DISCIPLINE AND DISCIPLINARY MEASURES USED AT SELECTED SECONDARY SCHOOLS

By

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ABSTRACT

The purpose of this study was to explore various aspects of discipline in secondary schools inter alia the views of educators to changes regarding the behaviour of learners today as compared to the past, the banning of corporal punishment in schools, commitment to provide support, and to elicit alternative methods of maintaining discipline. The study was an exploratory one aiming to bring the views of the educator to the fore in clinical research. It was also undertaken to spur other research into this area.

The study was undertaken with educators from the town of Verulam in the north coast of Kwazulu- Natal, South Africa. All secondary schools in the area were targeted. This was a possibility sample as it was peculiar to the context and is valid because it does have resemblance to reality. The sample reflected the remnants of the old apartheid educational structures. Various types of schools were included inclusive of ex –House of Delegates, ex-Department of Education, private and religion-based schools. The sample had semblance of the general educator population. Educators in nine of the secondary schools responded to a questionnaire. The structured questionnaire had a quantitative and qualitative bias. The response rate was 58.3 percent. A statistical package was used to analyse the statistical aspects of the questionnaire.

The results of the study indicate that educators believed that the incidents and severity of learner misbehaviour had increased rapidly post 1996. A significantly large number also stated that their superiors (the Department of Education-DOE) have left a void with the banning of corporal punishment by providing little or no alternatives to discipline learners. Many respondents believed that their authority was undermined and it affected discipline and hence the culture of teaching and learning. Serious offenders were handed to management of schools. Management in schools were viewed as supportive although there was a call

for consistency in the application of the schools' Code of Conduct. Numerous methods of disciplining were suggested with the most popular being getting the parent involved and personal counselling. Sadly, the third popular measure believed to be effective was the use of corporal punishment, albeit it was used by a small percentage of respondents. There was no significant difference in views between male and female respondents. Various extraneous factors influencing poor behaviour were postulated. The learners' background, role of the parent and peer pressure, were viewed as most important. School contextual factors such as large classes and poor resources were also noted.

Recommendations for better discipline and disciplinary measures were highlighted. The study called for a review of the Code of Conduct as required by the South African Schools Act 84 of 1996, with the focus being immediacy and relevance of sanctions and the more frequent use of the parent-component, of the Schools' Governing Body, in discipline. A more pro-active stance on the part of the DOE in assisting educators, in disciplinary measures, at grass-root level was recommended. The study also recommended further research into discipline and disciplinary measures at secondary schools.

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- My wife, Renuka and children, Dheeraj, Yejna, & Akhil for their support and encouragement,

- My supervisor, Professor M Kasiram for her personal attention and professional guidance.

DEDICATION

I DEDICATE THIS DISSERTATION TO

MY DEAREST MOTHER,

DAYAWANTHEE NARAIN.

DECLARATION

I, Anil Pravesh Narain, student of the University of Kwazulu-Natal, declare that the following dissertation:

"Discipline and Disciplinary Measures used at selected Secondary Schools"

is solely my own work done for the fulfillment of the degree:

"Masters is Child Care and Protection".

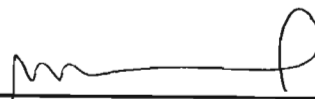It has not been presented for any other degree at any university

My supervisor was Professor M Kasiram.

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CHAPTER ONE
INTRODUCTION AND METHODOLOGY

1.1.   Introduction

The secondary socializing agent, the school, is not the only major socializing agent, as the world today is infused with a multitude of stimuli, which the adolescent cannot fathom. The educator, principal and school as an overall institution has now a new image, both from the physical, with high fences, barbed wire, metal detectors and security guards, to the mental and more subtle, with teaching to please different levels, with allowing more back- chatting in the name of freedom of speech, and with more activity based teaching. The new image of the educator is one that the older educator cannot accept. The essence of education in school has changed over the centuries and more radically in the past decades with the onset of the internet, cellular phone, the rapid pace of communication and the infusion of different world views. The school as an institution has to resort to physical and mental methods to help maintain discipline in the school for the primary motive i.e. guiding the child into his / her chosen career path with the added responsibility of "educating for life".

The adolescent is at that stage of his/her (gender henceforth implied) life where he is most influenced by the second socializing agent i.e. his peers and the other relevant people in his life outside the home. Various conflicts predominate his life at this stage. The crisis of developing an identity versus role confusion at this stage as stated by Erikson is the focal point of his life (Seifert and Hoffnung, 1994:548). While he is trying to find his identity at a psychological level, he is forced to comply with pressures from his peers and school system at a psychosocial level. Today the adolescent is bombarded with many external stimuli, which the youth of yesteryear never encountered. The advent of the numerous youth directed popular magazines, mass following of radio and television, the

internet and the cellular phone, has flooded the youth with an explosion of influences. Socialization outside the home is now very different to that of the past, and the youth at school now challenge all forms of authority. The sociological problems of broken homes, child-headed households, the impact of HIV/AIDS, poor socio-economic climate, easy access to pornography, addictive drugs and alcohol has added to the crises the present day youth face. It is in this period that the adolescent tends to lose interest in school. They are also distracted by physiological and emotional changes. The article entitled "Naughty matrics banned from the ball" aptly describes how even matric learners engage in deviant behaviour, and banning them from what they like most works well (David, Sunday Times, 12/10/2005).

This makes the adolescent of today a very special type of learner who needs educators with special skills to manage him and at the same time follow prescribed set of outcomes of the Department of Education (DOE) in South Africa. The prevalence of child-on-child violence, child criminals and youth violence is being published regularly in the press e.g." Test of strength ends in death on the play ground" (Khumalo, Sunday Times, 22/10/2006). The preponderance of violence, substance abuse, defiance of authority, absconding class and truancy, is indicative of, among other factors, a lack of strict discipline in schools. Most educators spend an extraordinary amount of time, energy and effort managing behaviour problems (Algozzine, et.al, 2002). There is a need to revisit strategies implemented by the Department of Education (DOE) in respect of alternatives to corporal punishment.

1.2. Motivation

As an educator in the employ of the Department of Education, Kwazulu-Natal, South Africa, the researcher has encountered various sanctions used to rectify the behaviour of learners. The researcher has experienced the transition from when the use of corporal punishment (hence CP) was legal and used in schools, to the

post- 1996 period when the use of CP was banned. What was observed was the deterioration of good behaviour and increased defiance displayed by learners in schools. With freedom comes responsibility; which did not materialize. There were also feelings of helplessness amongst educators. They lost their authority. This was generally attributed to the sudden change where the educators believed they were powerless to control learners who now had their rights enshrined in the Bill of Rights, Section 28 (Constitution of South Africa Act 108 of 1996) and the South African Schools Act 84 of 1996. This is exemplified in an article stating that learners were forced to stand on their desks by an educator who when questioned explained that it was done "to bring order in the class so that teaching could take place" (Govender. Sunday Times, 28/09/2005). Also the Department of Education offered no clear alternatives to CP. This situation has not altered and the exploration of discipline and disciplinary measures, including the subject of CP in schools, is of great interest to the researcher.

One aspect focused on in the research is, the use of corporal punishment in the absence of clear alternatives. It is noted that CP on learners is still in existence (Reporter. Sunday Times, 16/05/2005). The study also aims to find workable alternatives suggested by educators of different levels (i.e. management and level one educators). Joan van Niekerk, of Childline South Africa said, "not enough is being done to train teachers in alternative methods of discipline" (Mail and Guardian, 26/01/2006). The rights and privileges of the child are expounded in Section 28 of the Constitution of South African (Davel, 2000). The South African Schools Act 84 of 1996 has banned the use of corporal punishment in schools by any individual, yet this is prevalent in schools today (Msomi, 2000). Newspaper reports cite incidents of corporal punishment in all types of schools (i.e. Ex- White controlled [Natal Education Department, House of Assembly], Indian controlled [Indian Education Department, House of Delegates], and African controlled [Department of Education and Training] schools). Andre Kent, director of the South African Human Research Council's (SAHRC) training sector, paints a bleak

picture of the state of human rights at schools indicating that corporal punishment is still a big problem (Du Bois, 2002).

