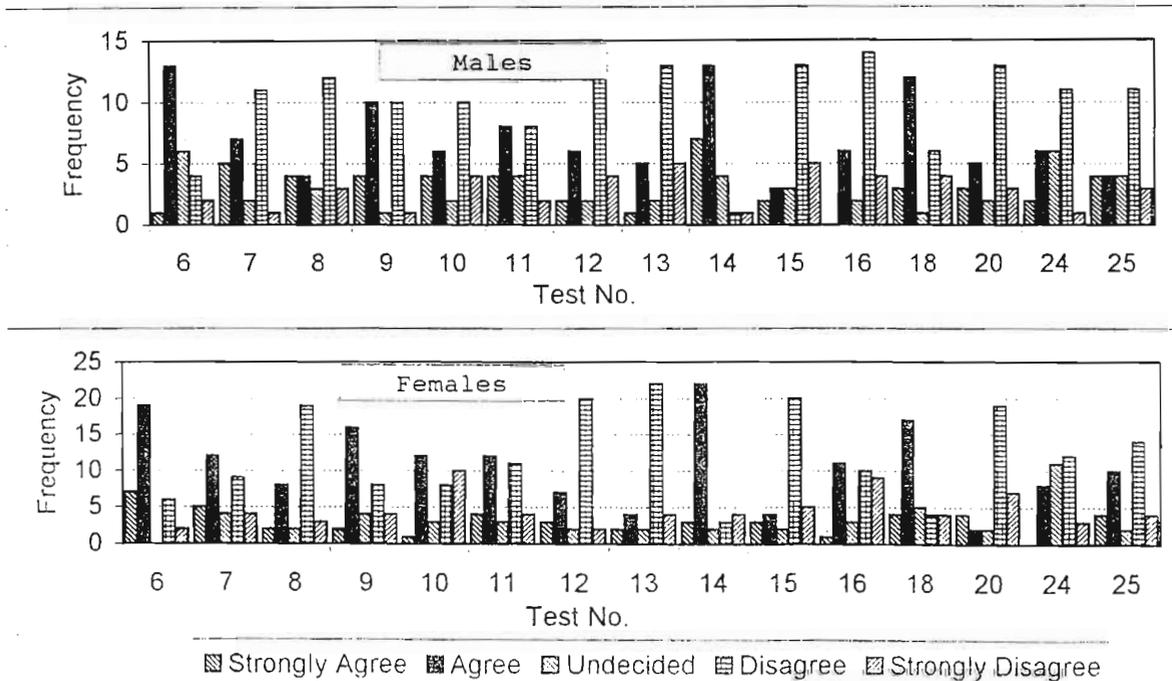


Figure 22: Teachers' responses by gender - Negatively stated

Table 20: Teachers' responses by position - Positively stated

Test No.	Frequency - Teachers					Frequency - Top Management					Total
	SA	A	U	D	SD	SA	A	U	D	SD	
1	14	18	0	7	9	3	6	0	3	0	60
2	9	22	1	12	4	1	5	1	5	0	60
3	11	21	2	9	5	2	6	1	2	1	60
4	5	18	2	16	7	0	8	1	1	2	60
5	0	4	3	26	15	0	3	0	4	5	60
17	3	20	10	10	5	0	5	5	2	0	60

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

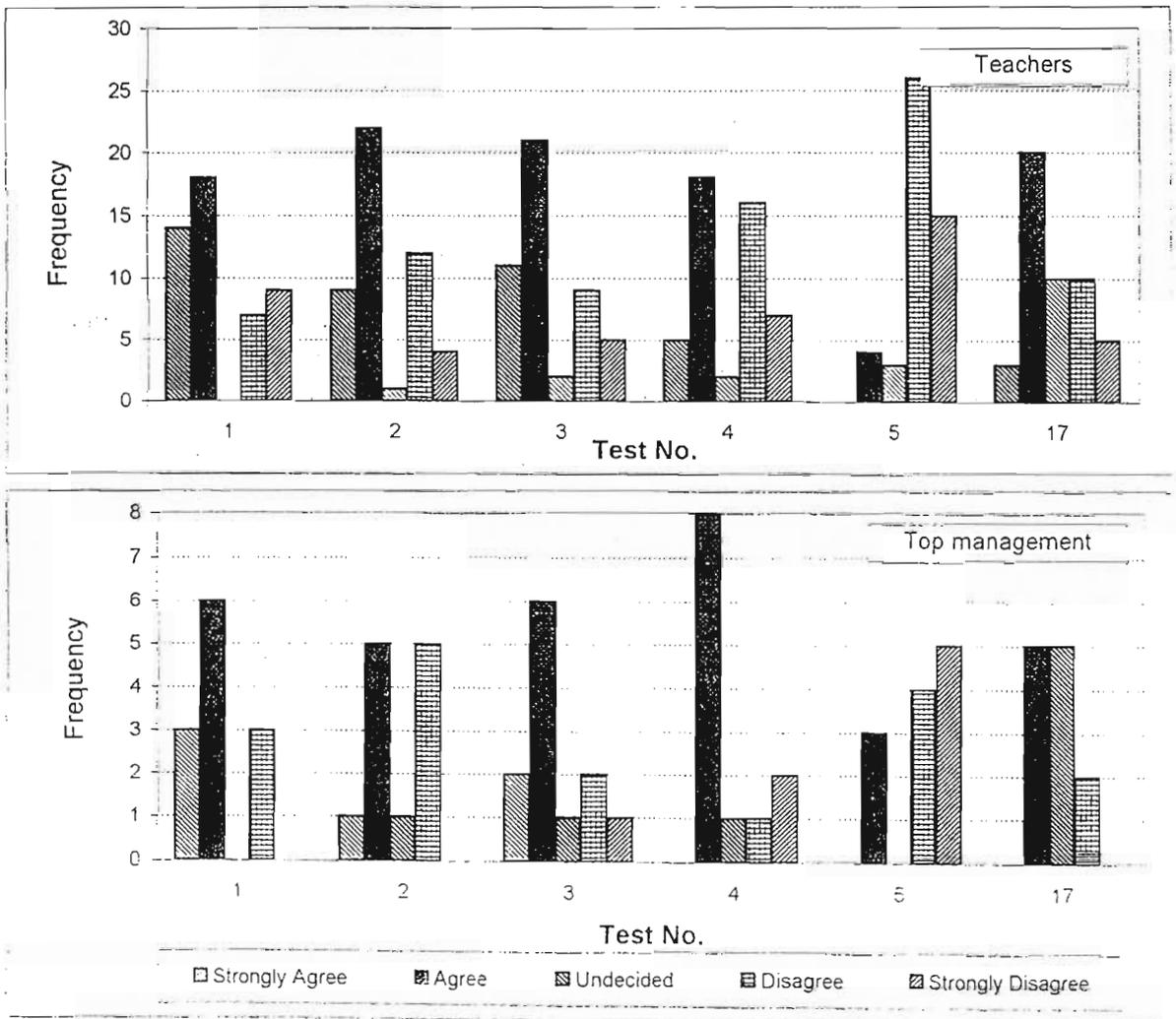


Figure 23: Teachers' responses by position - Positively stated

Table 21: Teachers' responses by position - Negatively stated

Test No.	Frequency - Teachers					Frequency - Top Management					Total
	SA	A	U	D	SD	SA	A	U	D	SD	
6	3	9	4	25	7	1	2	1	7	1	60
7	6	15	3	16	8	0	3	4	3	2	60
8	4	10	5	25	4	2	2	1	5	2	60
9	5	15	2	21	5	0	3	2	5	2	60
10	12	17	2	13	4	2	1	3	5	1	60
11	7	12	5	18	6	0	4	2	2	2	60
12	5	9	2	29	3	0	6	2	3	3	60
13	2	9	2	29	6	0	1	1	7	3	60
14	3	5	4	30	6	1	0	3	4	4	60
15	4	8	2	28	6	0	0	2	7	3	60
16	10	20	4	14	0	1	8	0	3	0	60
18	6	9	5	22	6	1	3	2	5	1	60
20	7	7	3	25	6	1	2	1	6	2	60
25	7	4	18	18	4	2	1	1	6	2	60

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

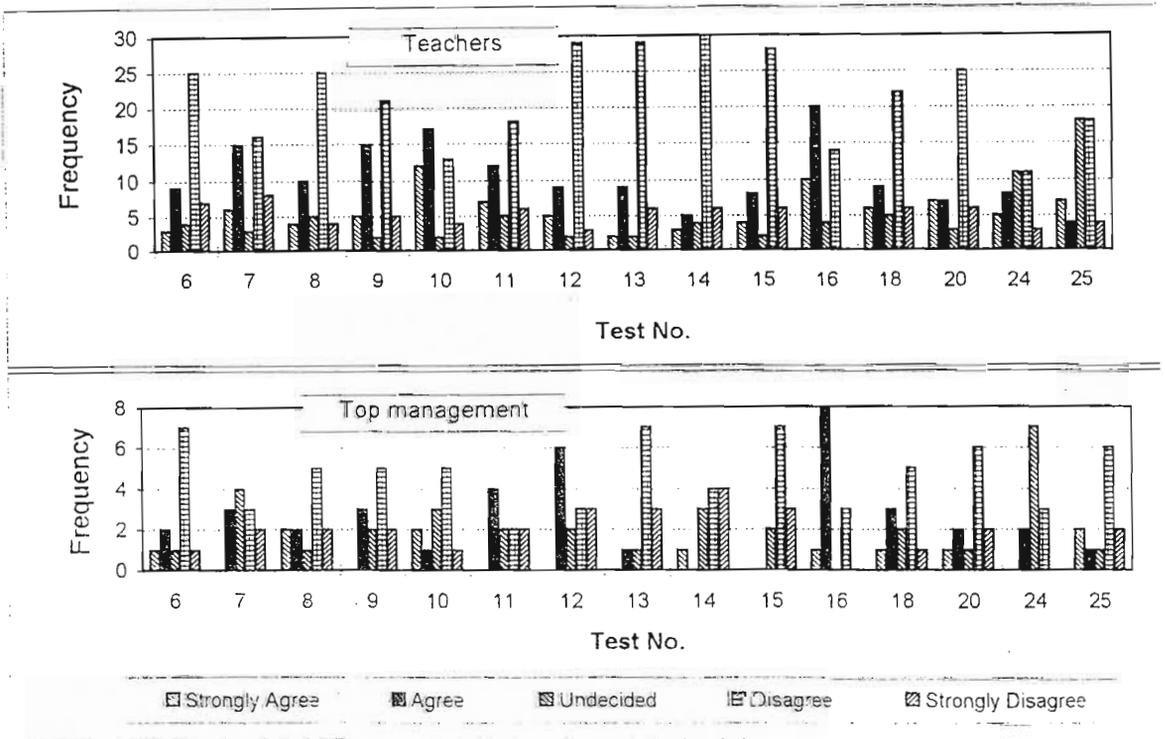


Figure 24: Teachers' responses by position - Negatively stated

4.4.3 Responses to parents' questionnaire

There were 60 semi-literate parents and 115 literate parents, the frequency tables (Tables 22-31 and the corresponding graphs (Figures 25-34) were computed for their overall responses, responses by age and by gender.

Table 22: Semi-literate* parents' overall responses - Positively stated

Test No.	Frequency					Total
	SA	A	U	D	SD	
1	4	0	1	16	39	60
2	5	3	2	18	32	60
3	7	5	2	10	36	60
4	7	2	1	15	35	60
5	30	13	4	2	11	60
18	14	8	2	9	27	60

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

* 'Semi-literate' is used to designate those respondents who are not English literate as well as those who are mother-tongue illiterate

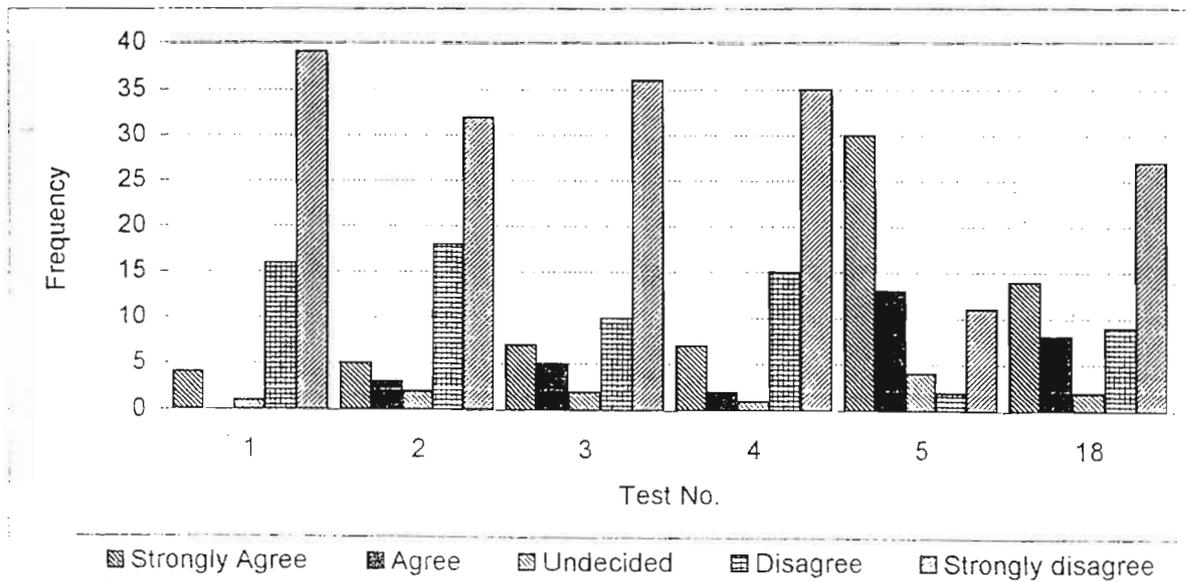


Figure 25: Semi-literate parents' responses - Positively stated

Table 23: Semi-literate parents' overall responses - Negatively stated

Test No.	Frequency					Total
	SA	A	U	D	SD	
6	31	13	2	9	5	60
7	30	12	4	4	10	60
8	9	4	1	18	28	60
9	15	10	5	16	14	60
10	15	12	4	8	21	60
11	9	7	10	5	29	60
12	33	6	6	5	10	60
13	28	11	2	14	5	60
14	10	35	6	4	5	60
15	22	7	3	10	18	60
17	22	11	3	8	16	60
19	30	9	4	11	6	60
20	15	4	2	14	25	60
21	36	10	3	2	9	60

Key: SA - Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

* 'Semi-literate' is used to designate those respondents who are not English literate as well as those who are mother-tongue illiterate

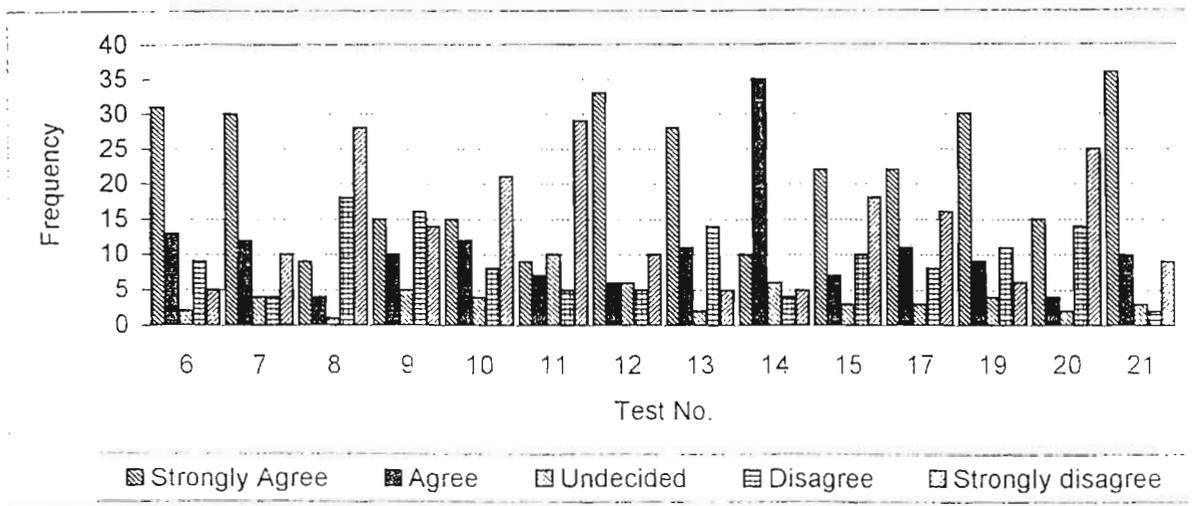


Figure 26: Semi-literate parents' responses - Negatively stated

Table 24: Literate* parents' overall responses - Positively stated

Test No.	Frequency					Total
	SA	A	U	D	SD	
1	10	14	1	66	24	115
2	6	9	5	52	43	115
3	10	27	1	53	24	115
4	11	39	13	37	15	115
5	32	47	3	21	12	115
18	11	38	12	37	17	115

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

* For the purposes of this research, 'literate' is used to designate parents who are literate in English.

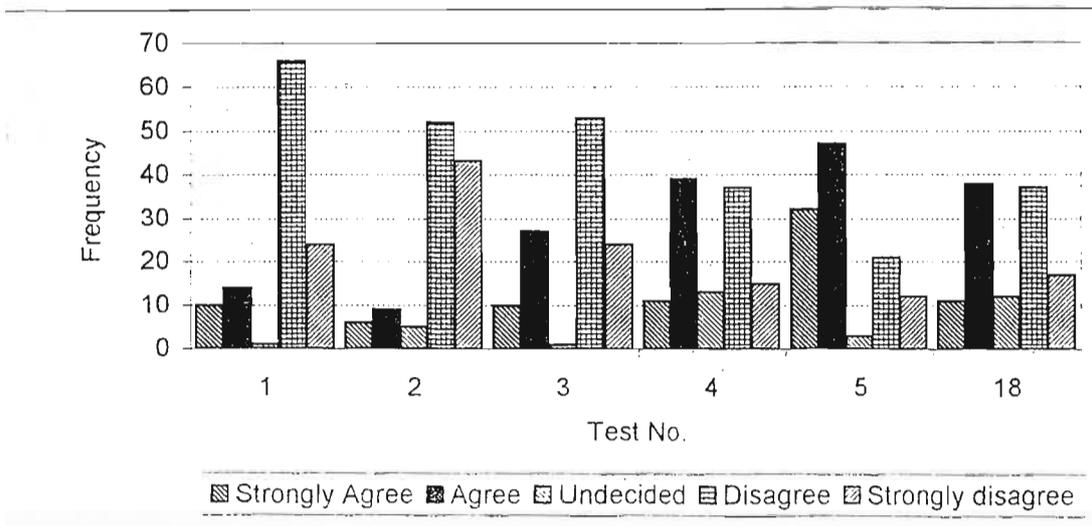


Figure 27: Literate parents' overall responses - Positively stated

Table 25: Literate* parents' overall responses - Negatively stated

Test No.	Frequency					Total
	SA	A	U	D	SD	
6	24	57	5	24	5	115
7	35	43	6	20	11	115
8	12	23	6	46	28	115
9	31	42	6	25	11	115
10	21	40	8	34	12	115
11	20	38	14	26	17	115
12	23	25	12	34	21	115
13	16	30	4	49	16	115
14	7	38	17	38	15	115
15	11	31	13	43	17	115
17	16	55	6	28	10	115
19	17	49	6	36	7	115
20	15	20	16	33	31	115
21	44	37	10	10	14	115

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

** For the purposes of this research, 'literate' is used to designate parents who are literate in English.*

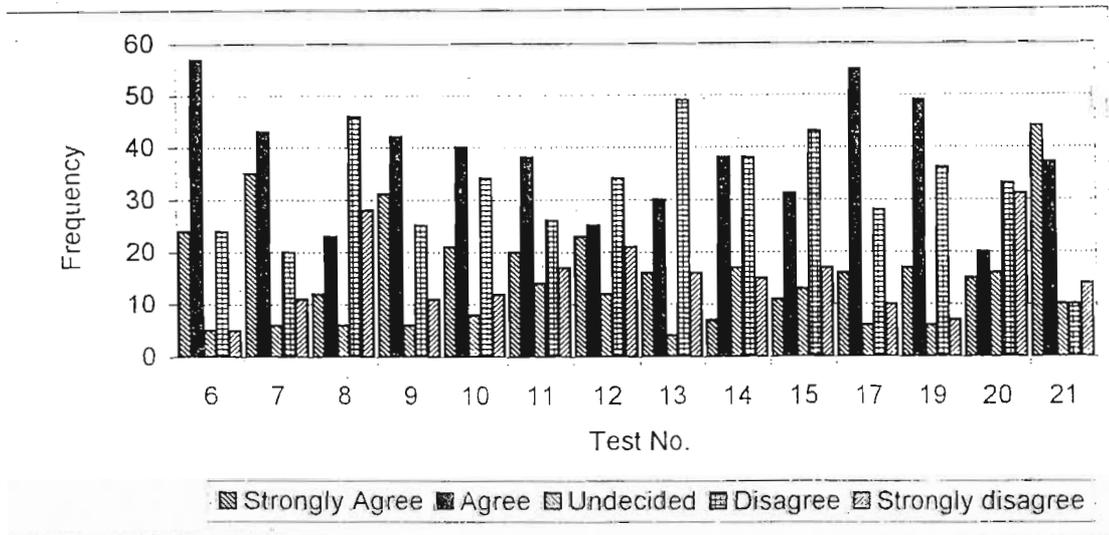


Figure 28: Literate parents' overall responses - Negatively stated

Table 26: All parents' responses by age - Positively stated

Test No.	Frequency - Age 1						Frequency - Age 2						Frequency - Age 3					Total
	SA	A	U	D	SD		SA	A	U	D	SD		SA	A	U	D	SD	
1	1	3	0	13	5		5	6	1	28	23		8	6	11	46	19	175
2	2	1	0	11	8		3	4	4	27	25		6	7	3	32	42	175
3	2	4	0	8	8		7	10	0	27	19		8	18	3	28	33	175
4	1	7	2	6	6		4	19	7	20	13		9	19	5	26	31	175
18	2	4	4	6	6		5	23	6	19	10		18	19	4	21	28	175

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

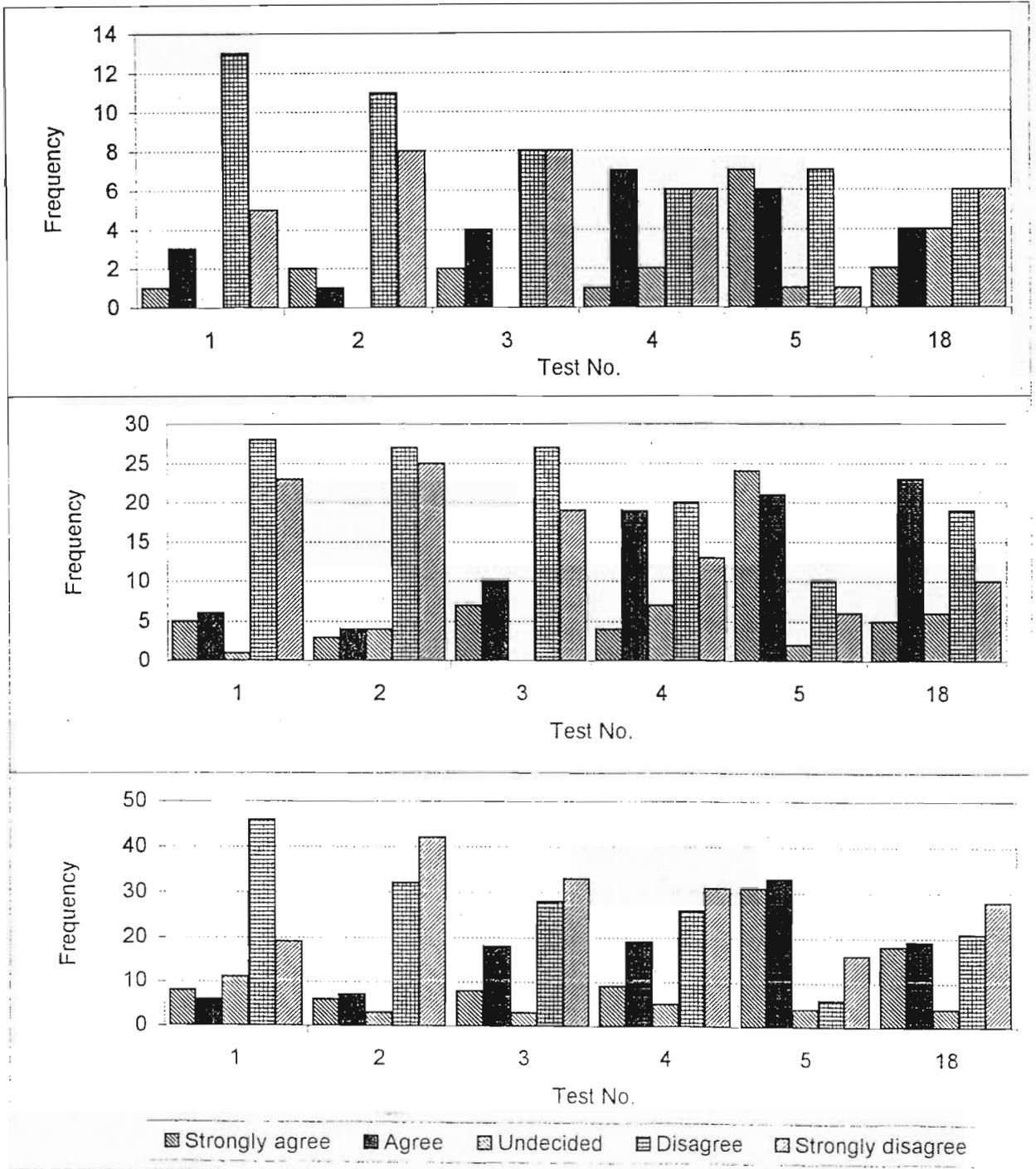


Figure 29: All parents' responses by age - Positively stated

Table 27: All parents' responses by age - Negatively stated

Test No.	Frequency - Age 1					Frequency - Age 2					Frequency - Age 3					Total
	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD	
6	2	11	4	4	1	20	27	1	12	3	33	32	2	17	6	175
7	10	4	1	2	5	25	23	3	9	3	30	28	6	13	13	175
8	4	3	1	10	4	4	12	3	27	17	13	12	3	27	35	175
9	4	6	1	6	5	16	20	3	21	3	26	26	7	14	17	175
10	2	7	0	7	6	10	21	4	22	6	24	24	8	13	21	175
11	8	4	0	3	7	11	14	14	17	7	10	27	10	11	32	175
12	8	3	2	2	7	13	18	4	17	11	35	10	12	20	13	175
13	6	5	1	8	2	9	20	3	23	8	29	16	2	32	11	175
14	1	6	2	6	7	5	20	11	22	5	10	18	10	17	35	175
15	5	6	1	6	4	7	18	8	19	11	21	14	7	28	20	175
17	3	14	0	2	3	9	28	5	13	8	26	24	4	21	15	175
19	7	7	3	5	0	9	27	2	20	5	31	24	5	22	8	175
20	4	6	2	3	7	6	12	8	19	18	20	6	8	25	31	175
21	9	6	2	3	2	29	18	3	5	8	42	23	8	4	13	175