The question of how to discipline the learner in the absence of realistic and workable alternative strategies is very relevant.

1.3. Aims and Objectives
1.3.1. Aim
The researcher will explore current discipline and behaviour problems that are prevalent in secondary schools and methods employed by educators to manage these.

1.3.2. Objectives
1.3.2.1. To understand the range of behaviour problems and discipline related concerns prevalent in secondary schools.

1.3.2.2. To examine the measures employed by educators in managing classroom discipline.

1.3.2.3. To examine the perceived effectiveness of the use of these measures.

1.3.2.4. To explore when and how corporal punishment is used as part of the "measures" employed by educators.

1.3.2.5. To examine the views of educators to the banning of corporal punishment.

1.3.2.6. To recommend disciplinary measures that have practical value in the school system.

1.4. Key Questions to be Answered in the Research

1.4.1. What are the various behaviour patterns manifested by learners that necessitate the use of disciplinary measures?

1.4.2.   What disciplinary measures are commonly used on learners?

1.4.3.   What are the perceived effects of these disciplinary measures?

1.4.4.   What circumstances may lead the educator to use corporal punishment?

1.4.5.   What are some of the consequences (to the learner) of using corporal punishment?

1.4.6.   What external circumstances (besides the learner) contribute to learners misbehaving.

1.4.7.   What recommendations do educators have to discipline learners?

1.5.   OPERATIONAL DEFINITIONS

Adapted from educational handbook: "Policy Hand book of Educators"(2003) which is cited in the South African Schools Act 84 of 1996 (hence, Schools Act)

1.5.1. **Educator**: adult person, who teaches, educates or trains other persons or who provides professional educational services including professional therapy and educational psychological services, at a school. He/she may be of any level i.e. level –1 and management.

1.5.2. **Learner**: any person who receives education or is obliged to receive education according to the Schools Act.

1.5.3. **Instruction**: any tutorage that the learner engages in with the educator.

1.5.4. **Behaviour modifiers**: any sanction that the educator uses to institute a change in the behaviour of the learner with the intention of improving results or the general behaviour of the learner.

1.5.5. **Punishment**: a corrective measure or a penalty inflicted on an offender who has to suffer the consequences of misconduct in order to maintain the

orderly society of school. It is often reactive, punitive, humiliating and punishing rather than corrective and nurturing.

1.5.6. **Corporal punishment (CP)**: Physical action taken by the educator, imposed on the learner to punish the learner so as to modify behaviour.

1.5.7. **Discipline:** Is a proactive and constructive measure to manage the school environment which includes educating the learner to exercise self-control, respect of others and to accept the consequences of his actions.

1.5.8. **Misbehaving learner**: learner who does not follow the school rules and generally is disrespectful e.g. swears fights, uses violence, refuses to do work set, and refuses to comply with the instruction of the educator.

1.6. The Value of the Research

This study has value in:
- Providing valuable data that objectively reports on use, and the effects of various disciplinary measures.
- It could uncover a range of disciplinary measures that have not received due credit.
- It could urge policy makers revisit alternatives to CP.
- Superintendents of Education or Management may be urged to develop realistic strategies to handle learner problems suitable to the conditions in South African schools with a workable strategy for implementation, enactment and feedback.

1.7. Theoretical Framework

A systems and behaviourist theoretical framework was used. A systems approach was used to understand the concept of discipline as it played itself out in wider

society. A systems theoretical framework would assist in deciphering the various issues of school discipline as influenced by international and national policy. It would help understand the dynamics among such factors as the school, community, and government policy. The behaviourist framework was used to analyse disciplinary measures used, the effects, and effectiveness thereof. This approach is apt as much of what the educator does in the classroom with regard to discipline is base on the behaviourist model as it is less time consuming that the other more psychoanalytically inclined theoretical approaches.

1.7.1. Behaviourist Theory

Unlike psychoanalysis the learning theory approach rests on the assumption that behaviour is learnt. Learning theorists distinguish between various types of connections between stimuli and responses. Meyer & van Ede say that although there are various perspectives on learning (and hence learning of misbehaviour) as a phenomenon, the view that the development of human beings is determined mainly or even entirely by learning, is associated with the behaviourist learning theory (Louw. 1991:66). The central theme of the behaviourist is that all behaviour is learned and thus can be unlearned and replaced by alternative behaviour, by offering the right reward. The behaviourists hold in its simplistic form that a stimulus leads to a response and a negative stimulus negates a response. He uses behaviour modification strategies. Louw explains different 'sub-theories' in the field on ways of learning. Behaviourists' approaches represent a family of approaches... these owe much to the work of Watson (1913), Pavlov (1927) and B.F. Skinner (1953) (Chaplain, 2003:170). Learning is explained in terms of the relationship between stimulus, response and reinforcement. In the educational setting "praise" is a strong reinforcement. Chaplain sites the example of the child Tommy who never enjoyed Maths from an early age. When Tommy went for Maths classes he was either disruptive or never prepared for work and hence was periodically sent to the PE master who got him to clean the PE store. This Tommy liked, and the ritualistic behaviour was hard to break (Chaplain,

2003:171). The "classical conditioning, of Pavlov with his "conditioned reflex"; and "instrumental or operant conditioning" of Dollard & Miller who speak of "drives and drive reduction" are behaviour theories. The extreme behaviourist, Skinner who uses the terms "operant and reinforcement" rejects the notion of subjective concepts of "drives". The "observational learning" of Bandura speaks of imitation and reinforcement which may not be immediate. There are various forms of behaviour theories; all having the same central theme.

Classical conditioning takes place when a response that was originally linked to a particular stimulus, becomes associated with another stimulus. This sometimes is referred to as type-S conditioning. Pavlov's famous experiments of his, is noted. This is criticised as a passive form of learning and it only explains the connection between existing responses with new stimuli, and it provides no explanation for the emergence of new forms of behaviour. In "instrumental or operant conditioning" the participant plays a more active role. Moderate behaviourists believe that the individual has a "need". The need drives the individual to act in a particular manner. A drive may be primary or secondary. A simple example may be a youth in school may engage in gambling to get money to feed his drug habit. As long as he wins and is not caught and sanctioned, he will continue. The extreme theorists as Skinner use the term "operant and reinforcement' An operant is any behaviour of an individual. A large proportion of children's behaviour is learnt by this conditioning. The approval of a parent and educator may be regarded as methods of reinforcement for some of the child's behaviour, hence the behaviour is repeated. Ignoring or punishing the child, however may be seen as withholding reinforcement, so the frequency of the behaviour decreases. Other behaviourists regard the social environment as the source of acquiring new behaviour. Modern learning theorists (the so-called social learning theorists e.g. Bandura) point out that immediate imitation and reinforcement are not necessary in learning. Children also learn through observation. They believe some cognition occurs as the child observes and later emulates the behaviour to some similar

situation. The youth in the secondary school is often exposed to the media with its vast array of influences and is influenced to replicate the observed behaviour in real life. This may be an explanation for the high incidents of child on child violence as reported in the press (Pillay, Sunday Tribune, 10/09/2006). Behaviourist accept that there are other ways of learning (such as insight and cogitative learning), but assert that such phenomenon cannot as yet be studied scientifically.

The learners who are punished by the imposition of a sanction would by consequence learn not to engage in that negative behaviour. The behaviourist stance is largely held by many educationists who believe in the firm, authoritative approach to teaching rather than delving into the unconscious or other levels of consciousness. The child who has attention deficit disorder (ADD) needs more of behaviour modification management as he tends to miss much of the verbal signals (Mackenzie, 1996:256). In summary, the behaviourist uses behaviour modification as a strategy by placing emphasis on: firstly, clear and consistent rules and expectations; secondly, clear and consistent consequences; thirdly, thoughtful and strategic positive reinforcement; and fourthly, the modelling of good behaviour (DOE handbook, 2000:17).

1.7.2. Systems Theory

The systems theory offers an approach to understanding problems in school. The task is a difficult one since it involves drawing together ideas from different branches of psychology and sociology and to a certain extent reformulating these within a the context of education. The belief exists that the problems of schools are largely the result of pressures from outside. Two views existed i.e. the psychologist sought the source of deviance as within the child while the sociologists sought the problem/ solution in the environment. Slowly integration took place. Buckley suggests that the study of the history of scientific thinking

over the past few centuries helps in understanding the development of systems theory. He sees the latter as a constant dialectic between the conceptions of physical and biological sciences during which there was a movement away from concern for inherent substance, qualities and prosperities towards a greater interest in the principles of the organization " per se" regardless of what it is that is organized (Gillham, 1991). This in turn led to the interest in teleological explanations and on classifications and categorizations. Teleology became incorporated in the idea of cybernetics and that led to the causation of network relationships. This idea flowed into the sociological idea of the systems approach.

A system can be considered as comprising a number of components related in a causal network. In the case of a school some of the components might well be the roles allocated to various members of staff, the department structure, the streaming or banding procedure, the disciplinary regulations and organization of pastoral care. These components may be simple and stable or complex and changing. They will also vary in their interrelations, sometimes mutual, sometimes unidirectional or intermittent, but almost always in some form of hierarchy.

Several possible advantages of a systems approach to behaviour problems in schools exist, namely:

- It offers a framework within which we can consider large complex organisations as comprehensive schools.
- It makes clear that a piecemeal approach centered on problems is value less when seen within the framework of such organizational complexity.
- It emphasizes the need to study relationships rather than entities with process and change variables considered to be of vital importance.
- It offers far greater opportunity for realistic change than any other intervention model since it suggests not only that behaviour described, but also that behaviour outcomes can be predicted.

The school needs to be seen as an open system in constant dynamic interaction with the environment that it serves. Its success will be viewed

according to how well it maintains an internal state of equilibrium whilst adapting to the ever-changing needs of society (Gillham, 1991). It would be naïve to suggest that individual skills can overcome all behaviour management issues. Factors beyond the control of the individual teachers, departments or even school are more than capable of disrupting or undermining individual performance (Chaplain, 2003: 78). To add to the systems approach the three levels therein are the micro, meso and macro levels. The micro level will comprise of the individual and his peculiarities, his family and related family matters. The meso level will be the broader level affecting the individual in this case the learner i.e. the neighbourhood, gangs, religious groupings, the school etc. The macro level will compromise the school policies, Department of Education policies, national government policies, etc. Hence the school can be one part of the whole in a systems approach. It can also be the focus while the other parts are in the periphery, affecting aspects such as behavior in the school.

1.8.   Research Approach and Methods

Bless and Higson-Smith (2002) state that research design guides the researcher in the collecting, analyzing and interpreting of observed facts. They add that methodology comprises the description of the population, the sample, the design, the instrument of measurement, and the method of data analysis.

According to De Vos (2002:45) social science research is the systematic, controlled, empirical, and critical investigation of social phenomena guided by theory and hypothesis about presumed relationships between such phenomena.

The research design was a descriptive one within the framework of quantitative analysis. However some data was presented within a qualitative framework.

The research was of a descriptive nature as its purpose was to obtain complete and accurate information about a phenomenon through observation, description and classification and provided new information on a phenomenon.

On the other hand, the concept of exploratory research is defined as having the purpose to explore the dimension of a phenomenon, the manner in which it is manifested and other factors with which it is related. "Any approach that attempts to describe data might be referred to as a descriptive method…Description is important because we often do not know the state of the thing being described" (Anderson, 1990: 100). The nature of the research derived answers to understanding misbehaviour, insubordination, repeated non- compliance to produce work set by educators and also corporal punishment. CP and other measures used on learners were investigated and since the researcher attempted to focus on "how" and "why" questions about the phenomenon [i.e. disciplinary measures], the research therefore has descriptive components (De Vos and Strydom, et al (2002). The researcher explored disciplinary measures and issues on corporal punishment used in educational settings.

The purpose of exploratory and descriptive research is to gain insight into a situation, phenomenon, community or person (Bless and Higson-Smith, 1995:42) in this case, discipline and disciplinary measures in secondary schools.

1.9. Sampling Method
1.9.1. Theory, Population and Sample in General

Sampling theory is the scientific foundation for the rationalized collection of information, to choose the appropriate way to restrict the set of objects, persons, and events from which actual information can be drawn. Sampling is a practical way of collecting data when the population is infinite or extremely large. The main advantages of sampling according to Bless & Higson-Smith (2002) are that it is less time consuming, is cost effective and is a practical method of data collection. Due to the nature of the research and the varied location of subjects (educators) in the various types of schools a probability sampling method was used. The probability sampling method was used, as there was a complete representation of

secondary schools from the town of Verulam.

SUMMARY OF RESEARCH METHOD

DESCRIPTIVE research.

Target Sample : All secondary school educators in Verulam-N= +/-200

Real Sample: Nine (9) secondary School in Verulam-N=+/-180

(This is a probability sample as it is peculiar to this context and is valid because it does have resemblance to reality.)

The reason for the choice of secondary schools from the town of Verulam were as follows: With the population of educators being vast, the researcher restricted the population to one particular town, Verulam, situated in the north coast of the metropolitan City of Durban in South Africa. The area was chosen because it was easily accessible to the researcher. The town has over 25 schools registered with the Department of Education (DOE). There exists 3 general types of school as classified by the old apartheid government's system i.e. the ex- House of Delegates [HOD] (with mainly Indians), the ex- Department of Education and Training [DET] with mainly African learners and educators), two independent schools (newly created by entrepreneur educationists). From the above two (2) were religious- based schools (one Catholic and the other Islamic). To ensure participation of all school categories, all secondary school educators were included in the study. Thus taking the entire population will reflect in microcosm, the spectrum of schools and their composition in South Africa at present. Although ten schools were targeted, nine (9) responded as one ex-HOD school did not return questionnaires.

The reason for <u>choice of secondary schools</u> is that the learners in these schools are teenagers / adolescents who generally experience and express more conflicts in this life stage than their primary school counterparts. Adolescents often challenge authority figures and the choice of secondary schools is to focus on this age group.

The reason for the use of the <u>entire population</u> was to get the best sample; and the entire population is best in terms of making the research generalizable to other secondary schools in the country. Since the subject of CP involves an illegal activity, being given blank envelopes for their return questionnaire best protected the subjects. The subjects felt confident that they could not be identified. The school was also not identified as unmarked envelopes enclosed each questionnaire.

1.9.2. The Specific Sample
The sample size of approximately 20 from each school multiplied by 9 equals 180. The researcher expected an approximate 50% return, i.e. +/- 90. The return was 105 (58.3 %) and this allowed for quantitative analysis of data.

1.9.3. The Research Instrument and Data Collection Method
The research instrument was a questionnaire that had different levels of questions: closed -questions and open – ended questions. There were a significant number of closed-ended questions, thus allowing for the study to be categorized as a quantitative study that necessitated quantitative analysis.

Open-ended questions required qualitative analysis, specifically content analysis. A computer and statistical computer programme (SPSS) was used to facilitate computation of the data. Data obtained was analyzed against a theoretical framework of research literature, recent reports and policies.

1.10.   Ethical Considerations

1.10.1.   Permission

The aim and the value of the research were submitted to the principals of the schools through a discussion and letter. The researcher assured the principal that neither the name of the school, nor the identity of respondents would be divulged. Due to the fact that no learner (minor) was used, the Education Department was merely informed of the research.

1.10.2.   Confidentiality

The confidentiality issue was of paramount importance as the use of corporal punishment was banned in South African schools in 1996 (South African Schools Act 84 of 1996). Anonymity was achieved by using blank return-envelopes as stated. The respondents' anonymity was maintained by his/her response being inserted into blank envelopes and then returned to a collection point.