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

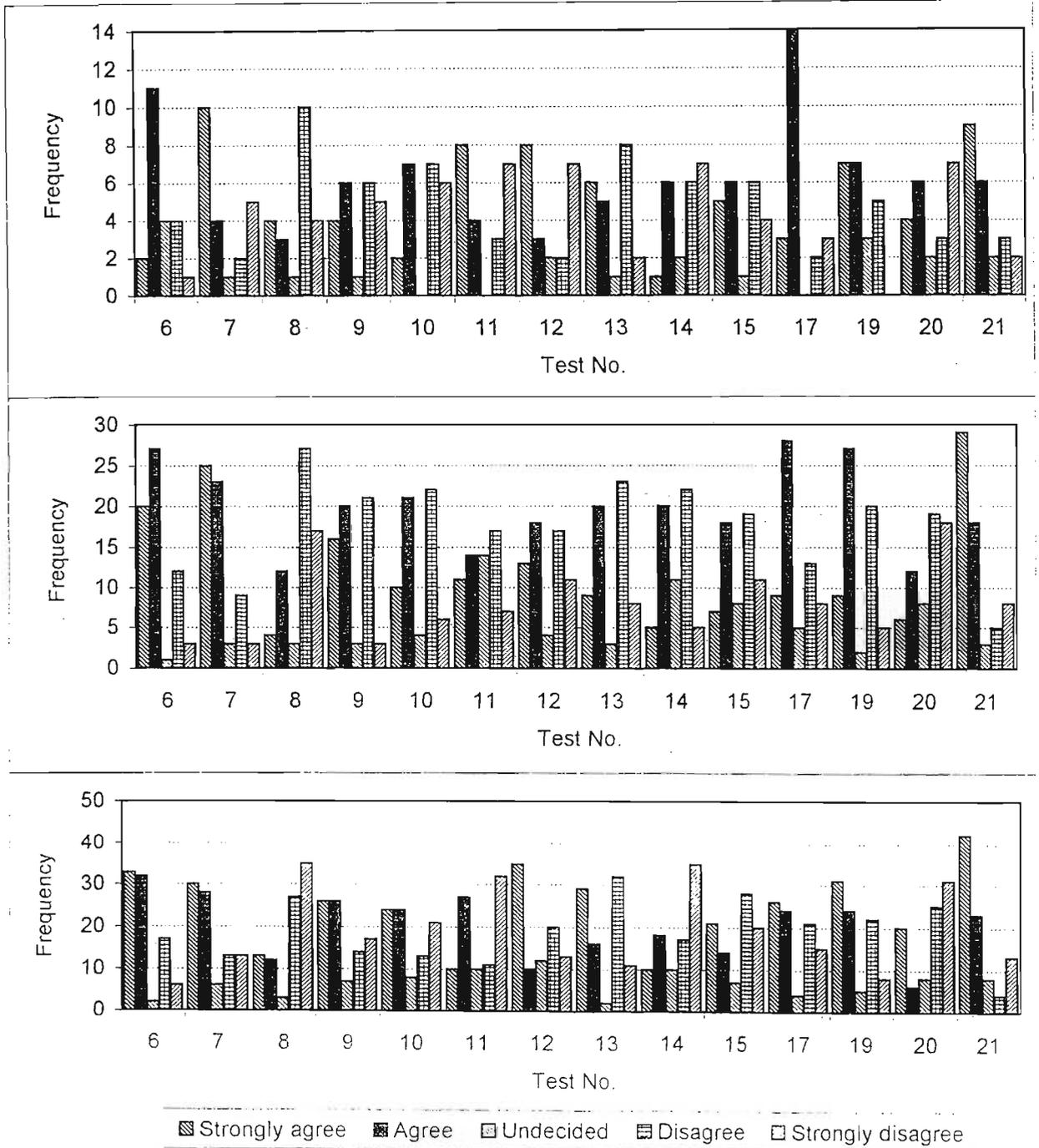


Figure 30: All parents' responses by age - Negatively stated

Table 28: All parents' responses by gender - Positively stated

Test No.	Frequency - Males					Frequency - females					Total
	SA	A	U	D	SD	SA	A	U	D	SD	
1	3	3	1	27	14	11	11	1	55	49	175
2	4	1	3	27	13	7	11	4	53	52	175
3	3	11	0	18	16	14	21	3	45	44	175
4	7	8	6	17	10	11	33	7	36	40	175
5	23	16	1	4	4	39	44	6	19	19	175
18	6	19	6	11	6	19	27	8	35	38	175

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

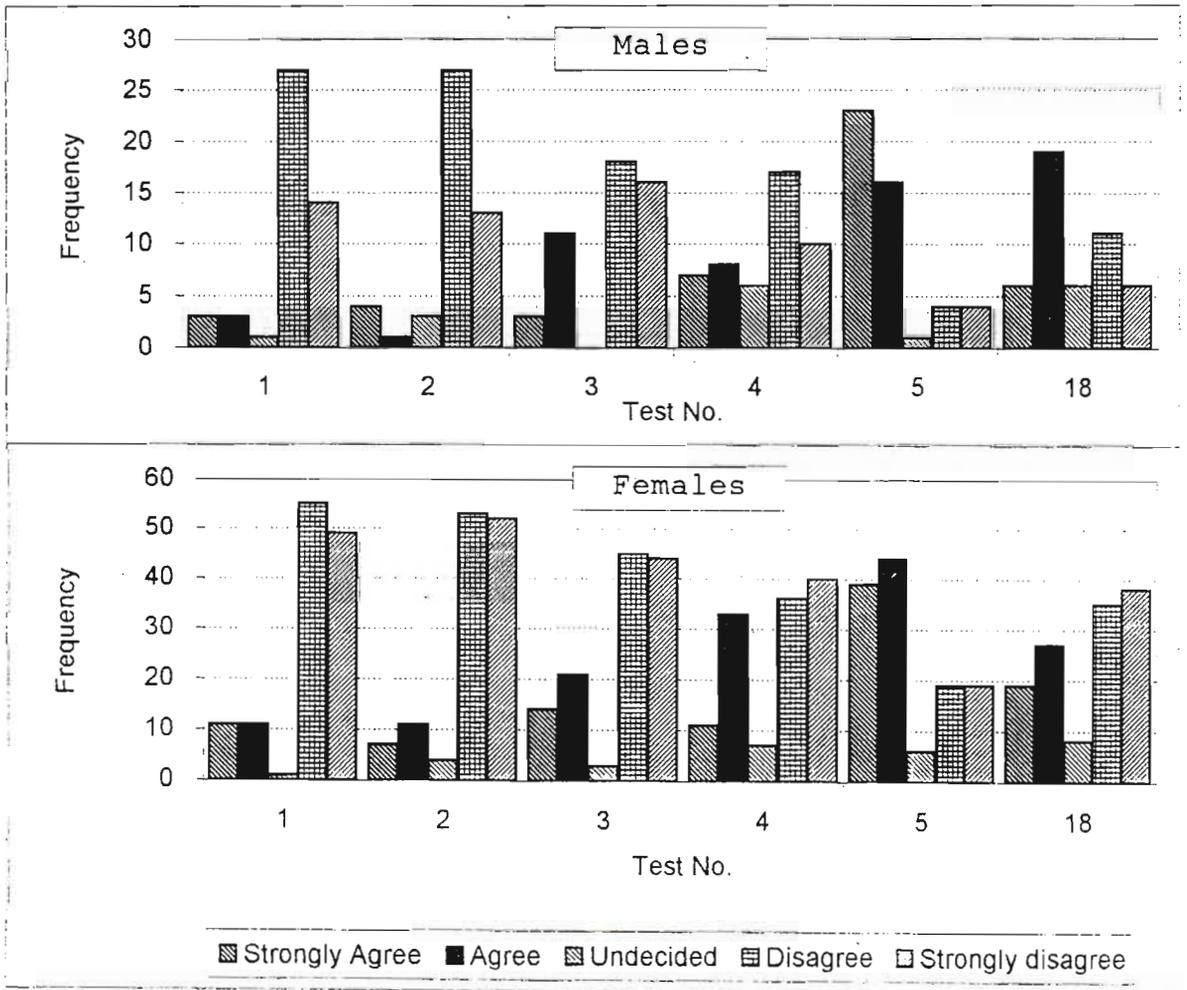


Figure 31: All parents' responses by gender - Positively stated

Table 29: All parents' responses by gender - Negatively stated

Test No.	Frequency - Males					Frequency - females					Total
	SA	A	U	D	SD	SA	A	U	D	SD	
6	15	26	2	4	1	40	44	5	29	9	175
7	20	17	4	4	3	45	38	6	20	18	175
8	4	4	2	19	19	17	23	5	45	37	175
9	16	20	2	8	2	30	32	9	33	23	175
10	16	17	2	11	2	20	35	10	31	31	175
11	12	17	4	9	6	17	28	20	22	40	175
12	8	7	8	14	11	48	24	10	25	20	175
13	5	8	1	26	8	39	33	5	37	13	175
14	4	21	7	10	6	12	23	16	35	41	175
15	5	6	7	18	12	28	32	9	35	23	175
17	7	17	3	16	5	31	49	6	20	21	175
19	6	15	5	18	4	41	43	5	29	9	175
20	4	3	4	15	22	26	21	14	32	34	175
21	26	13	2	2	5	54	34	11	10	18	175

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

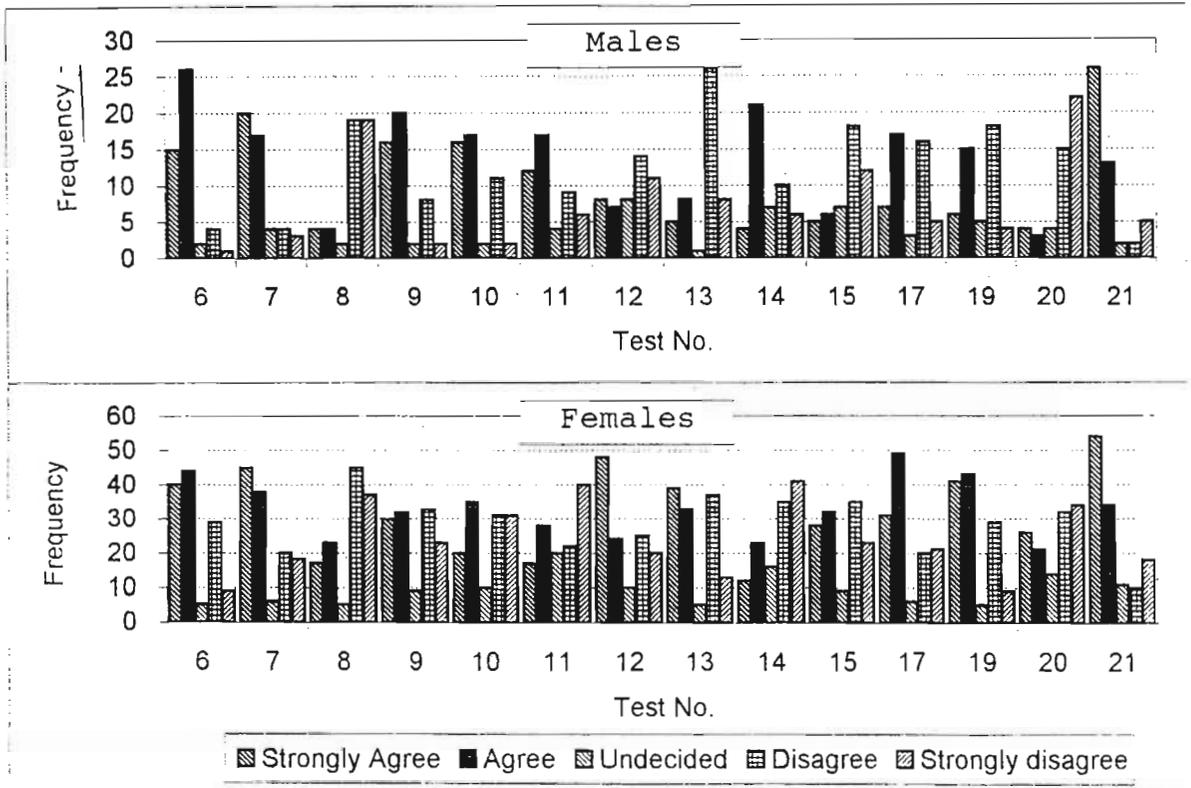


Figure 32: All parents' responses by gender - Negatively stated

Table 30: Parents' responses by occupation - Positively stated

Test No.	Frequency - Unskilled						Frequency - Semiskilled						Frequency - Professional					Total
	SA	A	U	D	SD		SA	A	U	D	SD		SA	A	U	D	SD	
1	32	27	1	3	3		25	9	0	13	4		13	26	1	10	8	175
2	32	24	2	4	4		19	11	2	2	4		24	31	3	7	6	175
3	31	20	1	8	6		19	6	1	4	8		13	28	1	20	9	175
4	26	18	6	10	6		20	3	3	4	10		10	19	7	25	8	175
5	29	19	4	7	7		14	11	1	2	12		20	24	2	14	9	175
18	20	8	2	17	19		1	12	3	4	19		4	26	8	21	11	175

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

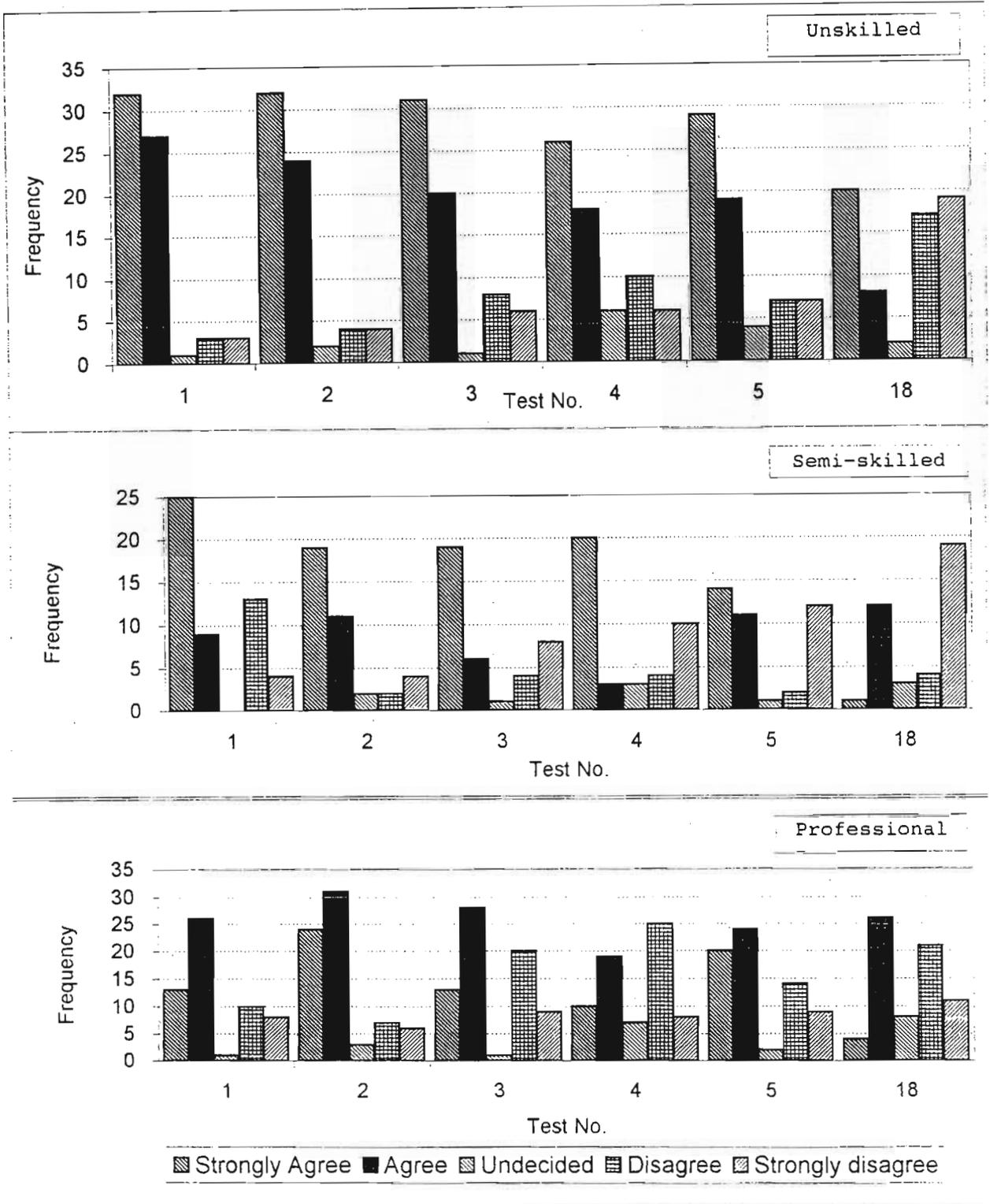


Figure 33: Parents' responses by occupation - Positively stated

Table 31: Parents' responses by occupation - Negatively stated

Test No.	Frequency - Unskilled					Frequency - Semiskilled					Frequency - Professional					Total
	SA	A	U	D	SD	SA	A	U	D	SD	SA	A	U	D	SD	
6	5	12	2	19	28	6	1	1	11	19	6	15	5	30	15	175
7	6	6	8	17	31	10	2	2	12	12	6	16	3	23	21	175
8	7	10	1	21	27	8	4	3	15	10	7	14	3	28	17	175
9	12	17	6	15	16	8	10	4	11	7	6	17	2	22	22	175
10	15	15	6	15	15	12	8	4	9	5	8	20	4	24	15	175
11	25	9	9	8	15	16	5	11	8	0	8	18	10	20	13	175
12	29	10	5	10	12	16	10	5	5	5	12	17	10	16	13	175
13	25	18	1	14	8	12	4	2	19	1	11	12	1	32	15	175
14	27	14	7	9	9	16	6	4	9	3	9	19	10	27	6	175
15	21	11	3	17	14	12	4	2	11	11	5	17	12	21	14	175
17	19	16	4	10	17	16	5	1	12	4	10	37	5	16	3	175
19	23	15	4	17	7	15	8	3	10	2	10	35	4	20	2	175
20	9	8	8	17	24	11	2	0	15	10	12	11	10	18	20	175
21	9	1	7	15	34	7	2	1	11	17	10	10	6	18	27	175

Key: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree

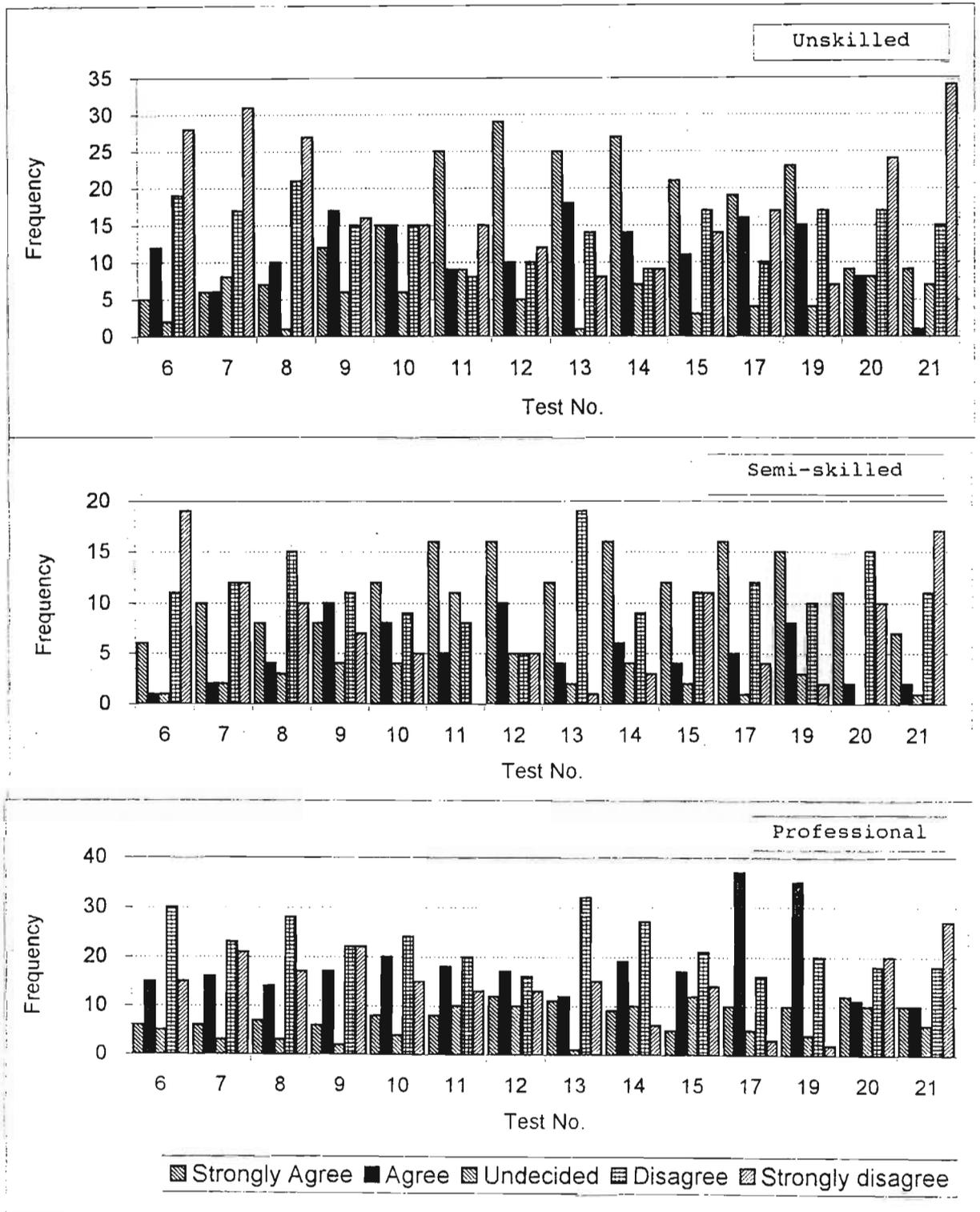
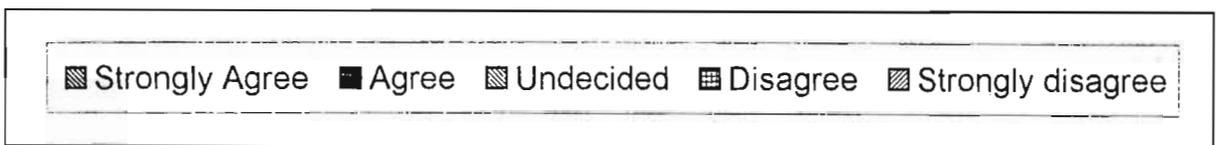


Figure 34: Parents' responses by occupation - Negatively stated

These frequency tables have been produced to arrange data for more meaning. Frequency tables were used to generate histograms on all question item responses stated above. These compound bar graphs have been developed as visual graphic representations of plotting numerical information to tabulate responses and to offer a fresh perspective on the data as well as to keep a record of raw scores. These graphic representations of frequencies were made through the Quattro Pro spreadsheet programme, (Quattro Pro, Version 2.0, 1990 and Quattro Pro, Version 4.0, 1992) and then converted to Microsoft Excel before printing.

The following shows the bar graph frequency distribution offering features of printed spreadsheet data in an elegant format that is easy to read and understand:



The statistical analysis was performed on the Statistical Package for Social Sciences package (SPSS). Because the SPSS produces voluminous output, a print-out of the complete run is available in the Educational Psychology Department. In the discussion of results only those questions which produced statistical significance will be mentioned.

4.5 Statistical analysis of data

Because the data contained several classification factors, it was necessary to run a crosstabulation on raw data, to investigate differences across gender, age and school standard for students; gender, age and position for teachers, as well as gender, age, whether literate or semi-literate for parents.

The crosstabulation has been established by setting up frequency distributions of one variable against another variable in order to explore the relationship between the variables, and tables have been generated.

Overall responses from parents, teachers and students have not been crosstabulated because the question items could not be directly compared as these question items on the questionnaires are not strictly the same and apparently reflect attitudes towards different issues.

For the purpose of data analysis, categories have been combined, i.e. ***strongly agree*** with ***agree***; ***strongly disagree*** with ***disagree***, as no purpose was served by maintaining these separate categories, but ***undecided*** remained unaltered.

To find the significance of differences among subjects that fall into different categories, the chi-squared test (χ^2) was used.

The chi-square (χ^2) statistical test was applied to examine further links in the data. This was used in order to determine the significance of the differences in the various categories within the sample population, namely; gender, age, school standard for students; gender, age, position for teachers as well as gender, age, whether literate or semi-literate for parents. As data tended to have numerous categories, and because of further data, more especially on the parents, the researcher decided to reorganize the provisional category, 'parents' occupation' has been dropped for 'whether literate or semi-literate' instead. 'Parents' occupation' and 'literate or semi-literate' categories seem to overlap. Skill levels according to the Paterson Method of Job Evaluation (Paterson System, 1995) are indicated by education, training and experience. Occupation is coupled with literacy or semi-

literacy as structured authority (the right to command) and sapiential authority (the right to be heard by reason of expertise) rests on the number of years one has been exposed to education and training in a certain skill.

All figures and tables are included in the presentation of data, as a comprehensive analysis was undertaken that included all figures and tables which are a result of the questionnaires' response items. Only those tests which have significant variations between responses in relation to the variables under examination were considered meaningful and will be discussed below.

According to Kerlinger (1986), there is a recent trend of thought that advocates reporting on all the results regardless of the level of statistical significance. Some practitioners object to this practice and advocate the 0,05 and 0,01 significant levels. If the results do not make these grades, then they are not significant. For most social science research, 0,01 level of significance is a high level of certainty and one is not risking a wrong decision (or an error) in the analysis.

For the present study, the statistical level of significance was set between 0,01 and 0,05 grades which, are the conventionally accepted standards in social science.

The results of significant test items on attitudes have been arranged as follows: students, teachers and lastly, parents. Tables have been provided in order to arrange information for better understanding and easy reference when reading the discussion section.

4.5.1 Students' attitudes toward corporal punishment

Students' responses towards corporal punishment have been crosstabulated by age, by gender and by school standard.

4.5.1.1 Crosstabulation of students' responses by three age-groups

From the crosstabulation of students' responses by the age-groups, only two positively plotted items (4 and 15) reflected significant differences. Other than these items, all other items demonstrated no significant differences. Even after combining age-groups 1 and 2, to maintain two age-groups in order to increase the expected frequencies, still there was no change.

Table 32: Crosstabulation of students - age

<i>Item 4: Corporal punishment is good for discipline</i>							
AGE	COUNT	SA	A	U	D	SD	ROW TOTAL
<15	1	1	1	4	3	1	10
15-20	2	40	50	21	103	63	277
>20	3	5	11	2	23	32	73
Column total		46	62	27	129	96	360
Chi-square		D.F.	Significance		Min. E.F.	Cells with E.F. < 5	
30.89584		8	0.0001		0.750	5 of 15 (33,3%)	
Number of missing observations			=		0		

Table 32 provides the results of the crosstabulation of students' responses by three age-groups (less than 15 years, between 15 and 20 years, and more than 20 years) for item 4. The young and older groups of students tend to disagree that corporal punishment is good for discipline, while the middle group of students was split in opinion, occupying both extremes of agreement and disagreement. The younger group might have been influenced by the new trend of thought, that corporal punishment is child abuse, as Simmons (1991) stipulates that it is the young children who receive blows rather than the tough pupils. The older group of

students might be those who have witnessed the changes in the professional conduct of some of the teachers and now are vocal when they feel dissatisfied.

Table 33: Crosstabulation of students - age

<i>Item 15: I prefer corporal punishment to manual work as punishment</i>							
AGE	COUNT	SA	A	U	D	SD	ROW TOTAL
<15	1	2	0	6	1	1	10
15-20	2	52	72	57	64	32	277
>20	3	13	18	9	19	14	73
Column total		67	90	72	84	47	360
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
16.48843		8	0.0359	1.306	5 of 15 (33,3%)		
Number of missing observations = 0							

Table 33 provides the results for item 15. When students were allowed to choose between corporal punishment and manual work as punishment, the younger and the middle group of students tend to prefer corporal punishment and the older group has split opinion and occupy both extremes of agreement and disagreement. The results might have been influenced by the notion that manual work is time-consuming when compared with corporal punishment which is quick and allows the child to be in class and does not miss some of his lessons (Cumming *et al.* 1981). In one of the target schools, in an urgent meeting summoned on 29 May 1996, teachers expressed their shocking experience. Student-offenders who were sent out to clean the yard ended up fighting with spades and those who were sent to cut grass were nearly bitten by a poisonous snake (personal communication with the PTSA chairperson, May 1996).

4.5.1.2 Crosstabulation of students' responses by gender

After the crosstabulation was run of students' responses by gender (male and female), nine items reflected significant differences (seven positively plotted - 1, 3, 4, 8, 12, 15, 17, and two negatively plotted - 6, 9).

Table 34: Crosstabulation of students - gender (male/female)

<i>Item 1: Corporal punishment should be used in schools</i>						
GENDER	SA	A	U	D	SD	TOTAL
Males	51	45	14	38	32	180
Females	40	24	19	61	36	180
Column total	91	69	33	99	68	360
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
14.05728	4	0.0071	16.500	None		
Number of missing observations = 0						

Table 34 provides the results of the crosstabulation of students' responses by gender (male and female) for item 1. The males tend to agree that corporal punishment should be used in schools, while female students tend to disagree. For the female students to disagree might be influenced by the knowledge of the past regulations wherein corporal punishment was prohibited for girls, but despite the regulations, they were caned as well (Holdstock, 1987). It might also happen that some females have witnessed or experienced caning from some teachers who misuse their rights. Depending on whether the headmaster likes the child or how much he has had to drink, the child was subjected to the cane (Van Kuik, 1993). Some female students also have suffered or observed sexual abuse by male teachers (Miller, 1992), to the extent of being pregnant (Mokoena, 1995).

Table 35: Crosstabulation of students - gender (male/female)

<i>Item 3: Corporal punishment should be given to males only</i>						
GENDER	SA	A	U	D	SD	TOTAL
Males	125	42	7	6	0	180
Females	79	59	23	7	12	180
Column total	204	101	30	13	12	360
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
33.84419	4	0.0000	6.000	None		
Number of missing observations = 0						

Table 35 provides the results for item 3. When students were asked to indicate whether corporal punishment should be given to males only, male and female students decisively agreed that corporal punishment should be given to males only. Brophy and Good (1974) states that the above finding is not attributed to discrimination against boys. The reason is that boys are more active and assertive and are often being criticized and warned for misbehaviour than girls. The results might be influenced by the regulations by the past education department where caning was for boys only. The response is an attempt to justify caning for boys and to imply that they are not discriminated against.

Table 36: Crosstabulation of students - gender (male/female)

<i>Item 4: Corporal punishment is good for discipline</i>						
GENDER	SA	A	U	D	SD	TOTAL
Males	25	38	11	69	37	180
Females	21	24	16	60	59	180
Column total	46	62	27	129	96	360
Chi-square	D.F.	Significance		Min. E.F.	Cells with E.F. < 5	
10.10462	4	0.0387		13.500	None	
Number of missing observations = 0						

Table 36 provides the results for item 4. When students were asked to indicate if corporal punishment is good for discipline, males and females were decisively negative. This might have been influenced by the modern trend of thought as one would hear students referring to 'Childline' in connection with child abuse. The professional conduct of some of the teachers is questionable, no sensible person can subject himself to be humiliated by a person who is not worth the respect. Some teachers have played a part in demeaning the status of their profession (Pityana, 1994).

Table 37: Crosstabulation of students - gender (male/female)

<i>Item 8: Corporal punishment should be inflicted to protect the weak and young against the stronger and older pupils</i>						
GENDER	SA	A	U	D	SD	TOTAL
Male	28	37	30	54	31	180
Female	40	34	20	39	47	180
Column total	68	71	50	93	78	360
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
9.94581	4	0.0414	25.000	None		
Number of missing observations = 0						

Table 37 provides the results for item 8. When students were asked to indicate if corporal punishment should be inflicted to protect the weak and young against the stronger and older pupils, male students tend to disagree and female students were split in opinion, occupying both extremes of agreement and disagreement. The reason for this attitude might be that the respondents are no longer young, so they no longer have fears of being bullied. It is common experience that the weak and young turn to the teachers for protection. They look to the teachers for a protective response and this cannot be overlooked in any discussion of the role of the teacher. Those females who agree to the statement might be those who have experienced protection from the teachers or are still under the protection of teachers whenever they are threatened by those students who like bullying.

Table 38: Crosstabulation of students - gender (male/female)

<i>Item 12: Students like teachers who use corporal punishment</i>						
GENDER	SA	A	U	D	SD	TOTAL
Male	67	58	28	13	14	180
Female	55	46	21	30	28	180
Column total	122	104	49	43	42	360
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
14.95254	4	0.0048	21.000	None		
Number of missing observations = 0						

Table 38 provides the results for item 12. The view that students like teachers who use corporal punishment is supported by both male and female students. This may be attributed to the reality that it is not every student that is caned at school but only a few. It is sometimes the same student who is beaten regularly (Smith, 1985). Love and cane are conflicting concepts (Holdstock, 1985). The high level of undecided or neutral responses by both male and female students seems to have been caused by lack of understanding of the motive behind this item.

Table 39: Crosstabulation of students - gender (male/female)

<i>Item 15: I prefer corporal punishment to manual work as punishment</i>						
GENDER	SA	A	U	D	SD	TOTAL
Male	36	55	34	44	11	180
Female	31	35	38	40	36	180
Column total	67	90	72	84	47	360
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
18.52815	4	0.0010	23.500	None		
Number of missing observations = 0						

Table 39 provides the results for item 15. The view that students prefer corporal punishment to manual work as punishment is supported by male students and females tend to disagree. Females are not always victims of misbehaviour in the classroom (Brophy and Good, 1974).

Table 40: Crosstabulation of students - gender (male/female)

<i>Item 17: The slogan "Away with Corporal Punishment" should be abolished</i>						
GENDER	SA	A	U	D	SD	TOTAL
Male	56	34	18	36	36	180
Female	49	27	43	31	30	180
Column total	105	61	61	67	66	360
Chi-square	D.F.	Significance		Min. E.F.	Cells with E.F. < 5	
12.43444	4	0.0144		30.500	None	
Number of missing observations = 0						

Table 40 provides the results for item 17. The view that corporal punishment should be retained is supported by males and females. Corporal punishment should not be banned, not because of enjoyment in inflicting it but because of enforcing discipline amongst the blacks (Dintsi, 1995). Those who favour the statement might be males who, according to item 1, are not exposed to the sexual harassment by some teachers. The results for males are consistent with responses in item 1 where males reflect the same attitude, regardless of the wording of the question item. The females reflect different opinions from item 1. The results must be interpreted with caution with regards to the South African black child because, whilst culture keeps on emerging as an influence, moral decay amongst some teachers and students is also a problem. The view that corporal punishment cannot be totally prohibited in schools as some African children have been brought up in homes under the use of corporal punishment to stop disruptive behaviour (Mouly, 1982) overlooks the present situation and daily humiliating experiences of female

students that are abused by teachers at an early age, even before they could make decisions about their future.

Table 41: Crosstabulation of students - gender (male/female)

<i>Item 6: Corporal punishment shows hatred of teachers towards pupils</i>						
GENDER	SA	A	U	D	SD	TOTAL
Males	32	32	17	59	40	180
Females	45	43	27	37	28	180
Column total	77	75	44	96	68	360
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
13.24018	4	0.0102	22.000	None		
Number of missing observations = 0						

Table 41 provides the results for item 6. The males tend to disagree that corporal punishment shows hatred of teachers towards students, while females tend to agree. The males, dispute the perception that teachers show hatred when they cane students. This is a reflection of accepting the sanction. Females feel teachers show hatred when they cane students. These responses indicate males sticking to their opinion and females changing attitudes towards statements of the same meaning, for example, in item 12 females responded differently.

Table 42: Crosstabulation of students - gender (male/female)

<i>Item 9: Pupils hate a teacher who uses corporal punishment</i>						
GENDER	SA	A	U	D	SD	TOTAL
Males	14	13	15	81	57	180
Females	29	24	10	64	53	180
Column total	43	37	25	145	110	360
Chi-square	D.F.	Significance		Min. E.F.	Cells with E.F. < 5	
11.64139	4	0.0202		12.500	None	
Number of missing observations = 0						

Table 42 provides the results for item 9. Related to the above results, male and female students disagree that pupils hate a teacher who uses corporal punishment. This item is an alternative to item 12, where the male and female students decisively indicated that they like teachers who use the cane. This may also be attributed to the above, that in reality, it is not every student that is caned at school (Smith, 1985), but records sometimes reflect the same child being beaten regularly.

4.5.1.3 Crosstabulation of students' responses by school standard

When students' responses were crosstabulated by school standard (Std. 8, 9 and 10), it became apparent that quite a number of items reflected significant differences. Eleven items (seven positively plotted - 1, 2, 3, 8, 13, 17, 25, and four negatively plotted - 5, 7, 21, 24) reflected these significant differences.

Table 43: Crosstabulation of students - school standard

<i>Item 1: Corporal punishment should be used in schools</i>							
STANDARD	COUNT	SA	A	U	D	SD	TOTAL
Std. 8	1	29	24	19	25	23	120
Std. 9	2	35	15	7	39	24	120
Std. 10	3	27	30	7	35	21	120
Column total		91	69	33	99	68	360
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. <5		
18.18405		8	0.01989	11.000	None		
Number of missing observations = 0							

Table 43 provides the results for item 1. Std 8 students feel that corporal punishment should be used in schools; Std. 9 students disagreed and Std. 10 have a divided opinion on both extremes of agreement and disagreement. Std. 8 students might be the students who still need protection from the teachers as they have newly arrived and are experiencing life for the first time in the senior secondary school. Std. 9 students might be those who do not feel the need as they are not the youngest in the school. Std. 10 students have a split opinion; those agreeing are possibly prompted by a protective feeling for the young students in the school, while those who disagree might be influenced by the fact that they themselves no longer need any protection from the school (teachers). Bill (1997) in Knowles (1996) expresses the hope that members of parliament will stop thinking about the consequences of corporal punishment and think instead about innocent children whom teachers can do nothing to protect against bullies who administer far more physical punishment than was ever meted out officially.

Table 44: Crosstabulation of students - school standard

<i>Item 2: Corporal punishment should be given to both boys and girls (male and female students)</i>							
STANDARD	COUNT	SA	A	U	D	SD	TOTAL
Std. 8	1	27	15	19	40	19	120
Std. 9	2	35	14	4	37	30	120
Std. 10	3	22	23	9	37	29	120
Column total		84	52	32	114	78	360
Chi-square							
19.82067		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
		8	0.01104	10.667	None		
Number of missing observations = 0							

Table 44 provides the results for item 2. Std. 8, 9 and 10 tend to disagree that corporal punishment should be given to both male and female students. This is consistent with the regulations when caning was still allowed (Holdstock, 1985).

Table 45: Crosstabulation of students - school standard

<i>Item 3: Corporal punishment should be given to males only</i>							
STANDARD	COUNT	SA	A	U	D	SD	TOTAL
Std. 8	1	64	27	20	4	5	120
Std. 9	2	82	28	4	5	1	120
Std. 10	3	58	46	6	4	6	120
Column total		204	101	30	13	12	360
Chi-square							
30.23416		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
		8	0.00019	4.000	6 of 15 (40.0%)		
Number of missing observations = 0							

Table 45 provides the results of item 3. Students in all three classes, Std. 8, 9 and 10, are decisively agreed that corporal punishment should be given to males only. This reflects the lack of bias as this opinion was positively responded to by almost all the students. This might indicate that their support comes from an understanding that regulations formerly allowed caning of boys and not girls (Holdstock, 1985).

Table 46: Crosstabulation of students - school standard

<i>Item 8: Corporal punishment should be inflicted to protect the weak and young against the stronger and older pupils</i>							
STANDARD	COUNT	SA	A	U	D	SD	TOTAL
Std. 8	1	26	15	19	26	34	120
Std. 9	2	12	23	21	37	27	120
Std. 10	3	30	33	10	30	17	120
Column total		68	71	50	93	78	360
Chi-square							
26.49098		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
		8	0.00087	16.6675	None		
Number of missing observations = 0							

Table 46 provides the results of item 8. Std 8 and 9 students tend to disagree that corporal punishment should be inflicted to protect the weak and young against the stronger and older students. In this perspective the stronger and older students at senior secondary level are the Std. 10 students, but they tend to agree with the statement. One would expect a negative attitude towards the item. The reason for being positive would be that the Std. 10, because of mental maturity, view Std. 8 with some sympathy as the back-to-school campaign has resulted in greater variety of 'other age groups' being in the classroom than ever before.

Table 47: Crosstabulation of students - school standard

<i>Item 13. Students coming from schools where corporal punishment is used show good behaviour</i>							
STANDARD	COUNT	SA	A	U	D	SD	TOTAL
Std. 8	1	7	15	17	40	41	120
Std. 9	2	16	14	8	36	46	120
Std. 10	3	9	14	8	55	34	120
Column total		32	43	33	131	121	360
Chi-square		D.F.	Significance		Min. E.F.	Cells with E.F. < 5	
15.54018		8	0.04945		10.6675	None	
Number of missing observations = 0							

Table 47 provides the results of item 13. Students in all classes, Std. 8, 9 and 10, tend to disagree that students coming from schools where corporal punishment is used show good behaviour. This finding might be influenced by the view that it is actually hard to find a clear-cut definition for particular kinds of behaviour in schools (Mongon and Hart, 1985) and human behaviour cannot be predicted without specific reference to contextual circumstances (Wilkinson and Cave, 1987). There is a tendency of some people to condemn child behaviour which could be easily accepted by others and children are accused of undesirable behaviour because it is against our personal prejudices (Fontana, 1986). Schools at times condemn children's behaviour which is appropriate to their culture, ethnic or home setting, and judge it out of place in the classroom context (Wheldall and Glynn, 1986).

Table 48: Crosstabulation of students - school standard

<i>Item 17: The slogan, "Away with Corporal Punishment" should be abolished</i>							
STANDARD	COUNT	SA	A	U	D	SD	TOTAL
Std. 8	1	31	18	32	15	24	120
Std. 9	2	42	18	16	24	20	120
Std. 10	3	32	25	13	28	22	120
Column total		105	61	61	67	66	360
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
18.31692		8	0.01897	20.333	None		
Number of missing observations = 0							

Table 48 provides the results of item 17. All classes, Std. 8, 9 and 10, tend to agree that corporal punishment should be retained which, in reality, is what the slogan in the question item means. This concurs with Dintsi (1995) who insists that corporal punishment is for enforcing discipline among the blacks and warned people about the danger of adopting Western cultural standards and the perpetrators of "stop cane" and "child abuse" should not confuse and mislead the nation. The students might have been influenced by the lack of feasible and practical alternative sanction. There is a lot of theory in education about discipline which is not put into practice. Even in the case of corporal punishment there is no readily proven alternative to discipline and the change should have been gradual. A report from one principal in the area of research states that students on their own opted to be caned as they clearly stated that the discipline and results of that school would be greatly affected if corporal punishment is banned. Parents were then summoned to a meeting and it was resolved that caning should remain a disciplinary sanction, despite the law (personal communication).

Table 49: Crosstabulation of students - school standard

<i>Item 25: The students feel that teachers cane them with love</i>							
STANDARD	COUNT	SA	A	U	D	SD	TOTAL
Std. 8	1	31	20	12	27	30	120
Std. 9	2	32	23	11	29	25	120
Std. 10	3	27	41	15	27	10	120
Column total		90	84	38	83	65	360
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
20.46155		8	0.00872	12.667	None		
Number of missing observations = 0							

Table 49 provides the results for item 25. When students were asked to indicate if teachers cane them with love, there was a split opinion in Std. 8 and Std. 9, with their responses occupying both extremes of agreement and disagreement. It was only Std. 10 which had a decisive positive feeling that the roles of the teacher and that of the student in the classroom have been blurred through involvement of both parties in the struggle (Khumalo, 1996). The responses might also have been influenced by the type of teacher and the type of student in today's classroom. There are teachers who look at the child with total suspicion and low tolerance for any type of behaviour. Thompson (1975) points to the awareness of pupils that some teachers particularly lack the qualities which make them human; this concurs with Holdstock's (1985) observation on teachers.

Table 50: Crosstabulation of students - school standard

<i>Item 5: Corporal punishment causes drop-outs</i>							
STANDARD	COUNT	SA	A	U	D	SD	TOTAL
Std. 8	1	24	16	19	27	34	120
Std. 9	2	10	17	21	47	25	120
Std. 10	3	14	20	12	39	35	120
Column total		48	53	52	113	94	360
Chi-square		D.F.	Significance		Min. E.F.	Cells with E.F. < 5	
16.88419		8	0.03134		16.000	None	
Number of missing observations = 0							

Table 50 provides results for item 5. All classes (Std. 8, 9 and 10) decisively disagree that corporal punishment causes drop-outs. This contrasts with Holdstock's (1987) findings that several studies have reported on lowered self-esteem, a feeling of rejection, humiliation and depression, which may result in a child eventually leaving school permanently.

Table 51: Crosstabulation of students - school standard

<i>Item 7: Corporal punishment shows revenge by teachers towards pupils</i>							
STANDARD	COUNT	SA	A	U	D	SD	TOTAL
Std. 8	1	28	26	24	29	13	120
Std. 9	2	26	30	19	23	22	120
Std. 10	3	28	34	6	18	34	120
Column total		82	90	49	70	69	360
Chi-square		D.F.	Significance		Min. E.F.	Cells with E.F. < 5	
23.98783		8	0.00230		16.333	None	
Number of missing observations = 0							

Table 51 provides results for item 7. All classes (Std 8, 9 and 10) tend to agree that corporal punishment shows revenge by teachers towards pupils. This might be influenced by the remarks from some teachers when inflicting corporal punishment that they were caned while still at school and this has done no harm in any way. One such proponent is Wright (1989) who insists that most male teachers during those days had canes which were seldom used and no student was unjustly caned. This type of response is explained by Rust and Kinnard (1983) that, when studying the personality traits of teachers who often use corporal punishment, discovered that they were more likely to have been caned while still at school.

Table 52: Crosstabulation of students - school standard

<i>Item 21: Students feel unprotected in a school where corporal punishment is used</i>							
STANDARD	COUNT	SA	A	U	D	SD	TOTAL
Std. 8	1	16	24	21	24	35	120
Std. 9	2	28	30	10	30	22	120
Std. 10	3	13	32	10	37	28	120
Column total		57	86	41	91	85	360
Chi-square							
19.52276		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
		8	0.01230	13.667	None		
Number of missing observations = 0							

Table 52 provides results for item 21. Std. 8 and 10 students tend to disagree with the statement that students feel unprotected in a school where corporal punishment is used, while Std. 9 students tend to agree. The Std. 8 and Std. 10 students' results contrast with the view of Newell (1984) who maintains that in schools where corporal punishment is still used, pupils are the only sector that lacks legal protection against violence in schools. The Std. 9 students might have been influenced by the notion that regulations governing corporal punishment in South African schools (black) were not observed by teachers and there was no

supervision even by the departmental officials. This is confirmed by Van Kuik (1993).