1.10.3.   Participation

Respondents had the right to participate or not, as this was not forced upon them.

A litigation clause was included for the publishing of report findings.

1.10.4.   Ethical Clearance

The University of Kwazulu-Natal gave ethical clearance for the research study

1.11.   Limitations

Since corporal punishment is banned subjects may not want to admit that they are still using corporal punishment. This was overcome by using a covering letter, which, stressed that confidentiality was respected, and anonymity of subjects and schools, assured. Educators' participation was encouraged by explaining the usefulness of the study which would guide educational policy, and provide new

insights into the discipline challenge experienced.

1.12. The Budget

Costs were incurred in printing and envelopes for questionnaires.

Visits to school principals, with repeated visits, also cost the researcher time and petrol.

1.13. Time Frames

The ideal was to get the entire questionnaire filled within 5 days at each school. This was to control for extraneous variables, for example if a newspaper carries an article on corporal punishment it may have influenced subjects' responses. The time allocated largely depended on the time the principal of each school allowed the researcher. The fieldwork was undertaken in June 2006.

1.14. Reliability & Validity

The response instrument was tested on colleagues to ensure a reliable product that measured what it was set out to measure. A few adjustments were made.

Content validity was ensured by asking similar questions at different points in the questionnaire.

CHAPTER TWO
LITERATURE REVIEW

2.1. Introduction

Chapter Two must be read in conjunction with Chapter One as the literature review is integrated with aspects in the preceding chapter.

The literature review is categorized into a systematic sequence of literature pertaining to discipline and discipline measures. It covers the following topics:

- International law and policy and South African legislation;
- The prevalence of, and views to corporal punishment in schools as a means of discipline;
- Theories on education and learning with a focus on obstacles to the process of learning;
- The role of the learner, the educator, and school setting in relation to discipline;
- The range of behaviour problems;
- Extraneous factors contributing to discipline and measures used in school, and,
- The discipline measures used and the effectiveness thereof.

The last three aspects of the literature review are discussed in the next chapter.

2.2. Legislations and Policy

Considering the theoretical approach to this study there is a need to look at the systems approach. At the macro level there exits influences on the teaching-learning environment i.e., the school. The policies of the international community influence the activities and thoughts of national authorities. This is often

conceptualized in the enactment of laws and policies at a national level. The international policies discussed below affecting the child and in particular the care of children, have affected the national policies in South Africa.

2.2.1. International Policy

Discipline in schools pertaining to learners i.e. the youth or "children" requires knowledge of international trends in dealing comprehensively with issues relating to children.

On children's' rights and punishment, there exists the "United Nations Declaration on the Rights of the Child", adopted in 1959 and more recently the "United Nations Convention on the Rights of the Child: 1989 (hence, the "CRC") ratified by South Africa in 1996. These outline the rights of children; punishment of the child is clarified in "article 19" which states that the state parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment..." The CRC has been adopted and ratified by many of the world's states and has become one of the two international benchmarks in the review of issues pertaining to children. In summary, the CRC is saying that the state must take responsibility in ensuring that children are not harmed, physically or mentally in any way. Hence, implications exist in schools as state institutions. Our state has a duty to meet the requirement of the CRC as it is a party signatory. It has done so by legislation, as will be discussed later.

Coupled with the CRC is the "African Charter on the Rights and Welfare of the Child" (hence the AC), which speaks of the "inherent dignity" of the child in respect of parental discipline. The AC and the CRC have encouraged nations of the world to implement legislations to redress wrongs done by legislation omission in respect of children.

2.2.2. National Policy

South African Legislation in the post apartheid era has adequately accommodated the principles of international law. The Constitution of the Republic of South Africa, Act 108 of 1996 has been acclaimed as a progressive constitution largely due to its focus on human rights and dignity. In regard to the care of the child, the Constitution has incorporated a special section on children which is incorporated in Chapter Two i.e. the Bill of Rights, Article- 28. This expounds on the rights and protection of the child. This covers aspects of family care, shelter, health care, social services, maltreatment, neglect, abuse, and degradation, labour exploitation, work, nutrition, detention, and armed conflict. Article 28(2) reads: A child's best interest are of paramount importance in every matter concerning the child". This statement sums up all that the Constitution of South Africa intends for the welfare of the child. The constitution also speaks of everyone having inherent dignity and the right to have their dignity respected and protected (Article, 10).

This section of the Act has prompted other legislations to follow the policy and culture of the Constitution. The South African government has in this regard passed the South African Schools Act no. 84 of 1996 to redress the above in terms of addressing issues relating to children in schools and this is of interest to this research. The Act bans the use of corporal punishment in schools with the intention of adhering to, among other Articles, Article 10 and 28 of the Constitution (Section 10, South African Schools Act no. 84 of 1996).

A test case exists wherein the above act was opposed and tested as the banning corporal punishment (hence, "CP") produced mixed responses. A consortium of Christian schools challenged the Schools Act believing it had

infringed on their individual, parental and community rights to freedom of religion and cultural life (as per the Constitution) , but the constitutional court ruled in favour of the state, and upheld the banning of CP in schools (Davel, 2000; Sloth –Nielson, 2002). Clark expounds on the case stating that The consortium appealed to the Constitutional Court on the grounds that the blanket probation in Section 10 of the Schools Act infringed the right to privacy, the right to education (Section 29(3) of the Constitution) and the right to language and culture (Section 31 (3) of the Constitution). The court held that the legislature had prescribed a blanket ban as a part on CP as part of a comprehensive process of eliminating state –sanctioned use of physical force as a method of punishment. The banning at school had the principled and symbolic function of promoting respect for dignity and physical and emotional integrity of children. (Clark: 225).

On a different level, the parents of children were unsure of their status in the case of CP and their children. A **case law** made itself clear and simple.

Corporal punishment of the child by the parent has been made legal by case law. Parents have the right to and power to administer punishment to their minor children for the purpose of correction and education. In order to achieve their object their parents have the right to chastise their children. The chastisement must be moderate and reasonable, even when it takes the form of corporal punishment. Parents also can bestow their right to chastise their child to another who is "in loco parentis"- subject to conditions of it being moderate and reasonable. (Du Preez v Conradie 1990(4) SA 46 B).

2.3. Prevalence of and Views to Corporal Punishment (CP)

There still exist numerous cases of the use of corporal punishment in schools as reported in the press (Oppelt.SundayTimes,2000 at www.corpun.com:Archive:2000:za / schools/ Apr 2000; Sunday Times 22 May 2005). The South African Human Rights Commission (SAHRC) has highlighted

that CP continues to be a common practice at schools. Andre Kent, director of SAHRC states that CP is a "big problem for us – as it is worldwide", that beating is entrenched in the culture of schools and that educators are reluctant to change (Du Bois at www.corpun.com: Archive: 2002:za.schools Mar 2002).

Corporal punishment appears to be practiced in schools and countries despite a legal ban. Numerous countries such as Sweden, Canada, Australia and USA who have officially banned CP have found CP still in existence with numerous pro-CP protagonists lobbying for its legal reintroduction (Grey, 2000 at http://www.teacher.co.za/9903/cane.htm). CP exists in 23 American schools that advocate a "Bible belt mentality" with the rod dominating as a means of controlling behaviour (http://www.naesp.org/comm/c0400.htm). This trend is also reported in other countries such as in Zimbabwe and Namibia (Wyk, 1994). There seems to be an anomaly in these countries as the state often has one set of rules for the parent and another for the school. The child who may often have been accustomed to CP at home, due to family and cultural upbringing, is at a loss when his misdemeanors at school are handled differently. Thus they may go unchecked or the educator metes out CP even though it is illegal as he finds it the only quick remedy.