Table 53: Crosstabulation of students - school standard

<i>Item 24: The use of corporal punishment causes school phobia (fear of attending school)</i>							
STANDARD	COUNT	SA	A	U	D	SD	TOTAL
Std. 8	1	11	11	16	35	47	120
Std. 9	2	19	15	3	45	38	120
Std. 10	3	8	15	11	48	38	120
Column total		38	41	30	128	123	360
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
17.97470		8	0.02142	10.000	None		
Number of missing observations = 0							

Table 53 provides results for item 24. Students in all classes tend to disagree with the statement that corporal punishment causes school phobia (fear of attending school). Beaten children tend to be alienated not only from the inflictor but also from the school (Westby, 1980); this view is rejected by the responses on this item.

4.5.2 Teachers' attitudes towards corporal punishment

Teachers' responses have been crosstabulated by age, by gender and by position.

4.5.2.1 Crosstabulation of teachers' responses by three age-groups

When comparing teachers by age, all items were not significant. The crosstabulation reflected no relationship thus no apparent difference was revealed.

4.5.2.2 Crosstabulation of teachers' responses by gender

From the crosstabulation of teachers' responses by gender (male and female), only negatively plotted item (item 6) reflected significant difference.

Table 54: Crosstabulation of teachers - gender (male/female)

<i>Item 6: Corporal punishment cannot be inflicted without creating anger on the teachers</i>						
GENDER	SA	A	U	D	SD	TOTAL
Males	1	13	6	4	2	26
Females	7	19	-	6	2	34
Column total	8	32	6	10	4	60
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
11.15667	4	0.0249	1.733	7 of 10 (70.0%)		
Number of missing observations = 0						

Table 54 provides results for item 6. Males and females tend to agree that corporal punishment cannot be inflicted without creating anger on the teachers. This is an indication of either their practical experience or their observation as teachers. This finding is consistent with Francis (1975) who has observed that caning a student happens when a teacher is least in a position to judge because of anger. Similarly, the results confirm the findings made by Holdstock (1985) that it is virtually impossible for a teacher to use the cane without feeling any anger.

4.5.2.3 Crosstabulation of teachers' responses by position

Testing the items against the position of teachers (assistants, heads of departments, deputy principals and principals), the results revealed no significant differences even after reducing the categories by combining the top management (heads of departments, deputy principals and principals) to form one category.

When teachers' responses were crosstabulated by age, by gender and by position, generally the items showed no significant differences. This might have been due to the small number (N = 60) of teachers in the sample to make chi-square sense. The deletion of the *undecided* category may have given more legal chi-square tables.

4.5.3 Parents' attitudes towards corporal punishment

Parents' responses have been crosstabulated by whether literate or semi-literate.

4.5.3.1 Crosstabulation of parents' responses by whether literate or semi-literate

From the crosstabulation of parents' responses by whether the parent is literate or semi-literate, the results reflected 19 items with significant differences. Five of these were positively plotted (1, 3, 4, 5, 18) and 14 were negatively plotted (6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19, 20, 21).

Looking at chi-squared values and the number of items which bear relationship when compared, it can be realised that these variables (literate and semi-literate) were the only variables in the study with more significant items.

Table 55: Crosstabulation of parents - literate and semi-literate

<i>Item 1: Corporal punishment is used at home</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	10	14	1	66	24	115
Semi-literate	2	4	-	1	11	39	60
Column total		14	14	2	82	63	175
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
36.99960		4	0.00000	0.686	4 of 10 (40.0%)		
Number of missing observations = 0							

Table 55 provides results for item 1. Both literate and semi-literate parents tend to disagree with the statement that corporal punishment is used at home. The responses might have been affected by such factors as fear of being linked with 'child abuse'. Some parents indicated before answering the questionnaires, that they did not want to be involved in political matters. They wanted to know if the research had any political implications. This finding contrasts with Durojaiye (1976) that corporal punishment is a customary sanction in the home.

Table 56: Crosstabulation of parents - literate and semi-literate

<i>Item 3: Corporal punishment teaches the child respect for authority</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	10	27	1	53	24	115
Semi-literate	2	7	5	2	10	36	60
Column total		17	32	3	63	60	175
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
33.78874		4	0.00000	1.029	2 of 10 (20.0%)		
Number of missing observations = 0							

Table 56 provides results for item 3. The literate parents are more on the negative side and believe that corporal punishment does not teach the child respect for authority. There are those among the literate who believe that corporal punishment teaches the child respect for authority. Semi-literate parents disagree with the statement. Blair *et al.* (1975) dispute these findings as they believe that corporal punishment teaches the child respect for authority. The positive responses on this statement might have been influenced by lack of stereotypes such as fear of being taken to be giving teachers exclusive powers to punish their children.

Table 57: Crosstabulation of parents - literate and semi-literate

<i>Item 4: Corporal punishment helps to suppress undesired behaviour permanently</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	11	39	13	37	15	115
Semi-literate	2	7	2	1	15	35	60
Column total		18	41	14	52	50	175
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5			
49.47361	4	0.00000	4.800	1 of 10 (10.0%)			
Number of missing observations = 0							

Table 57 provides results for item 4. The tendency with this table is that literate parents have both a positive and negative opinion on this statement. The semi-literate parents decisively disagree that corporal punishment helps to suppress undesired behaviour permanently. The responses with the literate parents might have been influenced by the belief that caning is a futile exercise, as it arrests unwanted behaviour without extinguishing it (Glavin, 1974), and some believe that corporal punishment is given with the hope that the unpleasant experience of caning will prevent misbehaviour (Durojaiye, 1976). With semi-literate parents, probably the responses would be different if there was an indication as to whom should punish their children. The fear might have been to give teachers exclusive powers to cane their children.

Table 58: Crosstabulation of parents - literate and semi-literate

<i>Item 5: Corporal punishment should be used at home</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	32	47	3	21	12	115
Semi-literate	2	30	13	4	2	11	60
Column total		62	60	7	23	23	175
Chi-square		D.F.	Significance		Min. E.F.	Cells with E.F. < 5	
19.89233		4	0.00052		2.400	2 of 10 (20.0%)	
Number of missing observations = 0							

Table 58 provides results for item 5. The literate and semi-literate parents both agree that corporal punishment should be used at home. The reason for these responses might have been that corporal punishment has been used by many adults in many African child-rearing patterns in the moral training of children in society (Durojaiye, 1976).

Table 59: Crsstabulation of parents - literate and semi-literate

<i>Item 18: Corporal punishment creates harmonious relations between teacher and pupil</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	11	38	12	37	17	115
Semi-literate	2	14	8	2	9	27	60
Column total		25	46	14	46	44	175
Chi-square		D.F.	Significance		Min. E.F.	Cells with E.F. < 5	
32.28781		4	0.00000		4.800	1 of 10 (10.0%)	
Number of missing observations = 0							

Table 59 provides results for item 18. The literate parents have a split opinion of agreement and disagreement. Semi-literate parents disagree that corporal punishment creates harmonious relations between teacher and pupil. With the semi-literate parents, the responses might have been influenced by the discussions they sometimes have with their children and the feeling their children have towards teachers because children are open with their parents. Those parents who agree might be having a mistaken observation and this could be ascribed to the pretence students sometimes have when they are in front of their teachers. The students are always inclined to please the adults at their expense because of the generation gap which breeds respect. Wilson (1971) warns that corporal punishment produces estrangement and enmity between the teachers and the taught.

Table 60: Crosstabulation of parents - literate and semi-literate

<i>Item 6: Corporal punishment is no longer used at home</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	24	57	5	24	5	115
Semi-literate	2	31	13	2	9	5	60
Column total		55	70	7	33	10	175
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
21.48880		4	0.00025	2.400	3 of 10 (30.0%)		
Number of missing observations = 0							

Table 60 provides results for item 6. Literate, as well as semi-literate parents, tend to agree with the statement that corporal punishment is no longer used at home. This clearly suggests that their responses have been influenced by their responses on the previous items, which indicate that corporal punishment is no longer used at home. Parents have abdicated the responsibility which was vested in them, that of discipline. Parents might have developed fear of disciplining their children and left everything to the teachers (Maeroff, 1982). The responses might have been influenced by the rising tide of social concern on the violation of children's individual rights and thought that this item might have been directed to them as a 'catch'. The most peaceful home is the one where parents do not rely on physical forms of discipline (Leach, 1993).

Table 61: Crosstabulation of parents - literate and semi-literate

<i>Item 7: Corporal punishment is tantamount to direct attack of pupils by teachers (assault)</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	35	43	6	20	11	115
Semi-literate	2	30	12	4	4	10	60
Column total		65	55	10	24	21	175
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5			
12.96671	4	0.01144	3.429	1 of 10 (10.0%)			
Number of missing observations = 0							

Table 61 provides results for item 7. Literate as well as semi-literate parents decisively agreed that corporal punishment is tantamount to direct attack of pupils by teachers (assault). This might have been influenced by the knowledge that corporal punishment has not been supervised by the past education department officials. Dachs (1990) has evidence that corporal punishment in schools is not under rigorous control required in the regulations. Some principals have admitted that they are unable to control the use of corporal punishment in their schools (Rice, 1986), and also departmental officials admit the lack of proper control over the use of corporal punishment in schools (Bot, 1985). Corporal punishment is just condoning official assault of young children by teachers (Westby, 1980). This is an indication that official as well as unofficial caning was carried out in schools.

Table 62: Crosstabulation of parents - literate and semi-literate

<i>Item 8: Corporal punishment is a form of child abuse</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	12	23	6	46	28	115
Semi-literate	2	9	4	1	18	28	60
Column total		21	27	7	64	56	175
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
13.68655		4	0.00837	2.400	2 of 10 (20.0%)		
Number of missing observations = 0							

Table 62 provides results for item 8. Literate and semi-literate parents are decisively disagreed that corporal punishment is a form of child abuse. The finding is against Gorton's (1983) view that corporal punishment holds considerable potential for child abuse, and Holdstock (1985) describes corporal punishment as legalized child abuse, which in fact, according to Van Kuik (1993), is assault. Dintsi (1995) disagrees that corporal punishment is a form of child abuse more especially to the black child, and is quite against child abuse programmes in TV's Newsline.

Table 63: Crosstabulation of parents - literate and semi-literate

<i>Item 9: Teachers use corporal punishment to vent their anger</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	31	42	6	25	11	115
Semi-literate	2	15	10	5	16	14	60
Column total		46	52	11	41	25	175
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
11.53800		4	0.02114	3.771	1 of 10 (10.0%)		
Number of missing observations = 0							

Table 63 provides results for item 9. Literate parents tend to agree that corporal punishment is used by teachers to vent their anger while semi-literate parents tend to disagree. The opinion of the semi-literate parents is supported by Elrod and Terrell (1991), while the opinion of the literate parents is supported by Holdstock (1985) and Francis (1975) that caning happens when the teacher is least in a position to judge because of anger. The semi-literate parents' responses might have been influenced by the respect they have for teachers.

Table 64: Crosstabulation of parents - literate and semi-literate

<i>Item 10: Teachers assault students in the name of corporal punishment</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	21	40	8	34	12	115
Semi-literate	2	15	12	4	8	21	60
Column total		36	52	12	42	33	175
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
20.72106		4	0.00036	4.114	1 of 10 (10.0%)		
Number of missing observations = 0							

Table 64 provides results for item 10. Literate parents tend to agree that teachers assault students in the name of corporal punishment. Semi-literate parents are split in their response. The literate parents, because of the knowledge of regulations on corporal punishment are able to distinguish between a considerable and approved punishment and assault. Law courts have found some of the principals and teachers guilty of assaulting students (Dachs, 1990). Some of the semi-literate parents might be ignorant of the law and the legal procedures (Holdstock, 1987), whereas others might be aware of the indiscriminate use of caning or might nurse fears of talking about teachers which is a sin in the rural areas because the teachers are treated with much respect.

Table 65: Crosstabulation of parents - literate and semi-literate

<i>Item 11: Children are not protected by law against teacher abuse</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	20	38	14	26	17	115
Semi-literate	2	9	7	10	5	29	60
Column total		29	45	24	31	46	175
Chi-square	D.F.	Significance		Min. E.F.	Cells with E.F < 5		
29.14386	4	0.00001		8.229	None		
Number of missing observations = 0							

Table 65 provides results for item 11. Literate parents tend to agree with the statement that children are not protected by law against teacher abuse. This response could be ascribed to the knowledge of the regulations and the experience some of the teachers have been exposed to. Regulations on corporal punishment have not been adhered to (Bot, 1985), have been fragrantly ignored and seldom enforced by educational authorities (Van Kuik, 1993).

For the semi-literate parents to disagree might be ascribed to the lack of knowledge about the regulations. Many parents are ignorant of how the school operates (Dachs, 1990).

Table 66: Crosstabulation of parents - literate and semi-literate

<i>Item 12: Younger children always fall victims where corporal punishment is used in schools</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	20	38	14	26	17	115
Semi-literate	2	9	7	10	5	29	60
Column total		29	45	24	31	46	175
Chi-square		D.F.	Significance		Min. E.F.	Cells with E.F. < 5	
26.20045		4	0.00003		6.171	None	
Number of missing observations = 0							

Table 66 provides results for item 12. The literate parents tend to agree that younger children always fall victims where corporal punishment is used in schools. The younger children are not vocal to protect themselves against victimization. Simmons (1991) expresses the view that it is usually the very young children who receive the blows (caning) rather than the tough ones. The young children have not yet fully conceptualized the consequences of the breach of regulations and may not regard caning as a threat, thus will always fall victims (Hobson, 1986). Pupils have a problem in sitting quietly for a long time, doing nothing (Jarolimek and Foster, 1976). Semi-literate parents tend to disagree; this might have been influenced by the notion that the child is also born with potential for evil which has to be controlled and regulated through corporal punishment (Gunter, 1983), and penalty is necessary to support the rules (Musaazi, 1982).

Table 67: Crosstabulation of parents - literate and semi-literate

<i>Item 13: Parents accept the use of corporal punishment on their children through ignorance</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	16	30	4	49	16	115
Semi-literate	2	28	11	2	14	5	60
Column total		44	41	6	63	21	175
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
22.92981		4	0.00013	2.057	2 of 10 (20.0%)		
Number of missing observations = 0							

Table 67 provides results for item 13. Literate parents tend to disagree that parents accept the use of corporal punishment on their children through ignorance while semi-literate parents tend to agree. The negative response on this statement could be expected from literate parents as they tend to know the regulations and thus are at an advantage of knowing how the school operates and have indicated some concern.

There is a tendency among the semi-literate parents of not being prepared to involve themselves in school matters. Their responses of agreement to the statement could be expected, as some indicated at the beginning of the meeting that they are not teachers to be involved in answering questions pertaining to school matters. This finding concurs with Dach's (1990) view that much of the corporal punishment meted out in schools violates the regulations, and many parents are ignorant because they do not even know the regulations.

Table 68: Crosstabulation of parents - literate and semi-literate

<i>Item 14: Parents do not query corporal punishment in case their children's grades would suffer through victimisation</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	7	38	17	38	15	115
Semi-literate	2	9	6	6	7	32	60
Column total		16	44	23	45	47	175
Chi-square	D.F.	Significance		Min. E.F.	Cells with E.F. < 5		
43.27709	4	0.00000		5.486	None		
Number of missing observations = 0							

Table 68 provides results for item 14. Literate as well as semi-literate parents tend to disagree that parents do not query corporal punishment in case their children's grades would suffer through victimization. These responses might reflect a fear of being seen as being against teachers and parents' fear of being involved in school matters. Parents are reluctant to be involved in school matters because of the backlash on their children (Westby, 1980). This contrasts with what Loubser (1994) has observed, that parents often keep quiet, because they fear that their children's grades would suffer.

Table 69: Crosstabulation of parents - literate and semi-literate

<i>Item 15: Through corporal punishment, pupils imitate the behaviour of teachers as inflictors of violence</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	11	31	13	43	17	115
Semi-literate	2	22	7	3	10	18	60
Column total		33	38	16	53	35	175
Chi-square	D.F.	Significance		Min. E.F.	Cells with E.F. < 5		
31.47339	4	0.00000		5.486	None		
Number of missing observations = 0							

Table 69 provides results for item 15. Literate parents tend to disagree that through corporal punishment pupils imitate the behaviour of teachers, as inflictors of violence, while semi-literate parents tend to agree with the stated item. Literate parents might have responded negatively because of their exposure to media reports and television programmes where there is daily exposure of children to violence. Violence is the life-blood of much media reporting throughout the country (Hicks, 1988). The semi-literate parents pointed out that there is truth in the statement. Their opinion is consistent with Leach (1993), who cites that there is a positive association between corporal punishment and pupils' tendency to resort to physical violence, the teacher unknowingly serves as a model of aggressive violent behaviour. Corporal punishment in schools acts as an incitement to rebellion (Holdstock, 1987).

Table 70: Crosstabulation of parents - literate and semi-literate

<i>Item 17: Corporal punishment strains relationships between teacher and pupil</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	16	55	6	28	10	115
Semi-literate	2	22	11	3	8	16	60
Column total		38	66	9	36	26	175
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
30.92200		5	0.00001	0.343	3 of 12 (25.0%)		
Number of missing observations = 0							

Table 70 provides results for item 17. Both literate and semi-literate parents agree that corporal punishment strains relationships between teacher and pupil. The semi-literate parents' response on the statement is consistent with their response in item 18 which is an alternative statement while the literate parents' response is contradicting their response in item 18. This finding is confirmed by Wilson (1971)

who says that corporal punishment produces estrangement and enmity between the teacher and the pupil.

Table 71: Crosstabulation of parents - literate and semi-literate

<i>Item 19: Students feel threatened when corporal punishment is used at school</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	17	49	6	36	7	115
Semi-literate	2	30	9	4	11	6	60
Column total		47	58	10	47	13	175
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
30.70382		4	0.00000	3.429	2 of 10 (20.0%)		
Number of missing observations = 0							

Table 71 provides results for item 19. Both literate and semi-literate parents agree that students feel threatened when corporal punishment is used at school. The findings are consistent with Van Kuik (1993) who stated that many studies have proved that physical force creates fear, and increased fear generates fear of school and teachers. Fear resulting from corporal punishment leads to an unhealthy mind causing the child to be less attentive and less prone to reason (Cole and Hall, 1970).

These responses are mostly true for the parents regardless of the level of education. Some parents would rather remove their children from school where corporal punishment is excessively and indiscriminately used.

Table 72: Crosstabulation of parents - literate and semi-literate

<i>Item 20: Parents should campaign for the banning of corporal punishment in the South African constitution</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	15	20	16	33	31	115
Semi-literate	2	15	4	2	14	25	60
Column total		30	24	18	47	56	175
Chi-square		D.F.	Significance		Min. E.F.	Cells with E.F. < 5	
15.12168		5	0.00986		0.343	2 of 12 (16.7%)	
Number of missing observations = 0							

Table 72 provides results for item 20. Both literate and semi-literate parents disagree that parents should campaign for the banning of corporal punishment in the South African constitution. The findings of the study suggest that parents would have corporal punishment retained. Dach's (1990) view is that some parents support the use of corporal punishment, others support it out of ignorance.

Table 73: Crosstabulation of parents - literate and semi-literate

<i>Item 21: Corporal punishment should be banned both at home and at school</i>							
Parent	Count	SA	A	U	D	SD	TOTAL
Literate	1	44	37	10	10	14	115
Semi-literate	2	36	10	3	2	9	60
Column total		80	47	13	12	23	175
Chi-square		D.F.	Significance		Min. E.F.	Cells with E.F. < 5	
10.22436		4	0.03681		4.114	2 of 10 (20.0%)	
Number of missing observations = 0							

Table 73 provides results for item 21. Both literate and semi-literate parents agree that corporal punishment should be banned both at home and at school. This item is related to item 20 where parents responded negatively. Their positive response here suggests that they do not favour corporal punishment either at home or at school. It might happen that due to the unsatisfactory wording of this item (double-barrelled), respondents invariably could not decide precisely as it had two variables "home" and "school". Leach (1993) indicates that governmental commissions in Australia and United States have each given priority to ending physical punishment both in schools and homes in order to curb violence in society.

4.5.4 Literate parents' attitudes towards corporal punishment

Literate parents' responses have been crosstabulated by age and by gender.

4.5.4.1 Crosstabulation of literate parents' responses by three age-groups

From the crosstabulation of literate parents' responses by three age-groups (less than 30 years, between 30 and 40 years and more than 40 years), only two negatively plotted items (6 and 11) reflected some significant differences. Other than these two items, all other items were not significant.

Table 74: Crosstabulation of literate parents - by age

<i>Item 6: Corporal punishment is no longer used at home</i>							
Age	Count	SA	A	U	D	SD	TOTAL
< 30 years	1	-	9	4	3	1	17
30 - 40 years	2	14	22	1	11	2	50
> 30 years	3	10	26	-	10	2	48
Column total		24	57	5	24	5	115
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5			
22.65445	8	0.0038	0.739	8 of 15 (53.3%)			
Number of missing observations = 0							

Table 74 provides results for item 6. The tendency in this table is that younger parents tend to agree with the item while the middle-aged and older parents tend to disagree with the statement that corporal punishment is no longer used at home. The younger parents might be expressing the feeling that some parents are over-protective, or have developed fear of disciplining their children, and leave everything to the teachers who have been entrusted with the responsibility of educating the pupil (Griessel *et al.*, 1986). But Maeroff (1982), on the other hand, has observed that parents have abdicated their responsibility of discipline. That corporal punishment is still used at home is consistent with Rubin's (1980) view that since corporal punishment is used at home, children regard it as a customary sanction.

Table 75: Crosstabulation of literate parents - by age

<i>Item 11: Children are not protected by law against teacher abuse</i>							
Age	Count	SA	A	U	D	SD	TOTAL
< 30 years	1	7	3	-	2	5	17
30 - 40 years	2	9	12	10	15	4	50
> 30 years	3	4	23	4	9	8	48
Column total		20	38	14	26	17	115
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
25.18326		8	0.0014	2.070	4 of 15 (26.7%)		
Number of missing observations = 0							

Table 75 provides results for item 11. The younger parents are in the two extremes, some agreeing and some disagreeing. Those who agree might be those who detest corporal punishment and who might have actually experienced caning and might have been involved explicitly or implicitly in the struggle. Those who disagree might be those who have not been exposed to corporal punishment because they were not victims. Not every child is caned and not every child whose behaviour is questionable (Wright, 1989). The older parents in the middle, might be those parents who did not even know the regulations governing corporai

punishment. There is growing evidence that many parents are ignorant of how the school operates as they do not even know the regulations (Dachs, 1990). Even if there was protection in the regulations, it was as good as not there, though they appeared in the statutes. The disregard and lack of supervision rendered the regulations invalid.

4.5.4.2 Crosstabulation of literate parents' responses by gender

From the crosstabulation of literate parents' responses by gender (male or female), only four negatively plotted items (8, 10, 20, 21) reflected some significant relationship.

Table 76: Crosstabulation of literate parents - by gender (male/female)

<i>Item 8: Corporal punishment is a form of child abuse</i>						
Gender	SA	A	U	D	SD	TOTAL
Males	3	4	2	15	16	40
Females	9	19	4	31	12	75
Column total	12	23	6	46	28	115
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
9.84574	4	0.0431	2.087	3 of 10 (26.7%)		
Number of missing observations = 0						

Table 76 provides results for item 8. Although several of the cells on the table have small expected frequencies, the overall pattern of the table appears that males are relatively more likely to disagree with the statement that corporal punishment is a form of child abuse. Females are split in opinion. This may be attributed to the shift in the way of thought from the cane which Durojaiye (1976) maintains is an African child-rearing pattern and has been used in the moral training of children. The reason for disagreement among the males might be attributed to the fact that the father (man) as the virtual head of the African kraal, is the one who should cane children.

It has been his right, which is now very much questioned by the proponents of "child abuse".

Table 77: Crosstabulation of literate parents - by gender (male/female)

<i>Item 10: Teachers assault students in the name of corporal punishment</i>						
Gender	SA	A	U	D	SD	TOTAL
Males	14	13	2	10	1	40
Females	7	27	6	24	11	75
Column total	21	40	8	34	12	115
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
13.97353	4	0.0074	2.783	2 of 10 (20.0%)		
Number of missing observations = 0						

Table 77 provides results for item 10. This table has also several cells with only small expected frequencies, but again the overall tendency of the table is that females are relatively more likely than males to agree with the statement that teachers assault students in the name of corporal punishment. Females (mothers) have a tendency of being protective and are always getting reports from school through their children. According to Simmon (1991) teachers in schools use force in the name of corporal punishment, but when students turn around and do the same, it quickly becomes assault. There is evidence from law courts that certain principals and teachers have been found guilty of assaulting students (Dachs, 1990).

Table 78: Crosstabulation of literate parents - by gender (male/female)

<i>Item 20: Parents should campaign for the banning of corporal punishment in the South African constitution</i>						
Gender	SA	A	U	D	SD	TOTAL
Males	3	3	4	9	21	40
Females	12	17	12	24	10	75
Column total	15	20	16	33	31	115
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
21.23630	4	0.0003	5.217	None		
Number of missing observations = 0						

Table 78 provides results for item 20. This table has also several cells with only small expected frequencies. This explanation applies to several of the question items.

Males tend to disagree with the statement that parents should campaign for the banning of corporal punishment, but females tend to agree. The males would love corporal punishment retained. It is an indication that even if it could be banned, there could be divided opinion. Clarizio *et al.* (1987) have observed that there are calls for the return of corporal punishment where it has been banned. There are calls for the ban where it is still used.

Table 79: Crosstabulation of literate parents - by gender (male/female)

<i>Item 21: Corporal punishment should be banned both at home and at school</i>						
Gender	SA	A	U	D	SD	TOTAL
Males	23	9	2	2	4	40
Females	21	28	8	8	10	75
Column total	44	37	10	10	14	115
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
9.88229	4	0.0425	3.478	3 of 10 (30.0%)		
Number of missing observations = 0						

Table 79 provides results for item 21. Males tend to be split in opinion on the statement that corporal punishment should be banned both at home and school. Female parents agree on the statement. It can be surmised that mothers tend to be protective to their children. It is the fathers who may have a tendency to cane. In schools principals are generally male and were the only people who had been granted permission for caning, according to the past regulations (Engelbrecht and Lubbe, 1981).

4.5.5 Semi-literate parents' attitudes towards corporal punishment

Semi-literate parents' responses have been crosstabulated by age and by gender.

4.5.5.1 Crosstabulation of semi-literate parents' responses by three age-groups

From the crosstabulation of semi-literate parents' responses by three age-groups, only the results of one negatively plotted item (9) showed significant differences. It is realised that there are not many significant differences between the different age groups. The age break-down was limited as there were few semi-literate parents in the sample (N=60), which might have affected the chi-squared significant values.

Table 80: Crosstabulation of semi-literate parents - by age

Item 9: Teachers use corporal punishment to vent their frustrations (anger) on children							
Age	Count	SA	A	U	D	SD	TOTAL
< 30 years	1	-	1	1	2	1	5
30 - 40 years	2	1	4	2	6	-	13
> 30 years	3	14	5	2	8	13	42
Column total		15	10	5	16	14	60
Chi-square		D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
15.56651		8	0.0490	0.417	11 of 15 (73.3%)		
Number of missing observations = 0							

Table 80 provides the results for item 9. The tendency in this table is that the younger parents decisively disagree that teachers vent their frustrations (anger) on children through the use of corporal punishment. The middle-aged parents are less decisive and the older are split in opinion. The younger parents might have been influenced by a lack of knowledge about what is taking place at school and it is likely that they do not even have children of the school-going age as yet. The disagreement might be due to the respect that the parents sometimes accord to the teachers, and the belief that teachers would not punish without reason and also the belief of *in loco parentis*, which, according to Cryan (1987), is today impracticable, especially in secondary schools.

4.5.5.2 Crosstabulation of semi-literate parents' responses by gender

From the crosstabulation of semi-literate parents' responses by gender (male or female), only two items showed some significant relationship, item 4 (positively plotted) and item 20 (negatively plotted).

It has been revealed that there is not much difference of opinion between males and females among the semi-literate parents. Apart from the limited number of the sample (N = 60), there were few males. This imbalance of 52 females and 8 males might have affected the chi-squared significant values. The meetings wherein the

questionnaires were administered were dominated by female parents as males are mostly at work during weekdays.

Table 81: Crosstabulation of semi-literate parents - by gender (male/female)

<i>Item 4: Corporal punishment helps to suppress undesired behaviour permanently</i>						
Gender	SA	A	U	D	SD	TOTAL
Males	1	-	1	-	6	8
Females	6	2	-	15	29	52
Column total	7	2	1	15	35	60
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
9.56044	4	0.0485	0.133	7 of 10 (70.0%)		
Number of missing observations = 0						

Table 81 provides the results for item 4. The males tend to disagree whereas the females are in both extremes of agreement and disagreement. This might be due to the notion that corporal punishment is short-termed. It is the dramatic success that excites the adults, tempting them to use the cane repeatedly (Seifert and Hoffnung, 1987). Corporal punishment only arrests unwanted behaviour without extinguishing it (Glavin, 1974), and corporal punishment records sometimes reflect the same child as being beaten regularly (Smith, 1985).

Table 82: Crosstabulation of semi-literate parents - by gender (male/female)

<i>Item 20: Parents should campaign for the banning of corporal punishment in the South African constitution</i>						
Gender	SA	A	U	D	SD	TOTAL
Males	1	-	-	6	1	8
Females	14	4	2	8	24	52
Column total	15	4	2	14	25	60
Chi-square	D.F.	Significance	Min. E.F.	Cells with E.F. < 5		
13.9862	5	0.0157	0.133	9 of 12 (75.0%)		
Number of missing observations = 0						

Table 82 provides the results for item 20. The same trend here is revealed of males and females having different opinions and occupying both extremes. Corporal punishment is very topical and males would strongly favour it being retained in schools. There are calls for a ban where it is still used but there are also calls for the return of corporal punishment where it has been abolished. Clarizio *et al.* (1987) support the findings of this item.

The main purpose of this chapter was to analyze data systematically by the statistical techniques in terms of the attitudes of students, teachers and parents towards the use of corporal punishment in schools.

Analyses were based on the responses in the questionnaires, where respondents reflected their attitudes. Of note is the fact that the variables were crosstabulated and tables provided results for items with significant differences only. This resulted in a large number of tables and figures being included in the script.

The results need to be interpreted in the context of the previous research in the field. These outcomes together with the findings from neutral responses and open-ended responses will be discussed in Chapter 5.

CHAPTER 5

DISCUSSION OF RESULTS

This chapter will consider the results of this study in the context of previous research conducted on the use of corporal punishment in schools.

The aim of the study was to establish the attitudes of parents, teachers and students towards the use of corporal punishment in senior secondary schools.

The population sampled was 595 respondents (175 parents, 60 teachers and 360 students) drawn from three senior secondary schools of the Umzimkulu district in the former Transkei. The attitudes of parents, teachers and students were measured through self-designed questionnaires. Twenty-five question items in each of the questionnaires on the Likert Scale, positively and negatively stated, as well as neutral items, together with six other items requiring opinion (open-ended) were provided.

Responses to positively and negatively stated items on the Likert Scale were analyzed via the chi-square statistical test to determine the significance of differences in the various categories. Neutral items and open-ended question items were to augment the discussion of this chapter. The discussion of results will fall under the following headings:

- The summary of the findings from positively and negatively plotted responses;
- Findings from the neutral responses; and
- Findings from the open-ended responses.

5.1 Findings from the positively and negatively plotted responses

Only the significant items where significant differences were found in responses from students, teachers and parents will be given.

It would appear that students feel that corporal punishment should be given to males only. This response might have been influenced by the regulations which formally allowed caning for boys (Transkei Education Act of 1983).

Students reject the idea that students coming from schools where corporal punishment is used show good behaviour and that it is good for discipline. Discipline problems *per se*, according to Lorber and Pierce (1983) do not exist, what exists are insignificant differences in normal human behaviour which, when not blown out of proportion by teachers, would pass by quickly.

Students disagree that pupils hate a teacher who uses a cane. They also indicated that they like teachers who use a cane. These views concur with Bengu (1995), that pupils who were thrashed by Khambule, remembered him with "fondness". Students also reject that corporal punishment causes drop-outs and school phobia. This observation contrasts with Mouly's (1982) discovery that when students act out of fear, will avoid a situation rather than improve his behaviour. According to Mouly (1982), it is probably that a large number of drop-outs from schools act out of fear of corporal punishment.

Though students agree that corporal punishment should be retained, there is a feeling that teachers show revenge towards pupils when caning them. The observation could be true to Rust and Kinnard's (1983) opinion that teachers who often use corporal punishment were more likely to have been caned while still at school.

There are instances where male and female students have differences of opinion. Male students prefer corporal punishment to manual work and that corporal punishment should be used both at home and at school. Females object to these statements. Males might have been influenced by the notion that caning saves

valuable time which can be devoted to teaching instead of long-drawn, time-consuming discipline forums (Radio Phone-in Programme, 19th July, 1995). The finding concurs with Cumming *et al.* (1981). The females' negative attitudes towards these statements might have been influenced by the trend of thought in modern society, that of 'child abuse'.

Both male and female teachers agree that corporal punishment cannot be inflicted without creating anger within the teacher. Rangiah (1994) points to the problem that in most cases corporal punishment is used as a way for the teacher to vent his own anger upon the pupils.

Both literate and semi-literate parents have noted that corporal punishment is no longer used at home and feel that it should be retained. Though they agree that it strains relations between the teacher and the pupils, both literate and semi-literate parents disagree that parents should campaign for the ban. Some parents might have been influenced by the common concept of *in loco parentis*, which might have disappeared and is impracticable (Westby, 1980). While they accept that it is tantamount to direct attack of pupils by the teachers, parents disagree that it is a form of child abuse.

When literate parents, males and females, are compared, males tend to disagree that corporal punishment is a form of child abuse, and females have a split opinion. They also feel that parents should not campaign for the banning of corporal punishment, either at home or at school. Literate parents also disagree that parents do not query corporal punishment being inflicted on their children because of the fear that their children would be failed.

The males of semi-literate parents disagreed that corporal punishment should be banned, but the females are split in opinion.

5.2 Findings from neural responses

As neutral items were also included in the Likert Scale, they were also crosstabulated, analyzed separately and are included in the discussion. These items are neutral in the sense that they require neutral opinion or attitudes which are neither in favour nor in disfavour of corporal punishment. Even with these responses, only significant items from students and teachers, as well as parents, will be discussed.

When students were crosstabulated by age-groups and by gender, no significant differences were revealed. In the crosstabulation by school standard, only item 20 reflected some significant difference.

Standard 8 students tend to agree and Standard 9 and 10 students disagree that students were not provided with the opportunity to challenge the allegations before receiving corporal punishment. Gorton (1983) finds it necessary that students should be provided with an opportunity to challenge the allegations and, if possible, a neutral person other than the person in conflict with the student offender should cane the student. Olmesdahl (1984: 539) contends that "... no man should be condemned to suffer punishment without being heard in his defence".

When teachers were cross-tabulated by age-groups, by gender and by position, no significant differences could be detected from all the neutral responses.

From the crosstabulation of literate and semi-literate parents, five items (16, 22, 23, 24, 25) revealed significant differences. Parents disagree that children resort to boycotts as a form of protest against corporal punishment. This is against Bot's (1985) view that one of the reasons for continued school boycotts in Atteridgeville in 1984, was the "excessive" use of the cane in schools.

Parents tend to disagree that regulations governing the use of corporal punishment were vague. This view is against Holdstock's (1985) observation that regulations were vague and unspecific and created a gap for subjective interpretation by school administrators. Parents are also against the view that they keep quiet when their

children are caned at school. Cryan (1987) has evidence that only the most severe injuries are attended to. On the statement that some of the reasons for inflicting corporal punishment do not fulfil the criteria required by the law to justify caning, parents were split in opinion with literate parents supporting the statement and semi-literate parents objecting to the view. Children have been caned for a variety of offences which would hardly fulfil the criteria required by the law to warrant caning (Holdstock, 1987).

Literate parents tend to disagree and semi-literate parents tend to agree that the departmental provisions for corporal punishment were exist as they were applicable to male students only. The response from the semi-literate parents might have been influenced by the ignorance on how the school is run.

The responses from the literate parents might have been influenced by the knowledge that female students were caned even though it was not permitted by regulations (Holdstock, 1985).

5.3 Findings from responses to open-ended questions

The discussion of findings from responses to open-ended questions included some of the following categories:

- ▶ Offences which resulted in the use of corporal punishment;
- ▶ Sites of the body used for inflicting corporal punishment;
- ▶ People who were responsible for inflicting corporal punishment;
- ▶ Effects of corporal punishment on students;
- ▶ Alternatives which could be used instead of corporal punishment;
- ▶ Other comments from students, teachers and parents.

5.3.1 Offences which resulted in the use of corporal punishment

As reported by the respondents in this study, students incurred corporal punishment, of any number of lashes, for the following offences:

- ▶ failing to do homework;
- ▶ supplying wrong answers in class;
- ▶ playing in class;
- ▶ dodging certain class periods;
- ▶ failing a test and any class exercise;
- ▶ leaving school without permission;
- ▶ being late for school;
- ▶ being absent from school without any report;
- ▶ speaking Xhosa during school hours;
- ▶ making a noise outside and inside the classroom;
- ▶ use of vulgar language and silly remarks;
- ▶ playing truant;
- ▶ bullying other students (fighting and assaulting others);
- ▶ lack of respect, defying teachers and school rules;
- ▶ damage to school property;
- ▶ theft of school and other students' belongings;
- ▶ being drunk from intoxicants;
- ▶ smoking either cigarettes or dagga (drugs);
- ▶ having dangerous weapons at school;
- ▶ boys molesting girls;
- ▶ not doing manual work;
- ▶ wearing an unacceptable hairstyle;
- ▶ not having the appropriate school uniform;
- ▶ involvement in love affairs.

Some of the offences for which students are caned are not even reflected in the list of offences which justified punishments as outlined by Holdstock (1985: 11, in Olmesdahl, 1984). This confirms Smith's (1985) remark that in schools, teachers generally cane students for offences that are not expressly forbidden by their school rules. Caning students for speaking Xhosa is attacked by Wa Thiong'o

(1982) on the grounds that this makes the child despise his language, which he perceives as the cause of his daily humiliation.

5.3.2 Sites of the body used for inflicting corporal punishment

The sanctioned practice according to the regulations during the time of the investigation had accepted the buttocks and the back of the thighs as the appropriate site for caning. In this study, as reported by teachers, buttocks, thighs and hands were used. Parents and students mention that apart from the above, legs, ears, head, face, knuckles and nails are sites for caning. Most of the sites reported by parents and students have not been mentioned by teachers. The reason might be that educators are fearful lest they reflect adversely on the way their schools are run, and in order that the public should believe that no problem exists in their schools. In general, these findings are consistent with the findings of Holdstock (1987).

5.3.3 People who were responsible for inflicting corporal punishment

Parents, students and teachers agree that the common practice was that the principal, the vice-principal and heads of divisions were responsible for caning students, as well as other teachers, who were often unsupervised. This practice was against the regulations which unequivocally stated that the principal or any official authorised by the principal and in his presence, under his supervision, may, as the last resort and in cases of serious transgression, administer corporal punishment (Engelbrecht and Lubbe, 1981). In some schools it has been observed that the SRC, the disciplinary committee, offender's parents and prefects, are sometimes given a chance to cane. In some instances, other students are allowed by some teachers to cane on their behalf.

It can be concluded that the regulations controlling the use of corporal punishment in schools have not been taken heed of as would be expected by the education departmental officials and caning was not supervised in schools. The principals who were contacted before embarking on the research, could not produce even a circular on regulations governing the use of corporal punishment in schools. One vice-principal clearly stated that he had never seen nor read any circular but

depended only on verbal information shared during principals' meetings. The copy which was obtained for reference was from the former and retired regional inspector (see Appendix 4).

These findings are consistent with the previous findings in South Africa by Loubser (1994) and Dachs (1990) who insist that it is evident that the issue of corporal punishment in schools was not under rigorous control.

5.3.4 Effects of corporal punishment on students

While some teachers are concerned with short-term effects of corporal punishment which in their perspective are beneficial, the long-term problems and negative effects are numerous. These side-effects appear to outweigh any short-term benefits.

Some parents, teachers and students in this study came up with the following observations and experiences:

- ▶ Students tend to hate teachers and even subjects taught by these teachers who use a cane.
- ▶ Pupils have boycotted classes, assaulted teachers as a result of loss of respect following caning.
- ▶ Students have played truant because of fear of being caned.
- ▶ With girls, caning has resulted to some menstrual problems which are embarrassing to the sufferer.
- ▶ One student is reported to have lost his eye in the process of caning.
- ▶ Quite a number of students dropped out of school

Certain students escape such treatment. The reasons for this are not clear. Some of the injustices of being caned observed in this study concur with Holdstock's (1987) view that girls get caned as well as boys; being a girl did not prevent a pupil from being caned even though it was prohibited by the regulation. The link shown

between corporal punishment and dropping out of school is supported by Cole and Hall (1970).

Mkuzo Nkosivelile (personal communication), one of the researcher's colleagues, taking interest in this piece of research, confirmed that corporal punishment leads to dropping out of school. His confirmation was based on his past school experience where boys had to remove their pants when caned and were given any number of lashes. "This was very harsh, if this happened to you every school day, you would feel humiliated and leave school". He noted with concern that human potential has been wasted through caning and leaving school. He considered that some boys ended up challenging teachers by deliberately committing offences because they enjoyed being caned on the buttocks as it reminded them of the sexual action when they prepared themselves to receive strokes through a sexual movement.

5.3.5 Alternatives which could be used instead of corporal punishment

Some teachers, parents and students perceive no alternative to corporal punishment in schools. "No alternative will replace it totally" is a common remark. Others have supplied alternatives which could be used if corporal punishment is banned. The following alternatives which are consistent with other studies elsewhere have emerged from this study.

- ▶ The leadership role of the principal;
- ▶ Good understanding/relationship between teacher and pupil;
- ▶ Pre-service training of teachers;
- ▶ In-service training of teachers;
- ▶ Involvement of stakeholders such as students, parents and community leaders;
- ▶ Counselling services;
- ▶ Withdrawal of privileges;
- ▶ Manual work;
- ▶ Suspension from school;
- ▶ Detention;
- ▶ Reprimand.

5.3.5.1 The leadership role of the principal

The role of the principal as a leader and administrator is important. The findings of the study are that the principal should make students aware of the school rules, the consequences for the breach of rules and should be consistent in applying these rules. Only when the students know the consequences will they be able to conform because not all students are troublesome and break the rules. Disciplinary problems can be reduced if teachers can relax their attitudes towards non-essential and petty rules. Haigh (1979) also insists that when petty rules are enforced, conflicts within the school will flare up.

5.3.5.2 Good classroom management

The teacher should not aim at detecting and dealing with disruptive behaviour as if it forms the foundation of the teaching programme. Spending school time developing complex punishment procedures does not benefit any student. Classroom management problems can be reduced by the quality of instructional programmes.

The findings of this study suggest that there should be more complete occupation of the students during school time. The cause of breaking the rules might be boredom. If students can be kept busy and absorbed in their work, properly supervised in a conducive learning atmosphere the desire and the opportunity for wrong-doing may be reduced.

5.3.5.3 Good relationship between teacher and pupil

There is a type of teacher who sees nothing disturbing about any behaviour of any child and another type looks at the child with total suspicion and low tolerance for any type of behaviour. This calls for the relationship to be examined between the teacher and the pupil. The findings of this study points to the loss of patience and interest among teachers in dealing with students' problems at school. This leads to lack of understanding between teacher and pupil in today's classroom. According to Thompson (1975) students are aware of the relationship which has been hampered as they judge this on the basis of personal interactions. Khumalo (1996) traces this destroyed relationship to students' involvement in the political struggle more especially in South African black schools, where the roles were blurred and a far too easy communication was created between teacher and student. It is a common experience to hear a teacher and student saying: "Comrade" to one another. Cryan (1987) in contrast to the above view has observed that for a teacher in a secondary school it is hard to form close teacher-pupil relationships as there are few opportunities because the teacher stays with students only part of the school day, with a large class, with different teachers involved at different times of the day and year and often at superficial levels. The relationship is intermittent.

Relationship is a joint act and a process of negotiation for as long as classroom realities are to be achieved. Cohen and Manion (1983) point to a number of relationship strategies to be used for a teacher to be in a better position to cement his relationship with his or her class.

5.3.5.4 Pre-service training

More thorough pre-service training is one of the alternatives to corporal punishment which has emerged from this study. Colleges of education, according to these findings, should equip the student-teacher with skills to tackle disciplinary problems at school without resorting to corporal punishment. Westby (1980) concurs with these findings, when he stresses that teacher-training should focus on techniques of handling discipline problems. The over-emphasis on subject teaching reflected on time allocation for pre-service training colleges should be diverted to classroom

behaviour management skills. Transmitted wisdom and advice from experienced teachers might not help as the current teacher expectations differ from those encountered in earlier schooling.

5.3.5.5 In-service training

In-service training of teachers has been suggested as an alternative to corporal punishment in schools. Teachers should be trained in classroom behaviour management skills to enable them to control problematic behaviour exhibited by pupils in today's classroom. This, according to Wolfgang and Glickman (1980), and Cryan (1987) can help educators to increase competence by providing innovative methods of teaching and positive alternatives to corporal punishment. With some schools, in-service training is simply not reaching most educators. There are teachers who have never received in-service training since leaving college after their initial training as teachers.

5.3.5.6 Involvement of stakeholders in schools

Stakeholders in this context refers to parents, teachers and students. The findings in this study are that, for any disciplinary problem, the Parent Teacher Student Association (PTSA) should be involved or the disciplinary committee, which is also representative. Teachers should not isolate the school from the community. There is need for this tripartite relationship if success and positive benefits are to be realised. Parents, teachers and students should be equal partners whose views, opinions and ideas are valued. There are schools which still believe that parents and students have no right to exert any influence. Separating parents in a matter that concerns their children (the students) is a strategy for isolation, division and defeat.

Krajewski, Martin and Walden (1983) have noted that teachers are not confident about putting practice the idea of involving the students in the governance process as there are risks attached to transferring some adult authority to students.

Some adult respondents (teachers and parents) believe that students are not sufficiently ready to give appropriate feelings and opinions, and are not allowed to make judgements. They also nurse fears that school discipline can be affected

irrevocably if students can publicly be permitted to flex their critical muscles on school matters.

5.3.5.7 Counselling services

The findings of this study are that counselling programmes could be among the acceptable alternatives used to replace corporal punishment in schools. No teacher in these classrooms has been trained to teach traumatised children. This will help unveil the source of persistent behaviour problems which sometimes lead to caning. Cryan (1987) concurs with the view that counselling services help teachers to handle violence-traumatized children. In contrast, Oliva (1976) maintains that no matter how great an effort is made to counsel students, there are still serious offences which warrant corporal punishment.

5.3.5.8 Withdrawal of privileges

Withdrawal of privileges is one of the alternatives which could be used as a disciplinary strategy. This, according to the findings, is used with other homes' discipline where a child is deprived of any privilege enjoyed by others when he has committed an offence. However, Westby (1980) warns that a suitably experienced teacher is needed if this sanction is used.

5.3.5.9 Manual work

In this study manual work also emerged as an alternative to corporal punishment. It is believed that manual work is enough to show disapproval of an undesired behaviour. Lasley and Wayson (1982) consider that the manual work programme does not only punish the child but also benefits the school.

NB Contrary to the above opinions, manual work can be dangerous and unsafe. In one of the target senior secondary schools, in an urgent meeting held on 29-05-96, teachers expressed their shocking experience. Student offenders who were sent out to clean the yard ended up fighting with spades, and those who were sent out to cut grass risked being bitten by a poisonous snake (personal communication with the PTSA Chairperson, May 1996).

5.3.5.10 Suspension

When a student has been suspended, it implies that matters have reached an impasse and, according to the findings, students also realise the seriousness of the offence committed. This also serves as a deterrent. It appears that suspension is seldom used in the schools covered by this study.

5.3.5.11 Detention

Detention as a disciplinary strategy could be used as an alternative to corporal punishment, according to the findings of this study. The use of detention is criticized by Olmesdahl (1984) in that it involves false imprisonment for which a teacher can be accountable and persecuted in court, and it penalises both the culprit and the teacher who must supervise. The parent may remain in suspense, more especially where the parent has to provide transport for the child. If detention is to be used, the teacher should have the legal right to detain and should observe regulations which specify the maximum period for which the students can be detained and the period of notice that needs to be given. Denscombe (1985) warns of the reported cases where students have attacked teachers in revenge for being kept in detention.

5.3.5.12 Reprimand

Reprimands could be used as an alternative. Reprimands are used daily by almost every teacher and should not be postponed, once the child begins to display undesired behaviour he should be reprimanded immediately. O'Leary and O'Leary (1977) feel that despite the daily use (frequent) of reprimands, their efforts have rarely been systematically investigated.

Whereas parents, teachers and students have made suggestions on alternative sanctions other than corporal punishment in schools, in reality such alternatives cannot be effectively used when the human resources (educators) have not been exposed to such strategies. Since every alternative has procedures for use, advantages and shortcomings, it can be problematic to implement some, if guidelines (procedures) are not followed, advantages and disadvantages weighed.

5.4 Other comments from students, teachers and parents on the use of corporal punishment in schools

From the responses and after examining lengthy comments from students, teachers and parents as well as through interviews on the use of corporal punishment in schools, there are divergencies of opinion. Two categories of respondents take their clear positions either positive or negative among students, teachers and parents. Some students, teachers and parents still regard corporal punishment as the first option when dealing with unwanted behaviour provided certain guidelines are observed. Other students, teachers and parents object to the use of corporal punishment in schools as certain conditions were not met when pupils were caned, so the only option is to stop caning students altogether.