The use of CP in schools is supported by some and opposed by others. Both sides have their points of view and believe in them firmly. The mentioned Christian Education SA v Education of the Government of South Africa is a test case for CP. The Consortium of Christian schools challenged blanket prohibition of CP in schools imposed by section 10 of the South African School's Act 84 of 1996. They argued that it constituted a violation of among other rights, the right to freedom of religion of parents, as it prevented them from exercising an 'integral part' or 'vital' aspect of their Christian religion: allowing teachers to exact CP on their children. The Constitutional Court found, in a unanimous judgment, that the provisions in question in fact violated the parent's right to freedom of religion, but held that the violation was justifiable under section-36 of

the Constitution, inter alia because the South African School's Act did not wholly prohibit parents from chastising their children, as they could still do so in the privacy of their own homes (Davel, 2000:175).

Several leading educationists also support the use of CP in schools. The MEC of The Education portfolio in 2000 in KZN, South Africa, Ms Eileen Ka Nkosi Shandu who had 28 years experience in education stated, "if I had my own way I would reintroduce CP in schools"(http://www.teacher.co.za/9903/cane.html).   Shandu questioned that, "if there was an effective alternative [to CP], why do we see so many pupils in the streets and why do we see teachers with their hands up crying that they can't maintain discipline in schools?" (Grey, 1999).

Educators attribute the lack of discipline on South Africa's school playgrounds to the lack of deterrents like corporal punishment. "Bernard Ngoepe, judge president of the Transvaal, said children could and should be caned —as long as it was done with love and purpose"(Oppelt, in Sunday Times. 02/04/2000). "In most African schools it doesn't do much harm unless the teacher overdoes it. It is also part of the students' traditional upbringing...Personally I found that corporal punishment helped me and also enhanced my results", said Bongani Phakathi, an educator (Mkhize, The Teacher, 1999:19).   People of the law as well as highly educated people thus tend to believe that CP has a place in disciplining the child in school.

On the other hand, there are many more who are against the use of CP in schools or even at the home. Oppelt also argues for not using CP in school. She states that educators are too quick to use CP, as they believe that, they need a quick deterrent and, that they have an in-grown culture encouraging the use of CP (www.corpun.com:archives:2000:Za schools April 2000). Bheki Khumalo, the ANC representative of the Ministry of Education said that teachers who use CP do

so at their own peril as it was the ANC stand- point to condemn CP at all cost (Ibid).

In the United Kingdom, CP is banned in all public /state controlled schools. This is also the case in Australia, Canada, Sweden, Scotland, and countries in Africa such as Zimbabwe and Namibia (Pete, 1998; Finney, 2002). Some 59 countries have banned the use of CP as stated in their constitutions and in their Bill of Rights (Wyk, et al., 1994). The various NGO's in South Africa oppose the use of CP in schools and even in the home. The congress of South African students (COSAS) stated, "COSAS will bleed before moving CP to be reinstated" (Reporter. East Cape News:06/10/2000). Corporal punishment is used far too often to give vent to the "pent up "feeling of adults than to educate the child (Maree & Cherian, 2004). " A 10 year old landed in the intensive care unit of a private hospital in Pietermaritzburg after he was allegedly smacked by his principal stated Naude" (Ibid).

Nevertheless, when the use of CP was removed legally, educators were not offered alternatives to CP, neither were they prepared to control the learners by other_methods.(www.nospank.net/n-g   03.htm; www.quacker.org/capetown/posis.htm.). Mkhize concludes that there is an unavailability of alternative forms to corporal punishment and... teachers, parents and students still believe in the efficacy of corporal punishment (1999:49).

2.4.   Corporal Punishment (CP) Explained by Different Theoretical Underpinnings.

There are numerous psychological interpretations citing the detrimental use of CP. However research on corporal punishment in South African schools, as a method to discipline learners, is not well documented. Much literature cites corporal punishment as having no didactic value to the learner in school.

Psychoanalysts and behaviorists believe that corporal punishment has a negative effect on the human psyche. They find past upbringing locking the adult into some psychosocial stage of development that would negatively affect personality and behaviour later in life. CP develops low self-esteem and poor self-worth in youth (Shaffer, 1996: 98). Nevertheless, punishment becomes more effective when accompanied by a cognitive rationale that provides the transgressor with reasons for inhibiting a forbidden act.

CP is viewed as an ineffective behaviour modifier. Children resent and avoid punitive adults. The anxiety generated by severe punishment may prevent the child from learning the lesson that the discipline is designed to teach. Behaviour theorists have determined that physical punishment for unwanted behaviour is ineffective in preventing that behaviour in the long term. Surkin stated that Skinner established that although punished behaviour will disappear temporarily, it is likely to reappear after the punisher disappears (Shaffer, 1996).

CP is seen as a trigger and promoter of aggression. Dishion stated that children of punitive parents tend to be quite aggressive and difficult to control when away from the home setting in which the punishment usually occurs (Pienaar, 2003). Anyone who attempts to modify a young person's behaviour by inflicting severe physical punishment is providing an aggressive model from which the individual may learn aggressive means of responding in interpersonal situations (Smith & Often, 1984 cited in Pete, 1998; Shaffer, 1996).

CP is also linked to delinquency and criminality. The research finding from John and Elizabeth Newson found that there was a link between corporal punishment and delinquency, even when they had allowed for class, sex, and family size. Also the findings show that a significantly large number of adults who were hit had criminal records as adults (Pete, 1998).

In conclusion, the international trends and national trends are explicit in the maintenance of the rights and dignity of the child. This is indicated in the various laws pertaining to the child and the future laws such as in the Children's' Bill. The school and its role in the life of the child are seen to be of "paramount interest" to the architects of the Constitution and by those who enact the clauses of the former. The issue of CP is clear as to its illegality but people in high places themselves do not seem to believe in alternatives to CP, as these alternatives have not been perfect deterrents to misbehaviour.

2.5. Three Components of the Teaching – Learning Process

Research on discipline and disciplinary measures needs to focus on the factors that influence the teaching–learning process, as this is the core of schooling. The teaching–learning process would centre on issues of the learning environment that includes the learner, the educator, and the environment as factors.

2.5.1.　The Learner

There exist various factors pertaining to the learner himself that may affect the use of certain disciplinary measures for certain discipline problems. Some of these may be disconcerting to the contemporary and evolutionary sociologist, educationist or psychologist.

One of the most persistent questions facing individual educators is "how do I motivate all children to learn?" There are many children who are under motivated, disengaged and underachieving. These children are prone to misbehaviour as they do not desire being in the school and in the class- room that predisposes them to the problems of misbehaviour.

Maslow's hierarchy of need and self -actualizing theory (1970) among others, explain why some learners misbehave more than others. Educators do agree

with Maslow that satisfying the basic needs of the child and the adolescent is a prerequisite for motivation and learning (Gouws and Kruger, 1994). The learner who is not motivated to be in school is going to at some stage misbehave more than the learner who is intrinsically motivated.

Van den Aardweg and Van den Aardweg speak of the: "act of will: in the learner" which affects his behaviour in class (cited in Gouws and Kruger, 1994). These are:

- "Aspiration" as <u>primary aspirations</u> is the same as Maslow's needs (1997), but,
- "<u>Secondary aspirations</u> " include the striving for self-respect, status, independence and acceptance.
- The "choice moment": is that when the learner makes the choice of which aspiration to focus on first.
- Lastly the "decision moment" comes when the adolescent decides what he wants and can take action to realize his goal. The adolescent's attitude is of vital importance, for example if he has a negative attitude to Mathematics he will react negatively to lessons of Mathematics (Gouws and Kruger, 1994:147). The adolescent then carries out the "act of will" Thus he is active in the realization of a goal. The child who misbehaves often does not have this ability.

The concept of "achievement motivation" explains the tendency of the child to show initiative and persistence in attaining certain goals and in increasing competence by meeting certain standards of excellence (Seifert and Huffnung, 1994:434). There are two forms of orientation, one being "learning orientation" that is motivation is intrinsic i.e. it comes from within the learner. The other is "performance orientation" i.e. the motivation is extrinsic; it comes from some outer influence which will evaluate the learner. The learner, who has to rest on

the latter and does not relate to it, does suffer and is often involved in misbehaviour.

Intrinsic and extrinsic motivations are important concepts in learning and discipline. The child, who is motivated from within to be at school, will tend not to engage in deviant behaviour or transgress the school rules, as his aims will be largely fulfilled by the policies in school. In as much as it is important to motivate the child to be in school (i.e. extrinsic motivation), it is not as potent as intrinsic motivation. The extrinsic motivation is one that the educator engages in. A good motivator will make a good educator.

The adolescent is in a special developmental stage. He is at a stage that is marked with leading a person from childhood to adulthood. It focuses on major physical changes of puberty and important cognitive and social developments. In eastern and African culture not tainted by the western world the child is groomed to fit into the adult world, but in the modern industrial societies the roles and responsibilities a person is expected to assume when reaching sexual maturity are much less predictable largely because of our technologies and changing values (Seifert and Huffnung, 1994:481). The educator in the secondary school has to deal with the adolescent and his peculiar idiosyncrasies. Psychodynamic theories like those proposed by Freud and Erickson expound on the crises and conflicts the adolescent experiences, especially "identity crisis". The developmental psychologist, G Stanley Hall popularized the term "adolescent" and he stated that the adolescent displays selfish, self-centered and aggressive behaviours (Ibid).

The adolescent phase is one which is filled with various conflicts and is often a troubled phase. Changes take place in thinking, relationships, emotions, personality, and the like. Some fundamental changes in the physical, cognitive, affective, social, conative and normative development of the adolescent, take place universally, while others differ from one individual to another, depending on

relevant social context. For example the onset of puberty may herald stress to some while it is the beginning of the exciting road to adulthood to others (Gouws and Kruger, 1994:13). It is in this period of life that the adolescent is, in the secondary school. Often the child in conflict is the one who transgresses the rules in school, lending him to disciplining by educators.

Social class variations and misbehaviour among the adolescent is also prevalent. This may be a controversial issue but there exists research on this matter. Becker's research study of sixty Chicago school teachers, found interesting facts on social class and teaching, discipline and moral acceptability (Burgess, 1995:32). It was found that in general, middle-class aggression is taught to adolescents in the form of social and economic skills that will enable them to compete effectively. In lower class families, physical aggression tends to be a norm. Children from such schools have resorted to physically attacking other learners and educators. On the other hand the upper-class learners are hard to handle in some respects and are often termed "spoiled", "overindulged" or "neurotic". They do not play the role of the learner in a submissive manner that teachers consider as appropriate. Teachers develop methods of dealing with discipline problems and tend to vary between social class groups, as do problems themselves (Burgess, 1995:37). This finding suggests that differences in behaviour and disciplinary measures across class and racial lines exist.

Learners with special needs are an important component in the discussion of discipline in schools. There exists a need to identify and work with learners of special needs. Marzano suggests a set of 5 different categories of such learners and postulates how to work with them (2003:104).

The following table is an adapted from the above aurthor:

Category/ Learner	Definition	Characteristics	Suggestions for Disciplining-for Educator
Passive	Avoid dominance of others	Fear of relationships & failure	Provide safe adult and peer interactions. Withhold criticism
Aggressive	Behaviour that overpowers, dominates, harms or controls others. Has minimal limits set on behaviour.	Verbal or physical abuse, does opposite of what is asked. Acts innocent while setting up problems for others	Describe the learner's behaviour clearly. Contract with the learner to reward correct behaviour & set up consequences for incorrect behaviour, Be consistent, provide immediate rewards and consequences. Encourage extra curricular activities. Give learner responsibilities to help teacher or other learners.
Attention problems	Behaviour that demonstrates motor or atonal difficulties resulting from neurological disorders	Hyperactive: Difficulty with verbal& motor control e.g. fidgets, interrupts, talks excessively. Inattentive: Difficulty staying focused. Difficulty –listening, remembering, & organizing.	Contract with learner to manage behaviour. Teach basic concentration, study, & thinking skills. Help learner list each step of the task. Reward successes. Assign a peer tutor
Perfectionist	Behaves to avoid embarrassment. Unrealistic high expectations	Tends to focus on small details of projects. Will avoid project if unaware of outcome	Ask the learner to make mistakes on purpose & then show acceptance. Use a tutor
Socially inept	Learner misinterprets non-verbal signals.	Attempts to make friends but is inept & unsuccessful.	Teach non-verbal cues. Suggest dress, hygiene, mannerisms and posture

A learner who fits into one of the above categories may be disciplined by above suggestions mentioned. Young educators may not easily identify learner with special needs. The above characteristics may be of assistance to educators to help identify learners with special needs and respond to them appropriately.

Conflict, EBD and ADHD are relevant special needs of the learner, which will affect discipline. Of all the learners in school, those with emotional and behavioral difficulties (EBD) are probably responsible for the highest levels of stress among educators (Chaplain, 2003:161). They are a heterogeneous group of those who internalize their behaviour and those who act in confrontational ways.

Attention–deficit hyperactivity disorder (ADHD) is that characterizes a particular set of behaviours that prevent a person from realizing his /her potential. These behaviours may include the following: distraction with little provocation, difficulty following instructions, difficulty sustaining situation appropriate attention (except when watching TV or playing video games), problems starting tasks, constantly starting new projects without finishing old tasks, hyperactivity, impulsivity, poor social skills, rapid satiation to stimuli, low frustration tolerance, academic underachievement according to the American psychiatric Association, (Flint, 2005). There are many children who are labeled as gifted or learning disabled or having ADHD as though that label explains the child (Flint, 2005). The labeling of learners should be avoided.

Kyriacou (1995) postulates numerous causes of learner misbehaviour, some of which are:

• Boredom: A learner may get bored due to the lack of interest, the activity being not stimulating enough, or is too easy.

• Inability to do the work set: The learner who has a difficulty to do the educator's work will tend to misbehave quicker then one busy with the task.

- Low academic self-esteem: Some learners lack self-confidence in themselves as learners, and may have experienced frequent failure in the past that makes them reluctant to engage in future tasks for fear of failing.

- Emotional difficulties: some learners may have emotional difficulties that may make it difficult for them to adjust and cope with academic work.

- Value and attitude: Some learners may just have a poor or negative attitude to schoolwork. Such learners will "switch-off" as they find work boring. They will do almost anything to avoid the work such as late coming or absconding.

These factors tend to fall into the earlier discussion on motivation; but here specific focus is on factors that influence learner discipline.

Peer-group "pressure" on the child is most intense in the adolescent period. A shift in adolescents' allegiance from adults (parents and teachers) to peers and friends is a natural part of early adolescence. This shift is accompanied by various forms of peer pressure. A strong need for peer approval might motivate other students to disobey a teacher (Hester, et. al, 2005).

The adolescent is at an age of his life where he is largely socialized by peers. He can talk to his peers on topics that he cannot with his family or teacher. The pressure to conform is clear when in a peer group i.e. dress, music, speech, conduct; all of which are governed by the peer group, hence the misbehaviour exhibited is often an influenced by the peer group (Gouws & Kruger, 1994:147).

The issue of the learner actually wanting to learn and be in the school is of importance as it determines learner behaviour in the educational setting. Tomlinson postulated various factors on the interest the child shows (2000). If the child is invited to learn then the child will " absolutely" want to learn. She speaks of "invitational Learning". She claims that learners have at least five needs that the educator must address to make learning irresistible. Sometimes it is the

environment and at other times it is the mode of instruction. Generally the environment instruction works in tandem to invite, inspire, and sustain student learning: The first factor is that learners want to be affirmed that they are significant in the classroom. Learners want to believe that they come to school to contribute to their world. i.e. make a difference. The learners come to school in search of a purpose. i.e. wanting to see significance in what they are studying. The learner is concerned with believing that they are in power. They want to learn what is useful to them now. Finally, learners want to be challenged to a certain extent i.e. in keeping with their abilities. The message of "invitation learning" may take various forms: " I want to know you. I have time for you. I try to see things though your eyes. This classroom is ours, not mine" (Tomlinson, 2005:104).