5.4.1 Comments in support of corporal punishment

Some students, teachers and parents insist that corporal punishment should be retained as it serves as a deterrent, monitors and reinforces good behaviour because it instills fear. Without corporal punishment there would be disorder. It is not easy for the students to break rules when they know that caning is a consequence. This supports Durojaiye's (1976) view that the pain experienced during caning will prevent the recurrence of the misbehaviour. Smith (1985) disputes these findings by pointing out that there is no direct way of deducing whether those who behave well were deterred as punishment records sometimes reflect the same child being caned regularly. With young children, Hobson (1986) has observed that the threat of caning may have little effect as it may soon be forgotten or not fully conceptualized.

There are those respondents who believe that students in black schools especially cannot do without the cane. It does not start at school but starts at home, and is instilled in black culture. If it were to be banned, the progress in class would be hindered resulting in a high failure rate, and the future of those students could be ruined, as they would tend to relax and perhaps develop a tendency to do as they please. Some consider that, over a number of years, corporal punishment has been proved to yield good results.

The findings favour the retention of corporal punishment on the strength that when it was still used, both parents at home and pupils at school used to accept it without any complaints as it was generally accepted that elderly people owe their good behaviour to the cane during their school days.

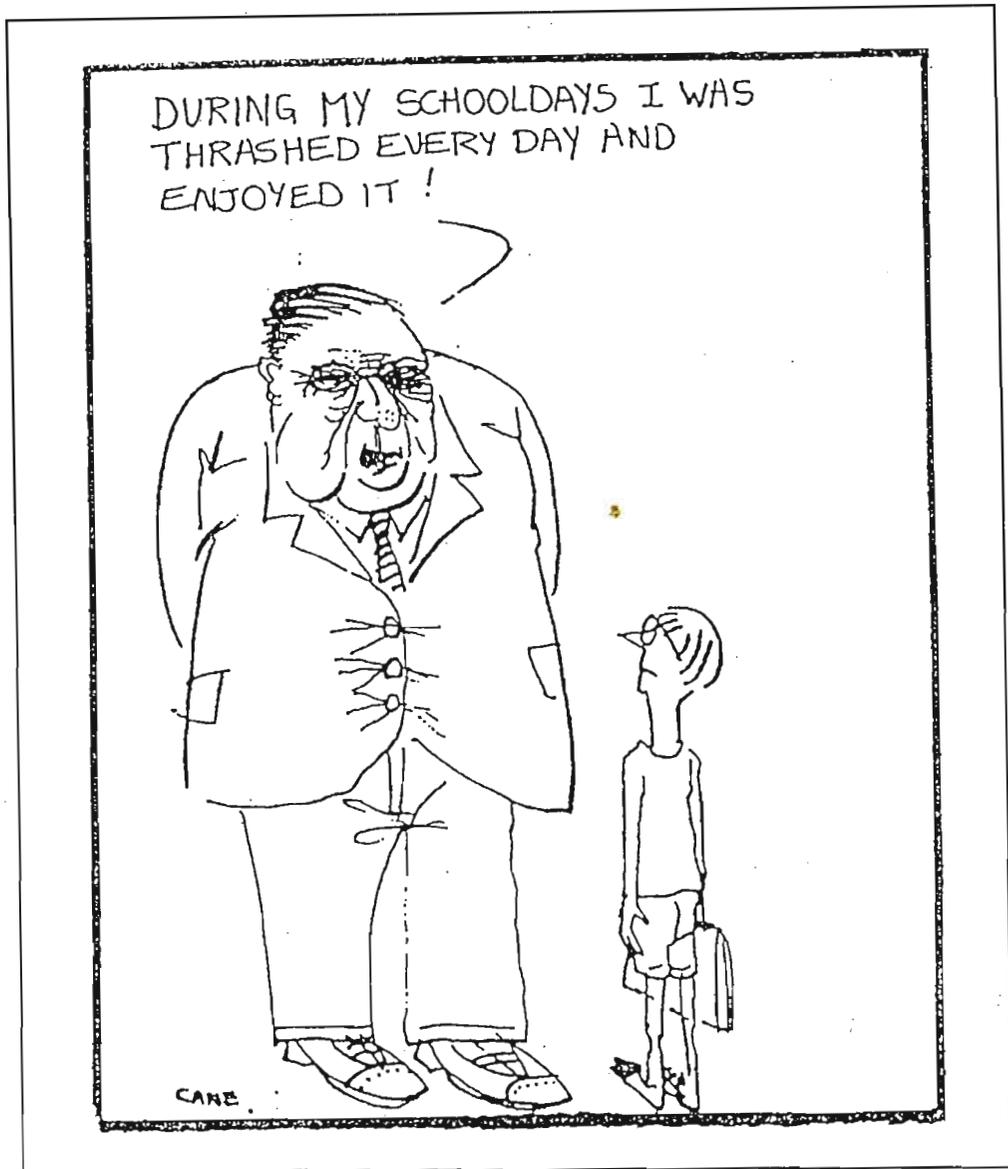


Figure 35: Discipline (Source: Purkis, 1978: 121)

The feeling is that the on-going chaos observed in schools would stop and order would prevail if only corporal punishment could be used effectively. The government should retain caning in schools for the good name of the country which needs disciplined citizens. Wright (1989), in support of the above, reports from practical experience that, where the cane is used, children are well-disciplined,

hard-working and the cane is seldom resorted to, because it is not every child whose behaviour is questionable. Winkley (1987) supports the view that students should be caned, provided it is acceptable to the family culture and to the child's own perception of justice.

Contrary to the opinion of Winkley, Luthuli (1987) points to the philosophy of education of black people which has been completely transformed because of the western (acculturation) culture. All the aspects stipulated above influence the disciplinary structure either directly or indirectly, and all this is weighing on the same child as the focus.

Though the respondents favour the use of the cane in schools, they made suggestions to indicate that there was need for proper control in this sanction, as it was lacking in the past. Certain guidelines were suggested which, in the opinion of the respondents, would work towards fair and just caning.

- ▶ The Department of Education, after consulting with the relevant bodies (stakeholders at grass-root level) should identify those serious offences for which students should be caned, and should 'supervise' this sanction to guard against the breach of regulations by teachers.
- ▶ The principal should be the only one to cane and not delegate anyone else to do it, in order to avoid corporal punishment which is given in anger, revenge or grudgingly.
- ▶ The principal should be consistent in caning, with a clear explanation for the punishment, so that the student will know the reasons justifying caning. The student-offender should be allowed to defend himself.
- ▶ Both boys and girls should be caned. They are all students, with the same faults, and should receive the same treatment.
- ▶ The palm of the hand should be the only site used and not the buttocks.
- ▶ The cane should be used and not the sjambok or any other tool.

- ▶ Five lashes should not be exceeded each day. The principal will be in a position to know which student has been caned as he will be the only one responsible and these will be recorded.

One parent's comment supported the Biblical injunction: "Spare the rod and spoil the child" and this should not be taken as "child abuse". She indicated in Xhosa, that "*Lugotywa luseluncinane, lwakuba ludala luyasa*", meaning "A child needs discipline at an early age, formed habits are hard to part with".

Some of the observations, opinions and views exposed by respondents in this study, are consistent with observations, experiences and findings of other researchers in this field.

5.4.2 Comments against the use of corporal punishment in schools

The feeling of some respondents that corporal punishment should be abolished is not restricted to parents and students, but some teachers as well, though reasons advanced to support their choice are somewhat different.

The findings are that this sanction is not favoured as it has not been supervised by the education officials. Student-offenders had no protection from the Education Department. Students were allowed to be caned by pregnant female teachers who were "full of hate and had no patience". Some teachers come drunk to school, and caned students without reason or proper judgement. Others caned students for clashes outside school, concerning love affairs, teachers being in love with students. Some teachers are not what teachers used to be in the past. Their authority is undermined as some of them drink with students. Others cane students because of grudges and quarrels they sometimes have with their parents. In such cases, students feel victimized as they are helpless and this can rightly be called "child abuse".

Some teachers feel that corporal punishment is uncalled for in schools nowadays because some parents no longer cane their children, they tend to be overprotective, or they have developed fear for disciplining their own children; the situation in

schools is such that teachers are bullied and intimidated by their students to the extent that it is hard for a teacher to say "no" to a student's misbehaviour. Teachers reported that corporal punishment does not solve any disciplinary problem but brings about mistrust between teacher and pupil as there is no co-operation between school and home. Once teachers punish such pupils enmity erupts. Apart from the inconsistencies above, the Government of National Unity has propagated and supported the "back-to-school" campaign which has caused serious divergencies in age, more especially in black rural schools. Married females, widowed females, all those already from work either through retrenchment from the firms or through a fresh review of the importance of education and also those from the streets, are in the same school and even in the same class and should be governed by the same policy without being discriminated against. In the research the students' age-range was as follows:

Standard 8	between 13 and 29 years
Standard 9	between 15 and 26 years
Standard 10	between 16 and 27 years.

Some comments from parents are:

"How can teachers make love to their own students, but at the same time expect respect from them? No! They must not cane our children".

"How can students allow themselves to be caned by such corrupt people?"

"For a long time parents have been worried by the presence of corporal punishment which is not supervised in schools. Let us hope that the Children's Act will be put into practice."

In some schools teachers are in love with students they teach to the extent of making them pregnant. Some students insist that "Away with corporal

punishment". Their parents have done enough to discipline them, if they can allow themselves to be caned by such irresponsible teachers.

Corporal punishment has been the sanction for a long time in schools and has not been controlled by school officials. From the findings, it seems there has not been comprehensive research in this area, and there are clear indications that some parents have been observing this victimization.

While the researcher was still conducting this investigation on the use of corporal punishment in schools, Circular No. 48 on "Abolition of Corporal Punishment", dated 31-8-95 from the MEC, Province of the Eastern Cape, came out. This circular was categorically stating that corporal punishment is abolished in all schools of the Eastern Cape Province with immediate effect (see Appendix 5).

CHAPTER 6

CONCLUSION

This is the final chapter which concludes the dissertation by considering three areas. Firstly, the implications of the findings for theory and practice of education are considered. Secondly, the limitations and flaws of the present dissertation are highlighted. Lastly, issues and considerations for further research of this topic are identified.

6.1 Implications for theory and practice

The research findings indicated a number of issues and implications, more especially for the rural black schools. The use of corporal punishment is controversial and has become more topical with students, teachers and parents having differing standpoints, for and against.

The view that corporal punishment is a deterrent and is in-born in the black culture is strongly supported by the respondents. It has a long history, and is claimed to yield good results, even at school. The chaos that is experienced in the classrooms today would be expected to stop if caning were retained. It is thought to reinforce good behaviour. If only regulations could be clear; could be observed by the principals of schools; could be reasonable (not severe or excessive); could be used ~~as~~ the last resort and could be supervised by the Education Department. It is not every child whose behaviour is questionable at school, and caning as a sanction should not, in the respondent's view, be a problem.

There is considerable evidence that past regulations regarding the use of corporal punishment in schools were not observed, controlled or supervised. The present South African Schools Act No. 84 of 1996 stipulates that no person may administer corporal punishment at school to a learner. Any person who contravenes the above is guilty of an offence and would be liable on conviction to a sentence which could be imposed for assault (*Government Gazette*, 15 November, 1996).

Olmesdahl (1984) has a hope that the use of the law can change attitudes because the law stays and enters the public consciences rather than a campaign.

In the light of the above paragraph, it became apparent that teachers could inadvertently become law-breakers, and subject to legal action, owing to the fact that the majority of them believe corporal punishment to encompass only the caning of a child on the buttocks, and not including the more minor disciplinary action taken by many teachers in the classroom, such as a smack, cuff, or a rap with a ruler.

No considerable precautions in schools except the law courts have been taken to protect the pupils from caning. Not all parents are bold and courageous enough to take corporal punishment cases to court, for several reasons, and because of the respect that parents sometimes have for teachers.

History has also warned that "unofficial" corporal punishment has never stopped even in those countries where it was banned long ago (Hastings and Schweiso, 1987). In American schools, corporal punishment is alive, though there is hardly an educational theorist advocating its use (Ryan and Cooper, 1988).

Though banned, seemingly some teachers are still using it. Saunders (1996) reports that corporal punishment is rife in our schools. Warren-Brown (1995) reports also of a case in the Eastern Cape schools, where a child had broken a collar bone in the struggle to free himself from the grip of the teacher who was administering corporal punishment. The response from the Permanent Secretary for Education in the province was that this act is condemned by the Education Department and also that they learnt about the caning incident from the *Kei Mercury* news report.

It is not every incident, more especially in the black rural schools, which is reported in daily newspapers. This points to the need for emergency action that, apart from the rulings of the courts on corporal punishment, the Education Department should have an in-built mechanism for monitoring the ban of the cane in schools. This child abuse which is sounded every day has come from lack of control and supervision

of corporal punishment by those who were responsible and has come out as a "brutal act". Even with the present ban, if the Education Department is not going to have any special follow-up in order to make sure that the cane is not used in schools, children are still going to fall victims if teachers are expected to read circulars and then refrain from caning.

Changing a system is a difficult undertaking, which may be gradual because of natural resistance of vested interests and long-established attitudes of the general public (Luthuli, 1987). There is a feeling among the respondents that even if alternative sanctions could be used, some have long-drawn procedures whereas caning is quick. Caning has been preferred by some students but with certain conditions prescribed for its use. When children are given a choice, indicates Rubin (1980), many prefer "mild" caning to being kept after school. Once the cane has been administered, the penalty has been paid and the incident is forgotten and this is psychologically less damaging, asserts Rubin.

The circular wherein corporal punishment was banned suggested no alternatives to replace this disciplinary sanction. The government, even before taking considerable precautions to control the use of corporal punishment in schools, decided to ban it. To some teachers, students and parents, this action is considered to be abrupt, and the ban has been taken as a unilateral decision by those who happen to be politically exposed and influential, without wide consultation and involvement. Involvement enables stakeholders to influence the decision more than manipulating them to accept finalised decisions.

Although it is indicated that the representatives decided on the ban of corporal punishment, the involvement of all the people present in the decision taken cannot be assured. These sentiments are expressed by spokespersons of the various associations in South Africa in the following:

- ▶ Ahmed from End Physical Punishment of Children (EPOCH), voiced their satisfaction when the ban was effected as they have long campaigned for it (*The Natal Witness*, Saturday May 27, 1995).

- ▶ The South African Democratic Teachers Union (SADTU) representatives supported the ban.
- ▶ Brian Bunting, a Member of Parliament for the African National Congress, also supported the ban.
- ▶ Hugo from the Association for Professional Teachers (APT) insists that students prefer "hidings" to other forms of punishment.
- ▶ Prinsloo from the Transvaal Teachers Association (TTA) is opposed to the ban by indicating that the Bill was passed in "improper haste" and caning has been "prematurely prohibited and should be subjected to public debate - no proper consultation of parents and educators was ever made" (*The Citizen*, 4 July 1995: 4).

The raging debate reflects that there was never a wide contribution and consultation on the issue of corporal punishment so that people could express their opinion. Whatever takes place at a political level may not necessarily reflect the situation and attitudes on the ground. Ryan and Cooper (1988) warn that people with political power can use it either for good or for evil, whether the public likes it or not. Not all people are members of the EPOCH, nor ANC; Not all teachers are SADTU members who are against caning. Bastiani (1987) has observed that representation is not always genuine, will always cause mistrust, as it will always be dominated by those people who forcefully push matters to their favour and thus will not be representing the majority interests.

Professionals like Knowles (1996) of Durban, are sending a petition to the Education Minister against the ban of corporal punishment as they feel it has still a place in South African schools. This suggests that the problem of corporal punishment has not been resolved.

The ban might have been the response to the students' protests and demands. It appears that some of the same students now, as teachers, would like to cane students. This is a vicious circle. The ban might have been the result of a steady

trend throughout the years from few influential individuals and organizations towards the banning of corporal punishment in schools, who might have made publications, dramatizing problems faced by children in schools. The concerns about child abuse might have resulted from personal conflicts and tensions. Schwartz (1985) has indicated that the campaign which has, over the years, gathered momentum by Holdstock, a professor in psychology at Wits University, was initiated by the caning of his son in one of the high schools in Gauteng. This was not the general concern of the people and thus it is challenged. } P
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The influential individuals in their high-profile reports about child abuse in schools, might have grabbed the opportunity of being listened to during policy-making sessions and might have been instrumental in the passage of legislation and educational reforms, as corporal punishment eventually has been banned throughout the schools in South Africa without a country-wide research being conducted to give legitimacy to the decision to ban caning in South African schools. Research-based evidence is lacking in the decision for the ban.

In the absence of professional input, personal views are readily accepted as authoritative without any other contribution or contradiction (Leach, 1993).

According to the respondents, corporal punishment has been with the schools from time immemorial. Westernization has taken its toll on many African traditions, but the child-rearing practice has served the test of time. What the fate of the rural black schools will be now that caning has been abruptly brought to an end, time will tell.

Ethnicity is an important factor to be taken into account whenever policies are formulated, it is there and will remain, even though we may be influenced by the modern way of thought or by emotional feelings, or even if we may be inclined to adopt colour-blind policies, the future will tell as this will contribute more to inequalities, if ethnic diversities are overlooked.

Conformity to predetermined set patterns for all would be a dangerous standpoint. ✓
 Bill Hendrie (in Knowles, 1996), a retired headmaster in Scotland, relates to his experience by referring to the decline of discipline in Scottish State schools after the ban of corporal punishment in 1987. He also indicates that in the United States, corporal punishment is now back, but teachers use a flat wooden bat-like implement called a "paddle". Students have nicknamed it "board of education" and written across it was "A spank in time stops crime".

This suggests that, as policies change, even this law of the cane may change, depending on the consensus of stakeholders, and not the so-called child care experts who clearly cannot distinguish smacking from violence. There should not be "one voice for all" nor "intimidation" in a country which has struggled for transparent policies. Democracy should have limitations, it should not be a synonym for destruction. What some countries condemn through experience should not be what other people still wish to experience without research. Solutions should come from within (from stakeholders) before they can be imported. ✓

One of the features of decision making is selecting a decision-making alternative and assessing the outcome. Schools have practically been left without any official alternative. Headmasters appear to be helpless with their hands tied, deprived of even the little measure of disciplinary sanction that was left to face some of the dangerous students in today's classroom. The absence of the cane has created a disciplinary vacuum. "Teachers should seek alternative methods to solve classroom disciplinary problems, instead of using the cane", is often heard from policy-makers' arguments and recommendations. That seems too simple a statement when something permanent should be decided upon, more especially when it concerns the fate of the child who is the focus of all parents and educators.

In the event of banning corporal punishment, detailed guidance, in-service training and workshopping should have been provided for educators as a matter of urgency in order to empower them with positive alternatives which could render corporal punishment either completely unnecessary, or available to be used only as a "last resort" in isolated cases of severe indiscipline.

Alternatives have limitations and shortcomings, more especially in the South African context with its multi-cultural characteristics and diversification. Alternatives cannot just be presented as a package without demonstrating how they work and examining conditions under which they work.

Now that the cane has been banned, the Education Department should embark on a rigorous programme of in-service training of teachers on innovative methods and classroom behaviour management skills. It is necessary to invest time and resources to create opportunities for teachers to cope with these changes. All the alternative sanctions discussed in the previous chapters may get fertile ground to be discussed and weighed as alternatives to corporal punishment. Without empowerment and some kind of exposure through in-service training, no teacher can tackle a new programme. From the black school setting, indicates Mwamwenda (1989), there are teachers who have never been exposed to classroom management techniques during training. According to Premier Sexwale, black teachers especially, because of historical disadvantages, are not sufficiently qualified (*The Educator*, Nov/Dec, 1996). There is also a tendency of not preparing teachers in advance whenever changes are effected. Transmitted wisdom and advice from experienced teachers might not help as current teacher expectations differ from those encountered in earlier schooling.

The Education Department should also be consistent in offering students, teachers and parents joint discussions and workshop sessions. Continuous feed-back would help as Descombe (1985) warns that classroom strategies should largely be negotiated with students to whom they apply; who can resist the official authority the teacher bears by subtle counter strategies.

Other professionals who have been successful in the classroom without the cane could be invited to share in the discussions. The college lecturers as people involved in the pre-service training of student teachers should also be part of the discussion sessions. It is part of enriching and enhancing certain aspects in education to borrow, sift, adapt or adopt in part or in whole, after serious scrutiny, any other programme from another country's system of education. This should not

be done blindly as any education system does not exist in a vacuum but is inevitably linked with its society and education problems are situational.

A committee should be formed at district level to compile information from discussions held and from hand-outs on in-service sessions and workshops or alternative strategies or practical skills to be implemented in classroom management. These should receive approval from teachers, parents and students, together with departmental officials. Eventually, after the approval of the provincial officials, these could be written in pamphlet form and could be circulated to various schools as a guide. These should be revised from time-to-time.

The findings indicate that some parents no longer cane their children at home. If teachers cane these students this might lead to enmity. This is summarized by Charlton and David (1993), who have noted that respect for authority has changed in the last few decades, both in public life and at school. South Africa, according to Saunders (1996) in its dawn of democracy, has ushered in a new era of intimidation; teachers bullied by students. The authority figure has been destroyed in the course of the struggle for liberation.

Morals and professionalism among some teachers have dropped; some teachers are involved with the students that they teach to the extent of making them pregnant. Love affairs, according to the findings of this study, overshadow the career commitment. This conduct has also been pointed out by Sibusiso Bengu, Minister of Education, who says that the behaviour of a growing number of teachers is bringing the profession into disrepute (*Educator*, Nov/Dec, 1996).

Even though the parents in this study feel that there should be no campaign for the ban of corporal punishment, they might refuse some teachers permission to cane their children on moral and ethical grounds.

The respondents suggested that the conduct of some teachers should be scrutinised; they should not hide under the protective cover of the Unions. This is an indication that a code of conduct for teachers should be in place and should be

followed to the letter in order to root out unprofessional conduct amongst some teachers and to reassure parents who are worried about the situation in schools.

Morals and respect have also dropped among the students. Some students attend classes being pregnant and others attend classes carrying dangerous weapons. The solution to this would be the transfer of authority from youth to adult (Prinsloo and Vorster, 1996). Kambule insists that children are amenable to discipline and they prefer schools with discipline (*Educator*, Nov/Dec, 1996).

This is also an indication that a code of conduct for students in schools should be in place and consequences should be followed to the letter. However, the findings reflect an awkward situation facing teachers in schools where the age-range in the classrooms has drastically changed; where children and adults are in the same school situation, resulting from the back-to-school campaign. The students to whom discipline is supposed to be effected include married male and female students, widowed female students, students who have already been employed, as well as students from the streets. This warrants some investigation on scientifically examined discipline strategies which would work in such a situation of wide differences of age range and in the social context of each school.

6.2 Limitations of this study

The limitations and flaws of this study will be discussed in terms of the sample itself, the measuring instruments used, and the time during which the investigation was conducted.

6.2.1 The sample

The population sampled in this study was limited to parents, teachers and students drawn from standard 8, 9 and 10 of only three senior secondary schools in the Umzimkulu District of former Transkei, now forming part of the Eastern Cape province. The investigation could not be extended to other senior secondary schools in the district because of the vastness of the area, time constraints and financial implications.

Some parent respondents tended to be reserved and reluctant to complete the questionnaires, stating that they are not teachers. They regarded corporal punishment as something pertaining to the schools. They further wanted to establish whether the questionnaires and interviews were not related to politics as they did not want to be implicated. Their responses could have been affected by the political climate in South Africa where many people are suspicious of the motive of the government. They might have been nursing fears of being perceived as threatening the order, stability and security of the country's education. Some responses might have tended to conform to the schools' imposed order. This could have some influence on the responses. Parents, according to Westby (1980), are reluctant to become involved in school issues because of the backlash on their children.

Some student respondents were interested to know if the complete questionnaires would go through their principals. They were assured that the information was confidential and restricted to the researcher. This could have raised suspicion that the teachers would get access to their responses, since some teachers as students indicated, were culprits in the use of the cane. This indicated some mistrust even after a protection clause in the questionnaire was explained, which indicated that no identification (no name) was required. The students insisted that their teachers know some of them through their handwriting.

For some teachers, questions on such an eruptive and emotional topic as corporal punishment could have raised fears of being exposed in the way their schools are run, and might have influenced some of their responses.

There were some indications that pointed to the lack of exposure to research work among the respondents. To some of them completing a questionnaire was time-consuming and was seen as exposing them to politics. Seemingly, because of their lack of exposure to research, they did not grab the chance of being involved by being included in the sample. This clearly indicated that if their identity was required, they would have deliberately concealed the truth and given inaccurate

information as a cover-up or to save face as a desire for social approval. Such responses could be quite unrelated to their true attitude or inward feelings.

The fact that parents in the study were mostly females (n=75 females; n=48 males) might point out to some influence in the results. Within the black culture, women are excluded from most decision-making roles as mothers and wives, more especially among the semi-literate. The move by the present government towards gender equality, with some black communities, is still in its initial stages and is a sensitive issue. It might take time to be given legitimacy in matters of decision making.