2.5.2. The Educator as a factor in learning/discipline

The role of the educator is of paramount importance at the micro level of the educational structure. Effective teachers demonstrate a sense of efficacy; they believe they control their own classroom destinies and they show behaviours related to self-actualization and transcendence, which are Maslow's highest needs ((Orlich, et al 2004). The being of the educator is therefore of importance. His health and psychological well -being (educator morale) is vital. A study by Hayward brings light to the plight of the educator (2002). The study was done with the auspices of the teacher union, NAPTOSA that has more than 100 000 educators as members. The findings were as follows:

67% of the educators viewed their colleagues as having a low level of morale. Greater levels of low morale are caused by the DOE (provincial and national) than by the learners themselves.

65,5% of respondents stated that leadership style of the provincial Department caused low morale, while 28,5% saw leadership of the school SMT (school management team) as negative and accounted for the low morale.

25,9 % of the respondents saw their personal ability to discipline learners as a source of low to very low morale." In the overall context of the school at which

they taught, a significant 45,9% of the respondents viewed discipline as the source of low morale" (Hayward, 2002:63).

85,2% of respondents did state that, continuous change in education was a source of low morale (Hayward, 2002:63).

The conclusions drawn were: Educators have a low morale and that learner discipline is one contributory factor. The implication is that learner discipline can affect the teaching-learning climate. This in turn further affects discipline.

Establishing dominance and learning goals by educators are important factors in maintaining a positive learning-teaching environment. The teacher-learner relationship provides an essential foundation for effective classroom management, which is the key to high achievement and discipline. This relationship should not be left to chance or the personalities of those concerned in the relationship (Marzano and Marzano, 2005). The teacher should actively do the following:

- The teacher must develop appropriate levels of dominance by establishing clear behaviour expectations and learning goals and by exhibiting assertive behaviour.
- The above can be achieved by setting clear rules and procedures, and by providing consequences for learners' behaviour.

Stage and Quiroz (1977) concluded in their study that teachers should build effective relationships through strategies such as (cited in Marzano and Marzano, 2005):

- Using verbal and physical reactions to learners who misbehave such as moving closer, using a verbal cue as finger on the lip, to point out the inappropriate behaviour.
- Cuing the learners before hand e.g. a raised hand indicating that all learners must take their seats.
- Using tokens as tangible rewards.

- Employing group contingency policies that hold the entire group responsible for behavioural expectations.

Clear learning goals can be established by:

- Establishing and communicating learning goals at the beginning of a unit of work.
- Providing feedback on these goals.
- Continually revisiting these goals.
- Providing summative feedback on these goals.

Emmert, et al (2003) explains that the teacher can communicate appropriate levels of dominance by himself exhibiting assertive behaviour, which could be done by (Marzano & Marzano, 2005):

- Using assertive body language (including facial expression).
- Using an appropriate tone of voice, speaking clearly and deliberately.
- Persisting till the learners respond with appropriate behaviour and by not ignoring an inappropriate behaviour.

Showing personal interest in the learner is of great importance in discipline. What the educator thinks, especially with regard to his learners will influence the learners' behaviour (Chaplain, 2003:34). Marzano & Marzano explain that the teacher can also communicate appropriate levels of dominance by providing flexible learning goals and by taking a personal interest in the learners in his class (2005). This can be done by informally talking to the learners after class lessons, communicating with learners outside school or during outside classroom activities, being aware of important events in learners' lives, complimenting learners on aspects of extra curricular activities, and by learning the names of learners.

The educator may address inappropriate behaviour in a reactive manner and may use punitive action e.g. reprimands, time -out, revoking of privileges and even CP.

While these strategies may temporarily serve to suppress inappropriate behaviour, they fail to teach appropriate replacement behaviour. Negative effects of CP may occur. There is a high probability that the misbehaviour will reoccur. Unless the learner is taught alternative behaviour to the inappropriate one he will likely persist with it (Hester, et al., 2005).

2.5.3 The Teaching-Learning Environment, and the Environment at Large

De Vries and Zan (2005) speak of the **constructivist classroom** where the children's participation in rule making promotes their moral development in constructivist education. Rule making is part of the general atmosphere of mutual respect, and the goal is children's moral and intellectual development. The ideals were based on the work of Jean Piaget with his 'heteronomous and autonomous morality' with the latter being morality derived from an internal need to relate to other people in moral ways (De Vries and Zan, 2005:155). De Vries and Zan recommend that children must be given the power to make rules and decisions that both elaborate on classroom norms and break new ground. This will reduce misbehaviour (Ibid).

This is influenced by the research and theory of Piaget. He spoke of "heteronomous" morality, which consists of conformity to external rules without question. This impedes the child's development of self-esteem; as compared to "autonomous" morality, which is derived from the internal need to relate to others in a moral way. The issue of allowing the child to have complete freedom or limited freedom comes into question. Although constructivist educators minimize the use of adult authority, "minimize" does not mean eliminate it altogether. A balance is sought. This builds the regulation of a child's own behaviour. To genuinely think for themselves and exercise autonomy, children must be given the power to make rules and decisions that elaborate on

classroom norms and break new grounds. A constructivist educator conducts discussions of problems that relate to their norms and encourage children to make classroom rules from these norms. This idea of allowing learners to be actively engaged in making rules for the classroom is also expressed by Hester, Gale and Manning (2005:159).

A positive learning environment is what a school must strive for. The learning environment is vital for the onset and persistence of poor behaviour and the lack of learning. Hester, et.al. expound on the positive learning environment approach (2005). They indicate that a strong relationship exists between learner academic performance and classroom conduct (Cantwell & Baker, 1987; Delaney & Kaiser, 2001; Kaiser & Hester, 1997; cited in Hester et al., 2005). Research also demonstrates that learners who do not perform well have an increased incidence of discipline problems state Nelson, Scott & Polsgrove, 1999 (cited in Hester et al., 2005). Nelson, et al argues that prevention of poor behaviour is essential and postulates a positive learning environment with various suggestions. An effective learning environment usually entails the following:

- Recognize and accept the differences among young adolescents' physical, psychological, and cognitive development and provide developmentally appropriate instruction.
- Consider gender, sexual orientation, cultural, and linguistic differences.
- Utilize management procedures that emphasize that learners are part of a community of learners all of whom should accept and be taught to accept responsibility for their behaviour.
- Recognize the importance of self-esteem and the development thereof.
- Encourage a sense of collaboration between the learners and the educators.
- Emphasize teamwork and trust.

- Recognize that each learner is an individual with his own experience in life.

On a more concrete level the educator should reframe the classroom rules/expectations for behaviour and directly teach all learners specific expectations (Horner, 2000, in Hester et. al, 2005). Coupled with this, should be the prolific use of positive affirmations with learners who display positive behaviour. One should also develop the learner's self-esteem as low self-esteem stemming from academic failure or subsequent peer rejection might cause a learner to bully others in an attempt to feel more powerful.

Inclusive education is part of the Department of Education's (DOE) new policy as stated in the National Curriculum Statements (NCS). The South African DOE is phasing in inclusive education i.e. including learners with different physical and possibly mental abilities into one class/learning environment. At present, inclusive education already exists to some extent. The USA has had this situation of inclusive education and Hardin and Hardin give practical classroom strategies for inclusive education (cited in Hester et al, 2005). They suggest:

- Firstly, "peer tutoring", where a peer of the learner can be trained to assist the other learner. Extra attention and feedback will be provided. Some suggestions in selecting the peer tutor are: he must be slightly older than the disabled counterpart. He should be emotionally mature. He should be a good communicator. He should be highly skilled and a volunteer.
- Secondly, in "cooperative learning" the learners are brought together in groups to accomplish a shared goal. The goal of cooperative learning is to ensure that all members of the group master the information at their own levels.
- Thirdly, "reverse inclusion" is the method of including several students without disabilities into the class of learners with disabilities. The learners in the class participate in the class alongside each other.