6.2.2 The measuring instruments

The investigation carried out was restricted to questionnaires and interviews. No observation was carried out in the actual classroom situation. According to O'Leary and O'Leary (1987), the dearth of experimentation has been due to the ethical concern of researchers and the practical limitations in the application of the cane to the children. Ethics in research do not permit the deliberate infliction of pain to the student and then measuring the effects, or to time school visits to observe caning in progress (Cryan, 1987).

The questionnaires and interview items used in the study might not have enlisted all the information expected by the respondents. The data-gathering plan used might have been a compromise between the researcher and the respondent. There might have been a tendency as observed by Van Schalkwyk (1988) for the researcher to ask only those items which would strengthen prejudices like sentiments, tradition and culture, which might hamper scientific work and give rise to inaccurate perceptions.

Some of the research results reflected some items with high percentages of "undecided" responses. Though this might be coupled with ignorance, the researcher might have used another variation of the Likert Method of attitude

construction, that of eliminating the "undecided" category and thus forcing the respondents to choose between favourable and unfavourable stances only.

Of note is that some of the open-ended items were left blank. The reason for this might have been lack of interest resulting from long questionnaires or having nothing to say. The decision was made not to reject any questionnaire that had blanks. Hence it was difficult to detect and reject spoilt papers. Nevertheless this is consistent with Kerlinger's (1986) observation that one of the problems with the questionnaire as a measuring instrument is inability to check that all the items have been responded to.

It was also not possible for the overall responses from students, teachers and parents to be crosstabulated as some question items from the respective questionnaires were not strictly the same and apparently reflected attitudes towards different issues.

6.2.3 The time

The time during which the researcher visited the schools to administer questionnaires was during the June examinations in 1995. It was the time when semesterly examinations were in progress, a time when the students were unsettled, preparing to write their examinations. It was hard to get full co-operation from all of them. School attendance was also a reported problem, as students were inclined either to be absent when they had no paper to write or left school immediately after the writing session. This resulted in having to substitute here and there with sample subject selection.

A study of this nature should probably not have been conducted during examination time. It is preferable that the questionnaires should be administered at the beginning of the year even for the parents when quite a number of parents' meetings sit to plan for new year programmes.

This study has taken shape over the period of change in which Transkei education had to be taken over by the broader Eastern Cape government and for a year, 1995, Transkei officials were working on an agency basis for Bisho, the seat of Provincial Legislature. This transitional period coupled with educational reforms could have affected the study as there has been changes overnight and information up-date required regularly. With some of the information the researcher had to rely on the media such as newspapers, the radio phone-in programmes and television programmes, as well as education departmental circulars.

6.3 Future research

The findings of the present study support the trend found by various authors that some parents would permit their children to be caned, while others would not, and the latter would even go to the lengths of seeking legal rights. Those who object to caning advance the reason that some teachers, whose morals have dropped by becoming romantically involved with their students, or being guilty of sexual abuse, are not qualified to cane their children. However, not all teachers are involved in this unprofessional conduct. Parents are also against the lack of supervision and control that existed in past and present governments, with respect to caning. Some parents have no objection to caning if it is used "reasonably", as a "last resort" and with some sound control measures.

There are calls for the return of corporal punishment. Others indicate that even if the idea of the ban might be correct, but the timing is inappropriate. There is also a feeling that even if it can be banned, "unofficial" caning is not going to stop if there is no proper supervision and monitoring.

It is not sufficient to conclude that students, teachers and parents seem to be satisfied with the retention of the cane when a country-wide research has not been conducted on the use of corporal punishment in schools. Other countries have had exhaustive research on this topic, thus it could be rightly assumed that South Africa rely on research findings carried out in other countries. This becomes true when reference is made to this view by Dachs (1990), after extensive search in

various libraries to examine research on corporal punishment in South Africa, discovered that very little work has been done. Only four local research initiatives could be traced, and a fifth one was being conducted. Holdstock (1987) has also commented that there is very little effort made in South Africa to assess the use of corporal punishment in schools.

The result of this study may not reflect the general views of students, teachers and parents in South Africa as it was limited to one province and to three senior secondary schools in one district.

The ideal would be to embark on a national research on corporal punishment to get the different views. This would be broadly representative and consultative, involving all stakeholders in this respect: teachers, parents, students, policy makers as well as the research field. This study would be intended to produce results that are representative of the general population and reflective of the attitudes towards the use of corporal punishment in schools.

The amount of time and resources needed to conduct such an in-depth research study is not likely to be available unless it could be funded as a special research project with its own personnel.

Various authors have blamed inappropriate student behaviour on parents, politics, demotivated teachers, violence-traumatised students, lenient administrators, inadequate discipline codes, as well as inadequate educational resources.

Apart from investigating the attitudes of students, teachers and parents towards the use of corporal punishment in schools on a wide scale, causes of inappropriate students' behaviour should also be investigated in order to give direction to people who formulate school policies. The study might also come up with alternative discipline strategies relevant to the South African situation.

This becomes true because the pedagogical belief combined with religious philosophy which had a focus on morality and character development and which

was, and still is, ingrained in some of the parents' and teachers' minds, have been challenged with the dawn of democracy. The belief that the discipline of the child is the responsibility of the parent and the teacher is taken as a stance (by the modern thought), which was meant to exclude the children in order to victimize them.

There should be interaction between researchers and educators in order to address some of the classroom problems. This can only be done through a forum rather than as individuals. Research should not just develop into an academic exercise aimed at gaining qualifications. The findings should benefit the changes and inform practice. }

The interaction between researchers and educators may lead to researching problems perceived and articulated by educators rather than those perceived by individual researchers for their own purposes. Quite a number of research works in other fields in education have not been used to inform practice or to benefit changes. Some researchers have made clear findings and recommendations but these have seldom been communicated to the educational authorities.

In the light of the above, suggestions for educational practice have been made from the findings of the study. It should also be considered that there seems to be a lack of concern for research findings. People involved in educational matters are not always guided by research in decisions taken but rather by their own experience, which may include findings that are inappropriate for the general public. Without a country-wide research, corporal punishment has been banned is a point at issue. Democracy requires access to decision-making by stakeholders (Chisholm, 1992).

It is hoped that this study will stimulate further research with regard to the use of corporal punishment in schools.

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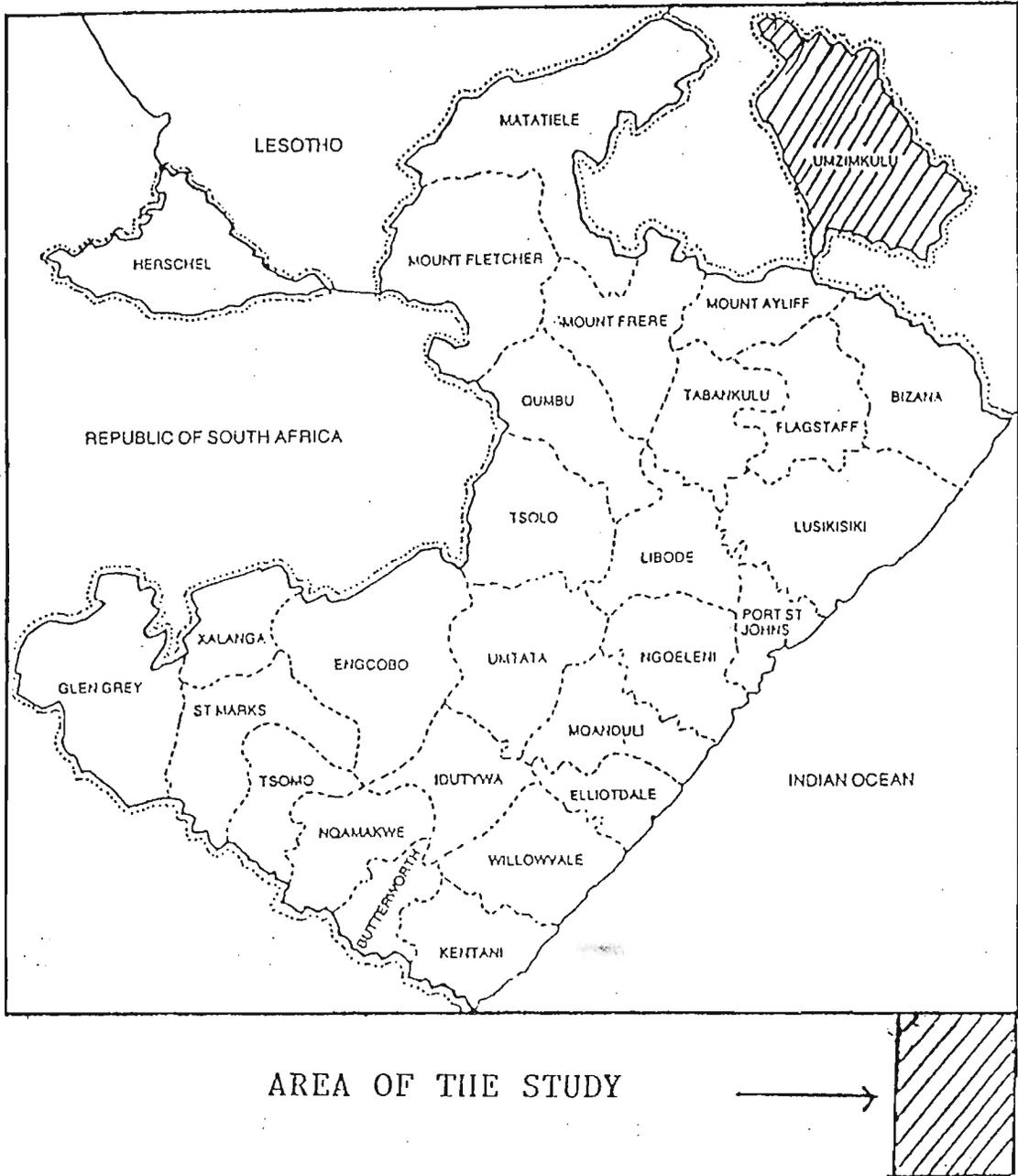
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APPENDIX 1

MAP OF TRANSKEI



MAP OF TRANSKEI

APPENDIX 2

CORRESPONDENCE

1. Letter from the University of Natal, Pietermaritzburg
2. Letter from the Transkei Education Department
3. Letter from the researcher to school principals



University of Natal

Faculty of Education
Department of Educational Psychology

Private Bag X01 Scottsville
Pietermaritzburg 3209 South Africa
Telephone (0331) 2605709 Fax (0331) 62210
Telegrams University Telex 643719

6 March 1995

The Director General of Education
Department of Education
Private Bag
Umtata

Dear Sir

Permission to administer research questionnaires

Mrs E N M Sogoni is registered as a part-time research student in this department. She is writing a thesis on the topic "Attitudes of teachers, parents and students towards the use of corporal punishment in secondary schools" for the degree of Master of Education. Her research is being supervised by the writer of this letter.

I write to request your permission for Mrs Sogoni to administer a questionnaire to teachers, parents and students of Clydesdale Senior Secondary School, Ibisi Senior Secondary School and Rietvlei Senior Secondary School in the Umzimkulu Circuit.

A copy of each questionnaire is attached to the letter.

Your assistance in this matter will be greatly appreciated. Please let me know, whether you agree to my request.

Yours sincerely

R H Farman
Senior Lecturer

URULUMENTE WASETRANSKEI



No. 264

TRANSKEIAN GOVERNMENT

ISEBE LEMFUNDO
DEPARTMENT OF EDUCATION

UMTATA.

Imicimbi Yembalelwano Mayisingiswe
Kusibakhulu

All communications to be
addressed to the Secretary

idilesi yoCingo }
Telegraphic Address }

"SEBEMFUNDO"

09/02/1992

iNgxowa eYodwa yePosi }
Private Bag }

X5003

IMIBUZO
ENQUIRIES

iFoni } 25111
Tel. }

The Dean
University of Natal
Faculty of Education
Private Bag X01
SCOTTSVILLE

Dear Sir/Madam

YOUR LETTER DATED

YOUR REFERENCE

OUR REFERENCE

I have pleasure in informing you that your application on behalf of
Mr/Mrs/Miss E. N. M. SOYONI..... to grant ~~him~~/her
permission to collect data from Transkei Schools for research purposes
on ADMINISTERING A QUESTIONNAIRE TO TEACHERS, PARENTS AND
STUDENTS OF GIDESDALE S.S.S., IBISI S.S.S. AND RIETVLEI S.S.
IN UMZIMKULU CIRCUIT.....
has been approved provided, at the end of the project, a copy of the
dissertation will be produced for the Transkei National Library.

Yours faithfully

DIRECTOR-GENERAL FOR EDUCATION

56 Pat Newsom Road
Epworth 3201
13 March 1995

The Principal

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

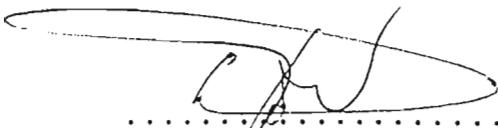
Sir / Madam

RESEARCH STUDY

Your school has been selected as a research site for this study which aims to investigate the attitudes of teachers , students and parents towards the use of corporal punishment.

The information given will not be revealed to anybody , except the researcher and will only be used for research purposes.

Thanking you in advance , in anticipation of your co-operation.



E.N.M. SOGONI (MRS)

APPENDIX 3

QUESTIONNAIRE FOR STUDENTS

QUESTIONNAIRE FOR STUDENTS

This research is conducted under the supervision of Mr R.H. Farman of the Department of Educational Psychology, University of Natal, Pietermaritzburg campus.

The researcher is trying to find out the attitudes of teachers, parents and students towards the use of corporal punishment in schools.

CORPORAL PUNISHMENT: is the deliberate infliction of physical pain on any part of the body by someone in a position of authority, upon a pupil who, according to his judgement, has committed an offence of violating school rules. This includes both approved (authorised) and disapproved (unauthorised) forms of corporal punishment.

There are no correct or wrong answers. It is not necessary for you to give your name. Responses are confidential and should be made with every freedom and honesty. Genuine responses will help a great deal and if there is need to quote from these responses, it will be anonymous.

INSTRUCTIONS

Given below are various statements on corporal punishment. At the end of each statement, you are asked to make a cross (X), to indicate the statement which best represents your attitude.

SECTION A

PARTICULARS

1. SEX:

M	F

2. STANDARD:

.....

3. AGE

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FOR OFFICE USE
ONLY**SECTION B**

Given below are a series of statements about the use of corporal punishment in schools. Please respond to each statement by making a cross (X) in the block which best represents your attitude about that statement.

A key to the scale has been provided:

STRONGLY AGREE	=	SA
AGREE	=	A
UNDECIDED	=	U
DISAGREE	=	D
STRONGLY DISAGREE	=	SD

Use only one of the terms above to indicate your response.

EXAMPLE

Penalties are necessary to support the rules:

SA	A	U	D	SD
				X

The cross (X) shows that I 'STRONGLY DISAGREE' with the statement

STATEMENTS:

1. Corporal punishment should be used in schools

SA	A	U	D	SD

2. Corporal punishment should be given to both boys and girls (male and female students)

SA	A	U	D	SD

3. Corporal punishment should be given to males only

SA	A	U	D	SD

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ONLY

4. Corporal punishment is good for discipline

SA	A	U	D	SD

5. Corporal punishment causes drop-outs

SA	A	U	D	SD

6. Corporal punishment shows hatred of teachers towards pupils

SA	A	U	D	SD

7. Corporal punishment shows revenge by teachers towards pupils

SA	A	U	D	SD

8. Corporal punishment should be inflicted to protect the weak and young against the stronger and older pupils

SA	A	U	D	SD

9. Pupils hate a teacher who uses corporal punishment

SA	A	U	D	SD

10. Corporal punishment drives away trust and intimacy expected between teacher and pupil

SA	A	U	D	SD

11. When a pupil is punished, there is an aggressive desire to strike back

SA	A	U	D	SD

12. Students like teachers who use corporal punishment

SA	A	U	D	SD

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ONLY

13. Students coming from schools where corporal punishment is used show good behaviour

SA	A	U	D	SD

14. A pupil's behaviour does not improve even after caning

SA	A	U	D	SD

15. I prefer corporal punishment to manual work as punishment

SA	A	U	D	SD

16. "Away with corporal punishment"

SA	A	U	D	SD

17. The slogan, "Away with corporal punishment" should be abolished

SA	A	U	D	SD

18. When punished, students will resort to boycotts as a form of protest

SA	A	U	D	SD

19. Regulations concerning corporal punishment are vague

SA	A	U	D	SD

20. Students are not provided with the opportunity to challenge the allegations before receiving corporal punishment

SA	A	U	D	SD

21. Students feel unprotected in a school where corporal punishment is used

SA	A	U	D	SD

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ONLY

22. Students should campaign for the ban of corporal punishment

SA	A	U	D	SD

23. Corporal punishment threatens students' basic human rights

SA	A	U	D	SD

24. The use of corporal punishment causes school phobia (fear of attending school)

SA	A	U	D	SD

25. The students feel that teachers cane them with love

SA	A	U	D	SD

FOR OFFICE
USE ONLY

SECTION C

26. In your school, which offences warrant the use of corporal punishment to students?

(i)

(ii)

(iii)

(iv)

(v)

27. To your knowledge, which are the sites of the body used for corporal punishment?

(i)

(ii)

(iii)

(iv)

(v)

28. What are the effects of corporal punishment upon pupils?

(i)

(ii)

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USE ONLY

(iii)

(iv)

(v)

29. Who inflicts corporal punishment in your school?

(i)

(ii)

(iii)

(iv)

(v)

30. What could be the alternatives to corporal punishment?

(i)

(ii)

(iii)

(iv)

(v)

APPENDIX 4

QUESTIONNAIRE FOR TEACHERS

QUESTIONNAIRE FOR TEACHERS

This research is conducted under the supervision of Mr R.H. Farman of the Department of Educational Psychology, University of Natal, Pietermaritzburg campus.

The researcher is trying to find out the attitudes of teachers, parents and students towards the use of corporal punishment in schools.

CORPORAL PUNISHMENT: is the deliberate infliction of physical pain on any part of the body by someone in a position of authority, upon a pupil who, according to his judgement, has committed an offence of violating school rules. This includes both approved (authorised) and disapproved (unauthorised) forms of corporal punishment.

There are no correct or wrong answers. It is not necessary for you to give your name. Responses are confidential and should be made with every freedom and honesty. Genuine responses will help a great deal and if there is need to quote from these responses, it will be anonymous.

INSTRUCTIONS

Given below are various statements on corporal punishment. At the end of each statement, you are asked to make a cross (X), to indicate the statement which best represents your attitude.

SECTION A

PARTICULARS

- 1. SEX:

M	F

- 2. POSITION HELD:
- 3. AGE

FOR OFFICE USE ONLY

FOR OFFICE USE
ONLY

SECTION B

Given below are a series of statements about the use of corporal punishment in schools. Please respond to each statement by making a cross (X) in the block which best represents your attitude about that statement.

A key to the scale has been provided:

STRONGLY AGREE	=	SA
AGREE	=	A
UNDECIDED	=	U
DISAGREE	=	D
STRONGLY DISAGREE	=	SD

Use only one of the terms above to indicate your response.

EXAMPLE

Penalties are necessary to support the rules:

SA	A	U	D	SD
				X

The cross (X) shows that I 'STRONGLY DISAGREE' with the statement

STATEMENTS:

1. Corporal punishment is good for discipline

SA	A	U	D	SD

2. Corporal punishment teaches children respect for authority

SA	A	U	D	SD

3. Corporal punishment encourages students to do their work

SA	A	U	D	SD

FOR OFFICE USE
ONLY

4. Schools cannot do without corporal punishment, even nature punishes
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
| | | | | |
5. Corporal punishment is the only language children understand
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
| | | | | |
6. Corporal punishment cannot be inflicted without creating anger on the teachers
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
| | | | | |
7. Corporal punishment causes students to be violent / resort to boycotts as a form of protest
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
| | | | | |
8. Corporal punishment leads to pupils fearing all aspects of school life
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
| | | | | |
9. Corporal punishment leads to attacks on teachers by pupils
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
| | | | | |
10. Corporal punishment leads to dropping out of pupils from school
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
| | | | | |
11. Caning develops hostility to all forms of authority
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
| | | | | |
12. Corporal punishment destroys trust between teacher and pupil.
- | | | | | |
|----|---|---|---|----|
| SA | A | U | D | SD |
| | | | | |

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ONLY

13. The teacher who is using a cane is a failure in the classroom

SA	A	U	D	SD

14. Teachers use corporal punishment in the assumption that parents are ignorant of its legal implications

SA	A	U	D	SD

15. The use of corporal punishment by teachers reflects professional incompetence

SA	A	U	D	SD

16. Discipline can be maintained in schools without resorting to corporal punishment

SA	A	U	D	SD

17. The unpleasantness associated with corporal punishment will prevent the recurrence of misbehaviour

SA	A	U	D	SD

18. Teachers should take the initiative and campaign for the banning of corporal punishment

SA	A	U	D	SD

19. Departmental officials do not check punishment registers according to prescribed regulations

SA	A	U	D	SD

20. Teachers who use corporal punishment lack exposure to classroom management techniques

SA	A	U	D	SD

21. Principals fail to ensure that teachers punish students according to regulations and procedures laid down

SA	A	U	D	SD

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ONLY

22. Regulations concerning corporal punishment are vague

SA	A	U	D	SD

23. The only way out is to outlaw corporal punishment in schools in the new South African Constitution

SA	A	U	D	SD

24. The use of corporal punishment in schools has no scientific validity and is not supported by research

SA	A	U	D	SD

25. Corporal punishment does not serve the purpose of ensuring discipline

SA	A	U	D	SD

FOR OFFICE
USE ONLY

SECTION C

26. In your school, which offences warrant the use of corporal punishment to students?

- (i)
-
- (ii)
-
- (iii)
-
- (iv)
-
- (v)
-

-
-
-
-
-

27. To your knowledge, which are the sites of the body used for corporal punishment?

- (i)
-
- (ii)
-
- (iii)
-
- (iv)
-
- (v)
-

-
-
-
-
-

28. What are the effects of corporal punishment upon pupils?

- (i)
-
- (ii)
-

-
-

FOR OFFICE
USE ONLY

- (iii)
- (iv)
- (v)

29. Who inflicts corporal punishment in your school?

- (i)
- (ii)
- (iii)
- (iv)
- (v)

30. What could be the alternatives to corporal punishment?

- (i)
- (ii)
- (iii)
- (iv)
- (v)

APPENDIX 5

**QUESTIONNAIRE FOR
LITERATE PARENTS/GUARDIANS**

QUESTIONNAIRE FOR PARENTS / GUARDIANS

This research is conducted under the supervision of Mr R.H. Farman of the Department of Educational Psychology, University of Natal, Pietermaritzburg campus.

The researcher is trying to find out the attitudes of teachers, parents and students towards the use of corporal punishment in schools.

CORPORAL PUNISHMENT: is the deliberate infliction of physical pain on any part of the body by someone in a position of authority, upon a pupil who, according to his judgement, has committed an offence of violating school rules. This includes both approved (authorised) and disapproved (unauthorised) forms of corporal punishment.

There are no correct or wrong answers. It is not necessary for you to give your name. Responses are confidential and should be made with every freedom and honesty. Genuine responses will help a great deal and if there is need to quote from these responses, it will be anonymous.

INSTRUCTIONS

Given below are various statements on corporal punishment. At the end of each statement, you are asked to make a cross (X), to indicate the statement which best represents your attitude.

SECTION A

PARTICULARS

1. SEX:

M	F

2. OCCUPATION:

.....

3. AGE

FOR OFFICE USE
ONLY

FOR OFFICE USE
ONLY

SECTION B

Given below are a series of statements about the use of corporal punishment in schools. Please respond to each statement by making a cross (X) in the block which best represents your attitude about that statement.

A key to the scale has been provided:

STRONGLY AGREE	=	SA
AGREE	=	A
UNDECIDED	=	U
DISAGREE	=	D
STRONGLY DISAGREE	=	SD

Use only one of the terms above to indicate your response.

EXAMPLE

Penalties are necessary to support the rules:

SA	A	U	D	SD
				X

The cross (X) shows that I 'STRONGLY DISAGREE' with the statement

STATEMENTS:

1. Corporal punishment is used at home

SA	A	U	D	SD

2. Corporal punishment is good for disciplinary purposes

SA	A	U	D	SD

3. Corporal punishment teaches the child respect for authority

SA	A	U	D	SD

FOR OFFICE USE
ONLY

4. Corporal punishment helps to suppress undesired behaviour permanently

SA	A	U	D	SD

5. Corporal punishment should be used at school

SA	A	U	D	SD

6. Corporal punishment is no longer used at home

SA	A	U	D	SD

7. Corporal punishment is tantamount to direct attack of pupils by teachers (assault)

SA	A	U	D	SD

8. Corporal punishment is a form of child abuse

SA	A	U	D	SD

9. Teachers use corporal punishment to vent their anger (frustrations) on children

SA	A	U	D	SD

10. Teachers assault students in the name of corporal punishment

SA	A	U	D	SD

11. Children are not protected by law against teacher abuse

SA	A	U	D	SD

12. Younger children always fall victims where corporal punishment is used in schools

SA	A	U	D	SD

FOR OFFICE USE
ONLY

13. Parents accept the use of corporal punishment of their children through ignorance

SA	A	U	D	SD

14. Parents do not query corporal punishment in case their children's grades would suffer through victimisation

SA	A	U	D	SD

15. Through corporal punishment, pupils imitate the behaviour of teachers as inflictors of violence

SA	A	U	D	SD

16. Children resort to boycotts as a form of protest against corporal punishment

SA	A	U	D	SD

17. Corporal punishment strains relationship between teacher and pupil

SA	A	U	D	SD

18. Corporal punishment creates harmonious relations between teacher and pupil

SA	A	U	D	SD

19. Students feel threatened when corporal punishment is used at school

SA	A	U	D	SD

20. Parents should campaign for the banning of corporal punishment in the South African Constitution

SA	A	U	D	SD

21. Corporal punishment should be banned both at home and at school

SA	A	U	D	SD

FOR OFFICE USE
ONLY

22. Regulations governing corporal punishment at present are vague

SA	A	U	D	SD

23. Some of the serious cases involving corporal punishment are not reported

SA	A	U	D	SD

24. Some of the reasons for inflicting corporal punishment do not fulfil the criteria required by the law to justify caning

SA	A	U	D	SD

25. The present departmental provisions on corporal punishment are 'discriminatory'/sexist as they are applicable to male students only

SA	A	U	D	SD

FOR OFFICE
USE ONLY

SECTION C

26. In your school, which offences warrant the use of corporal punishment to students?

- (i)
-
- (ii)
-
- (iii)
-
- (iv)
-
- (v)
-

27. To your knowledge, which are the sites of the body used for corporal punishment?

- (i)
-
- (ii)
-
- (iii)
-
- (iv)
-
- (v)
-

28. What are the effects of corporal punishment upon pupils?

- (i)
-
- (ii)
-

FOR OFFICE
USE ONLY

- (iii)
-
- (iv)
-
- (v)
-

29. Who inflicts corporal punishment in your school?

- (i)
-
- (ii)
-
- (iii)
-
- (iv)
-
- (v)
-

30. What could be the alternatives to corporal punishment?

- (i)
-
- (ii)
-
- (iii)
-
- (iv)
-
- (v)
-

APPENDIX 6

**QUESTIONNAIRE FOR
SEMI-LITERATE PARENTS (IN XHOSA)**

IMIBUZO - ABAZALI

Olu phado luqhutywa phantsi kweliso lika Mnumzana R.H. Farman weDyunivesithi yaseNatal, kwiziko elisePietermaritzburg, kwicandelo leEducational Psychology.

Umphandi-lwazi ujonge ukufumana ulwazi malunga novakalelo kubazali, ootitshala nabafundi ngokubethwa kwabantwana ezikolweni.

UKUBETHWA KWABANTWANA: Xa umntwana ebethwa nakuyiphi na indawo emzimbeni emvisa ubuhlungu, ebethwa ngulowo osemagunyeni eqinisekile ukuba umntwana waphule imithetho yesikolo. Esi sohlwayo sinokuba sesigunyazisiweyo okanye hayi.

Kule mibuzo akukho mpendulo ichanekileyo okanye intlantlathayo, kungekho namfuneko yokunika igama lakho xa uphendula le mibuzo. Iimpendulo ziya kuba lihlebo, ngako ke mazenziwe ngokukhululekileyo nangokuthembekileyo. Ezi mpendulo ziya kuncedisa ukuphumelelisa olu phando. Xa kukho imfuneko yokuba kuhlonyulwe ngqo kwiimpindulo zakho, loo nto iya kuba lihlebo.

IMIGQALISELO:

Ngasezantsi apha, zizimvo ezahlukeneyo ngokusetyenziswa kwesohlwayo ngokubethwa. Emva koluvo ngalunye, bonisa ngophawu (X) olona luvo luchanana novakalelo lwakho.

ICANDELO A

IINKCUKACHA EZIFUNEKAYO

1. ISINI:

Isiduna	Isikhomokazi

2. UHLOBO LOMSEBENZI OWENZAYO

.....

3. UBUDALA

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ICANDELO B

Ngasezantsi apha kulandela uluhlu lwezimvo ngesohlwayo ngokubethwa ezikolweni. Phendula ngokubonisa ngophawu (X) kwibhokisi elungelene noluvo oluchanana novakalelo lwakho.

Isithuba 1 = NDIVUMELANA KAKHULU NOLU LUVO

Isithuba 2 = NDIYAVUMELANA NOLU LUVO

Isithuba 3 = ANDIQINISEKANGA NGOLU LUVO

Isithuba 4 = ANDIVUMELANI NOLU LUVO

Isithuba 5 = ANDIVUMELANI KONKE KONKE NOLU LUVO

UMZEKELO:

Kufanele ukuba abantwana bohlwaywe ezikolweni ukuze bahlonele imithetho emiselweyo.

1	2	3	4	5
				X

IZIMVO:

1. Isohlwayo ngokubethwa siyasetyenziswa ekhaya

1	2	3	4	5

2. Isohlwayo ngokubethwa silungile njengeyona ndlela yengqesho

1	2	3	4	5

3. Isohlwayo ngokubethwa sifundisa umntwana ukuhlonipha abasemagunyeni

1	2	3	4	5

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4. Isohlwayo ngokubethwa sithuntubeza/silwa isimilo esigwenxa emntwaneni

1	2	3	4	5

5. Isohlwayo ngokubethwa masisetyenziswe ezikolweni

1	2	3	4	5

6. Isohlwayo ngokubethwa asisasetyenziswa ekhaya

1	2	3	4	5

7. Isohlwayo ngokubethwa nqwa nokuhlaselwa kwabantwana ziititshala

1	2	3	4	5

8. Isohlwayo ngokubethwa luhlobo nje lokudlakathisa abantwana

1	2	3	4	5

9. Iititshala zikhuphela umsindo wazo ebantwaneni ngokubabetha

1	2	3	4	5

10. Iititshala zihlasela abantwana phantsi kwegama lokuba ziyabohlwaya

1	2	3	4	5

11. Akukho mthetho ubakhuselayo abantwana ekudlakathisweni ngokubethwa ziititshala

1	2	3	4	5

12. Abantwana abaselula bazifumana bengamaxhoba okohlwaywa ngokubethwa ezikolweni

1	2	3	4	5

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13. Abazali ngenxa yokungazi bayasamkela isohlwayo ngokubethwa kwabantwana

1	2	3	4	5

14. Ngokoyikisela ukuba abantwana babe ngamaxhoba bangaphumeleli ezifudweni abazali abakukhalazeli ukubethwa kwabantwana

1	2	3	4	5

15. Ngenxa yesohlwayo ngokubethwa abafundi bagqibela ngokulandela ikhondo lezimilo ezinobundlobongela

1	2	3	4	5

16. Abantwana baphephela ekukwayeni amagumbi okufundela beqhankqalazela isohlwayo ngokubethwa

1	2	3	4	5

17. Ukohlwaya ngokubetha kuchitha ubuhlobo phakathi kotitshala nomntwana

1	2	3	4	5

18. Ukohlwaya ngokubetha kwakha ubuhlobo phakathi kotitshala nomntwana

1	2	3	4	5

19. Abantwana baziva bengakhululekanga xa besohlwaywa ngokubethwa esikolweni

1	2	3	4	5

20. Abazali mababumbane kubhangiswe isohlwayo ngokubethwa kuMthetho-siseko woMzantsi-Afrika omtsha

1	2	3	4	5

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21. Ukohlwaywa ngokubethwa
makubhangiswe ekhaya
nasesikolweni

1	2	3	4	5

22. Imigqaliselo elawula
ukohlwaywa ngokubethwa
kungoku nje ayicacanga

1	2	3	4	5

23. Ezinye zeziphumo ezibi
ezizalwa kukohlwaywa
kwabafundi ngokubethwa
azichazwa

1	2	3	4	5

24. Ezinye zezizathu
zokohlwaywa ngokubethwa
azichanani nemigqaliselo
emiselweyo
ngokusemithethweni elawula
isohlwayo ngokubethwa

1	2	3	4	5

25. Imigqaliselo emileyo yeSebe
leMfundo elawula isohlwayo
ngokubethwa inocalu-calulo
ngesini njengoko ivumela
ukubethwa kwabantwana
abangamakhwenkwe kuphela

1	2	3	4	5

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26. Ziziphi iziphoso ezigunyazisa ukohlwaywa ngokubethwa kwabantwana kwesi sikolo sakho?

- (i)
- (ii)
- (iii)
- (iv)
- (v)

-
-
-
-
-

27. Ngokokwazi kwakho abantwana badla ngokubethwa kuziphi iindawo emzimbeni?

- (i)
- (ii)
- (iii)
- (iv)
- (v)

-
-
-
-
-

28. Ziziphi iziphumo ezibi ezizalwa kukohlwaywa kwabafundi ngokubethwa?

- (i)
- (ii)

-
-

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(iii)

(iv)

(v)

29. Ngokokwazi kwakho ngubani owohlwaya abafundi esikolweni sakho?

(i)

(ii)

(iii)

(iv)

(v)

30. Ziziphi ezinye iindlela zogcino-cwangco kubafundi xa kunokutyeshelwa isohlwayo ngokubethwa?

(i)

(ii)

(iii)

(iv)

(v)

APPENDIX 7

EXTRACT FROM THE *GOVERNMENT GAZETTE* (Vol. 11)

DEPARTMENT OF EDUCATION

GOVERNMENT NOTICE NO. 81 (1-8-1986)

EDUCATIONAL ACT, 1983 - REGULATIONS

"CORPORAL PUNISHMENT

119. (1) Subject to the provisions of regulation 118 and of sub-regulations (2) to (5) of this regulation -

- (a) the principal of any Government school or in his presence any official authorized thereto by such principal; or
- (b) the superintendent of any Government hostel or in his presence any housemaster or official authorized thereto by such superintendent,

may, as a last resort in any case of serious misconduct, inflict corporal punishment (not exceeding six strokes) on any male pupil below the age of seventeen years.

(2) No corporal punishment shall be inflicted upon any female or upon any student teacher.

(3) No person shall administer corporal punishment to any pupil -

- (a) in the presence of any other pupil who is not a joint offender;
- (b) with any instrument other than a light cane or a leather strap not less than 1,5cm in width;
- (c) elsewhere than upon the buttocks;
- (d) except with due regard to the age, mental and physical condition of such pupil;
- (e) otherwise than in a moderate and reasonable manner; or
- (f) in such a manner as to cause disfigurement or permanent bodily injury.

(4) The person administering corporal punishment to any pupil shall record in a register to be kept for the purpose by the principal of the school or superintendent of the hostel, as the case may be -

- (a) the date on which such punishment was inflicted;
- (b) the name and age of the pupil concerned;
- (c) the nature of the offence for which such punishment was imposed;
- (d) the number of strokes administered and the nature of the instrument used for the purpose; and

(e) the name of the person who administered such strokes.

(5) The register referred to in subregulation (4) shall be open for inspection at any time by any circuit inspector or other officer of the Department."

Umq.
Vol. 11
Buk.

01 AGASTI 1986
01 AUGUST 1986

No. 81

ISEBE LEZEMFUNDO

ISAZISO SIKARHULUMENTE
NO.: 81

UMTHETHO WEMFUNDO, 1983. -- IMIMISELO

Ngokwenjenje kuyaziswa ngokubanzi ukuba uMphathiswa wezeMfundo utha, ngokwesiqendu 48 soMthetho wezeMfundo, 1983 (uMthetho 26 wowe 1983), nangokubhungisana noMphathiswa wezeMali-

- (a) wenza imimiselo equlatiwe kuLuhlu olulapha; waza
- (b) warhoxisa imimiselo eyapapashwa ngokweSaziso sikaRhulumente 133 somhla wama 31 kwayoMnga 1971.

DEPARTMENT OF EDUCATION

GOVERNMENT NOTICE
NO.: 81

EDUCATION ACT, 1983. -- REGULATIONS

It is hereby notified for general information that the Minister of Education has, in terms of section 48 of the Education Act, 1983 (Act 26 of 1983), and in consultation with the Minister of Finance -

- (a) made the regulations contained in the accompanying Schedule; and
- (b) withdrawn the regulations published under Government Notice 133 dated 31 December 1971.

APPENDIX 8

BAN OF CORPORAL PUNISHMENT

**CIRCULAR NO. 48 FROM THE MEC (EASTERN CAPE)
NOSIMO BALINDLELA, ON THE BAN**

DEPARTMENT OF EDUCATION AND CULTURE

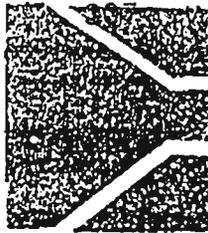
PROVINCE OF THE EASTERN CAPE

DEPARTEMENT VAN ONDERWYS EN KULTUUR

OOS-KAAP PROVINSIE

ISEBE LEMFUNDO NENKCUBEKO

IPHONDO LEMPUMA-KOLONI



Reference

Verwysing

Referensi

Enquites

Navree

Imiburo

T

0401-995140

LEGISLATION & LEGAL
SERVICES

Fax No.

Faks No.

Faksi No.

Mr Khumalo

0401-951180

31-8-95

Regional Directors
Area Managers
Principals of Schools

CIRCULAR NO 48

RE: ABOLITION OF CORPORAL PUNISHMENT

1. The Department of Education and Cultural has become aware of the increasing level of concern in our communities regarding the extent and gravity of corporal punishment inflicted on children by educators in our schools. It is the duty of the Department to offer protection to children from unnecessary, indiscriminate, dangerous and humiliating forms of punishment.
2. It is hereby directed that corporal punishment in whatever form is abolished in all schools in the Province of the Eastern Cape with immediate effect.
3. Notice is hereby given that strong disciplinary action will be taken against any educator or any other person in the employ of the Department who violates the directive given here above.

Nosimo Balindlela

MEMBER OF THE EXECUTIVE COUNCIL: EDUCATION & CULTURE

APPENDIX 9

**TRANSCRIPT OF TRANSKEI RADIO
'PHONE-IN' PROGRAMME**

TRANSKEI RADIO 'PHONE-IN' PROGRAMME, 8 OCTOBER 1995
INTERVIEWER - SABA MBIXANE

Caller	Comments
1. Student 1	Corporal punishment should not be abolished. Teachers cannot cane without reason. Once students know there is no caning fear and respect will diminish, and students will just do as they please.
2. Male parent 1	Blacks should not try to imitate whites. If at all this is the government's decisions, where is it leading us to? If teachers call students 'comrades' at school, what is expected to happen?
3. Student 2	Some teachers lose respect because they take students as lovers and thus as equals. Teachers should be teachers.
4. Student 3	Students should be caned to teach them responsibility.
5. Male parent 2	Students should be caned, and teachers should not take students as girlfriends. This should stop as this greatly affects school discipline.
6. Female parent 1	Students should be caned for the breach of rules. Teachers cannot cane without reason. This decision of abolishing corporal punishment has been taken without any contribution from the parents. The pupils' democratic rights seemingly are infringing on teachers' rights. If pupils were against teachers falling in love with school children they could long have protested against it in their 'toy-toyi', as it is always their weapon of expressing their dissatisfaction.
7. Male parent 3	The people who have abolished corporal punishment should not query the results and the percentage of passes. Corporal punishment is not assault as is termed.
8. Female parent 2	This circular does not come out with alternatives to corporal punishment. What other forms of disciplinary measures could be used without wasting school teaching time? Alternatives should have been provided before banning corporal punishment. The government should not remove corporal punishment without substituting it with something else.
9. Male parent 4	The same people who have decided on banning the cane have been exposed to the same caning and now they are occupying high positions. That is why now they are able to take decisions without wide consultation. Banning the cane is not the New South Africa. People have taken so much after the Western culture, without following it strictly. Caning should be retained in schools.

Caller	Comments
10. Male parent 5	Students should be caned. The person who has erred is the one who has announced the decision on the banning of corporal punishment without us being consulted as parents.
11. Female parent 3	This term 'abuse' is not appropriate. We were caned as children, but this term was not there. Children should be caned. Teachers' falling 'in love' with students is a private affair, and nature cannot be controlled by us as parents. There are reported cases of teachers who have married students among the great men and have stayed happily as married couples.
12. Female parent 4	Why do teachers not cane students when inspectors visit schools if they are justified? Instead they hide the switches. This indicates that students are being victimised.
13. Female parent 5	<p>Banning corporal punishment is right, but the timing is wrong. This should have been preceded by:</p> <ul style="list-style-type: none"> - educating parents - educating teachers about the change of attitudes; and - the change of the education system to include guidance and counselling during their training in colleges. <p>In white schools there are guidance teachers. In black schools we have none, it is not offered and the pupil-teacher ratio cannot permit some of the alternatives being implemented in our classrooms.</p> <p>Pupils should be caned until such time that proper preparations have been made for substitution.</p>

APPENDIX 10

SOUTH AFRICAN SCHOOLS ACT, 1996

**COVER PAGE OF *GOVERNMENT GAZETTE*,
COPY OF LETTER FROM THE MINISTER OF EDUCATION,
PROFESSOR S.M.E. BENGU, AND
COPIES OF PAGES 8 AND 10 OF THE *GOVERNMENT GAZETTE***



REPUBLIC OF SOUTH AFRICA

GOVERNMENT GAZETTE

STAATSKOERANT

VAN DIE REPUBLIEK VAN SUID-AFRIKA

Registered at the Post Office as a Newspaper

As 'n Nuusblad by die Poskantoor Geregistreer

Vol. 377

CAPE TOWN, 15 NOVEMBER 1996

No. 17579

KAAPSTAD, 15 NOVEMBER 1996

PRESIDENT'S OFFICE

KANTOOR VAN DIE PRESIDENT

No. 1867.

15 November 1996

It is hereby notified that the President has assented to the following Act which is hereby published for general information:—

No. 84 of 1996: South African Schools Act, 1996.

No. 1867..

15 November 1996

Hierby word bekend gemaak dat die President sy goedkeuring geheg het aan die onderstaande Wet wat hierby ter algemene inligting gepubliseer word:—

No. 84 van 1996: Suid-Afrikaanse Skolewet, 1996.



REPUBLIC OF SOUTH AFRICA • REPUBLIEK VAN SUID-AFRIKA

Minister of Education
Minister van OnderwysPrivate Bag X212
PRETORIA
0001

Ref: 1/3/2/2

18 November 1996

TO : THE CHAIRPERSONS OF GOVERNING BODIES, PRINCIPALS AND CHAIRPERSONS OF LEARNER REPRESENTATIVE COUNCILS OF ALL PUBLIC SCHOOLS

SOUTH AFRICAN SCHOOLS ACT (ACT NO 84 OF 1996)

I have pleasure in sending you the South African Schools Act, 1996 which will guide you in your endeavours to assist in the transformation of the education system in South Africa. I enclose three copies of the Act for use by governing bodies, principals and learners in each school.

The Act enables parents, teachers and learners and all members of the school community to work together through their governing bodies and in partnership with their provincial department of education for the good of the school and for the enhancement of the quality of education in South Africa.

The Department of Education, in co-operation with provincial departments of education, will be working hard to provide explanatory information on the interpretation of the Act and how it should be implemented.

The Department, assisted by provincial departments, will continuously monitor and evaluate progress in the implementation of the Act. No doubt with the passage of time some of the sections of the Act will need to be amended. I shall always be keen to receive feed-back and suggestions for possible amendments.

The consultative process leading towards the passing of the Act by Parliament was enriching and unprecedented. I wish to pay tribute to all those who participated and to thank them for their contributions. In particular, my appreciation is extended to the teaching profession, principals, learners, parents, associations of governing bodies, individual governing bodies and members of the public.

This is your Act. Use it to the best of your ability.

With best wishes,

Yours sincerely,

PROFESSOR S M E BENGU
MINISTER OF EDUCATION

(7) An application for the admission of a *learner* to a *public school* must be made to the *education department* in a manner determined by the *Head of Department*.

(8) If an application in terms of subsection (7) is refused, the *Head of Department* must inform the *parent* in writing of such refusal and the reason therefor.

(9) Any *learner* or *parent* of a *learner* who has been refused admission to a *public school* may appeal against the decision to the *Member of the Executive Council*. 5

Language policy of public schools

6. (1) Subject to the *Constitution* and *this Act*, the *Minister* may, by notice in the *Government Gazette*, after consultation with the *Council of Education Ministers*, determine norms and standards for language policy in *public schools*. 10

(2) The *governing body* of a *public school* may determine the language policy of the *school* subject to the *Constitution*, *this Act* and any applicable provincial law.

(3) No form of racial discrimination may be practised in implementing policy determined under this section.

(4) A recognised Sign Language has the status of an official language for purposes of learning at a *public school*. 15

Freedom of conscience and religion at public schools

7. Subject to the *Constitution* and any applicable provincial law, religious observances may be conducted at a *public school* under rules issued by the *governing body* if such observances are conducted on an equitable basis and attendance at them by *learners* and *members of staff* is free and voluntary. 20

Code of conduct

8. (1) Subject to any applicable provincial law, a *governing body* of a *public school* must adopt a code of conduct for the *learners* after consultation with the *learners*, *parents* and *educators* of the *school*. 25

(2) A code of conduct referred to in subsection (1) must be aimed at establishing a disciplined and purposeful *school* environment, dedicated to the improvement and maintenance of the quality of the learning process.

(3) The *Minister* may, after consultation with the *Council of Education Ministers*, determine guidelines for the consideration of *governing bodies* in adopting a code of conduct for *learners*. 30

(4) Nothing contained in *this Act* exempts a *learner* from the obligation to comply with the code of conduct of the *school* attended by such *learner*.

(5) A code of conduct must contain provisions of due process safeguarding the interests of the *learner* and any other party involved in disciplinary proceedings. 35

Suspension and expulsion from public school

9. (1) Subject to *this Act* and any applicable provincial law, the *governing body* of a *public school* may, after a fair hearing, suspend a *learner* from attending the *school*—

(a) as a correctional measure for a period not longer than one week; or

(b) pending a decision as to whether the *learner* is to be expelled from the *school* by the *Head of Department*. 40

(2) Subject to any applicable provincial law, a *learner* at a *public school* may be expelled only—

(a) by the *Head of Department*; and

(b) if found guilty of serious misconduct after a fair hearing. 45

(3) The *Member of the Executive Council* must determine by notice in the *Provincial Gazette*—

(a) the behaviour by a *learner* at a *public school* which may constitute serious misconduct;

(b) disciplinary proceedings to be followed in such cases; 50

(c) provisions of due process safeguarding the interests of the *learner* and any other party involved in disciplinary proceedings.

(4) A *learner* or the *parent* of a *learner* who has been expelled from a *public school* may appeal against the decision of the *Head of Department* to the *Member of the Executive Council*.

(5) If a *learner* who is subject to compulsory attendance in terms of section 3(1) is expelled from a *public school*, the *Head of Department* must make an alternative arrangement for his or her placement at a *public school*.

Prohibition of corporal punishment

10. (1) No person may administer corporal punishment at a *school* to a *learner*.

(2) Any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault.

Representative council of learners

11. (1) A representative council of *learners* at the *school* must be established at every *public school* enrolling *learners* in the eighth grade and higher.

(2) A *Member of the Executive Council* may, by notice in the Provincial Gazette, determine guidelines for the establishment, election and functions of representative councils of *learners*.

(3) The *Member of the Executive Council* may, by notice in the Provincial Gazette, exempt a *public school* for *learners* with special education needs from complying with subsection (1) if it is not practically possible for a representative council of *learners* to be established at the *school*.

CHAPTER 3

PUBLIC SCHOOLS

Provision of public schools

12. (1) The *Member of the Executive Council* must provide *public schools* for the education of *learners* out of funds appropriated for this purpose by the *provincial legislature*.

(2) The provision of *public schools* referred to in subsection (1) may include the provision of hostels for the residential accommodation of *learners*.

(3) A *public school* may be an ordinary *public school* or a *public school* for *learners* with special education needs.

(4) The *Member of the Executive Council* must, where reasonably practicable, provide education for *learners* with special education needs at ordinary *public schools* and provide relevant educational support services for such *learners*.

(5) The *Member of the Executive Council* must take all reasonable measures to ensure that the physical facilities at *public schools* are accessible to disabled persons.

(6) Nothing in this Act prohibits the provision of gender-specific *public schools*.

Public schools on State property

13. (1) In this section, immovable property owned by the State includes immovable property held in trust on behalf of a tribe by a trust created by statute.

(2) Subject to section 20(1)(k), a *public school* which occupies immovable property owned by the State has the right, for the duration of the *school's* existence, to occupy and use the immovable property for the benefit of the *school* for educational purposes at or in connection with the *school*.

(3) The right referred to in subsection (2) may only be restricted—

(a) by the *Member of the Executive Council*; and

(b) if the immovable property is not utilised by the *school* in the interests of education.

(4) The *Member of the Executive Council* may not act under subsection (3) unless he or she has—

(a) informed the *governing body* of the *school* of his or her intention so to act and the reasons therefor;