Inclusive education will affect discipline as the already burdened educator with heavy teaching loads, large classes, and limited resources would not find it easy to maintain discipline in class as there will be the added dimensions that come with inclusive education. To include into the class learner/s of different physical and or mental abilities would mean the educator would have to devote more time and effort to such learners. This will impact on discipline. The DOE should not believe that these learners would fit neatly into a niche in the classroom and not affect education. In-service training with re-training and skills development is necessary. The DOE can be highly criticised for holding only one workshop, which briefly discussed inclusive education.

Cultural diversity and language plays a major role in influencing the learning environment and discipline. When the curriculum content lacks relevance to learners and or it may be at odds with the culture and linguistic background, the learner may become withdrawn and avoid following instructions of the educator (Cartledge et. al., 2002 cited in Hester, et al, 2005). Kincheloe and Steinberg (1997:251) explain that the curriculum that the learner is faced with or is forced to learn via a culturally biased teaching style or method influences the teaching – learning process and hence discipline. There is a call for drawing on African aesthetics such as dance, movement, jazz, hip-hop, etc. "The black aesthetic provides the possibility for a pedagogy of affirmation of students of African descent. The metaphor of jazz may be introduced as a curricular principle, since black and white students are into African ways of seeing and being" (Kincheloe & Steinberg, 1997:250).

Although the authors focused on the American context, it is relevant to the South African one as well in that the previous white ruling party, the National Party's education policy of Christian National Education alienated the Blacks from their right to education on ethnic lines. Sadly, it has taken long to change even in the dawn of democracy, as one still notices old subjects including Agricultural Science in largely "African school". The new secondary education policy of

Further Education & Training (FET) and the NCS has taken more than a decade to be phased-in, in South Africa. The learner who is learning what is relevant to him will be less distracted and more motivated and this will reduce discipline problems.

The media influences the adolescent to a great degree (Gouws & Kruger, 1994:147). The media and its subtle and obvious controlling influences, mould the adolescent. The learner has at his disposal the television, mobile cellular phone and the internet that allow him to keep in touch with people any where in the world at any given moment of the day. This makes the learner of today more vulnerable to arrange of influences. The media both positively and negatively influences the learner. Violence on television has made the youth accept aggression as part of present living. The television news on the South African Broadcasting Corporation (SABC) channels SABC 2 and 3 and the independent TV station E-TV brazenly televise brutal violence of the wars in East Timor, Israel & Lebanon, the DRC and elsewhere. These are non-fiction events. The incident of schoolboy violence captured on a cellular phone video recorder was screened on these TV News bulletins as well (www. sabc.co.za. 28/ 07/ 2006). These scenes are both positive and negative reinforces with a lot depending on who is at home to discourage or encourage similar behaviour in the child. This gets worse when one views the violence in children's programmes, especially cartoons, which are usually viewed without adult supervision. The learning theorists have reiterated the impact of modeling in learning behaviour and the negative effect of violence on TV.

In conclusion to Chapter Two, one can observe that the learner, the educator and the environment all play a vital role in the child's behaviour and learning. The discipline and the measures used to discipline the learner are intertwined with the above three aspects of the school learning environment. The

behaviourist approach would focus on the use of praise or sanction as reinforcements or extinguishers of misbehaviour. Systems theorists would understand micro level, classroom influences and meso level management as contributors to discipline related concerns. At a macro level, policy would be understood as affecting discipline and discipline related problems.

CHAPTER THREE

LITERATURE REVIEW

This literature review covers the following aspects:

- The range of behaviour problems in the secondary school.
- Extraneous factors contributing to discipline and measures used in school.
- The discipline measures used and the effectiveness thereof.

Secondary schools have a vast range of behaviour problems unique to them. They range and differ to an extent when comparing the urban to rural schools. The discipline which prevails in the educator's class will not only be influenced by his/her (gender hence implied) behaviour and expectations, but also by expectations the learner brings and the prevailing ethos of the school (Kriaycou, 1995:82).

3.1. The Range of Behaviour Problems

The learners can engage in a vast range of misbehaviour that may be categorized into the following areas:

3.1.1. Misbehaviour relating to the aggression

- Bullying
- Fighting

Some 80% of young people consider bullying to be a problem (Blyth and Cooper, 1999). Bullying is born within schools and teachers are the ones who must take a lead in stopping it (Randall, 1996, cited in Done, 2002). A specific policy needs be created to combat bullying (Done, 2002).

3.1.2. Misbehaviour relating to play of emotions:

- Teasing
- Stalking
- Extortion of money or valuables
- Intimidating of others
- Rude behaviour to educator or other learners
- Tormenting or taunting educator
- Falsely accusing educator of racism, favouritism, or the like
- Insubordination

3.1.3. Misbehaviour relating to petty crime:

- Stealing small items
- Theft of valuable items
- Vandalism
- Pick-pocketing
- Extortion

3.1.4. Misbehaviour relating to academic work:

- Disturbing the lesson (persistent talking, talks out of turn or without permission, not paying attention, not getting on with work required, getting out of seat without permission, hindering other learners, arriving late to lessons), (Kyriacou, 1995:82)
- Non-submission of homework, projects, etc.
- Copying of homework or in examinations
- Absconding classes
- Truancy

3.1.5. Misbehaviour relating to relationships:

- Boy-girl relationship
- Sexual relationship
- Learner-educator personal relationship

3.1.6. Misbehaviour relating to contra-band substances:

- Smoking cigarettes
- Substance abuse: drugs, alcohol
- Pornographic material
- Carrying of weapons such as knives and firearms

3.1.7. Misbehaviour relating to breaking general school rules of:

- Dress code
- Hair styles
- Punctuality

3.1.8. Misbehaviour directed against the educator:

Educators have depicted an extensive range of abusive learner behaviour to which they are subject- such as verbal abuse, actual and threatened, physical and sexual assault, harassment and damage to property, and false allegations of abuse (Blyth & Cooper, 1999: 121).

Most of the above misbehaviours are mentioned in numerous references (Ellsworth, 1997; Chaplain 2003; Ross, 1994; Graves, 2001). Of interest is that the misbehaviours learners engage in, in South Africa are similar to that in other countries. Theses studies undertaken in Kwazulu-Natal, in South Africa also speak of the above misbehaviour (Rajack, 2001).

3.2. Extraneous Factors Contributing to Discipline and Disciplinary Measures

- **Mixed ability classes**

There is a possibility that learners who are lagging behind the others engage in some form of misbehaviour due to their status in the class. Building rapport with

such learners will show that educators care. This positive response of the educator would help alleviate the crisis.

- **Class size**

Large classes promote more discipline problems in the class itself that may spill over to outside the class. More problems such as of audibility, visibility and access to learners at their desks exist in large classes. Learners who are easily distracted will indulge in disruptive behavior involving others and this will spread if not controlled. Smith advocates the use of splitting the class into smaller manageable groups and setting of learner-centered work (1988). The impulse is to lecture, which may result in little effective learning talking place (Ibid, 1988:47).

- **Workload**

The workload of an educator can influence discipline in the classroom. The large classes, and the learners who misbehave, do not justify the use of CP state Kwou, 2003 (cited in, Maree & Cherian, 2004). It is well documented that the workload of educators in South Africa is high and this coupled with large classes cause higher stress level among educators. This affects the teaching and the discipline in the class as the educator is ill-prepared for the task albeit it psychologically. This lends itself to poor discipline in and outside the classroom.

- **Stress and educator illness**

Stress and educator illness have a role to play in discipline. It is generally believed that teaching is one of the most stressful professions, with the educator expected to teach a body of knowledge, teach respect, good behaviour, and also expect learners to do well, while many of them do not want to be at school anyway (Chaplain, 2003:10). Considerable research evidence has demonstrated a correlation between educator stress and learner behaviour (Kryiakou, 1998

cited in Chaplain, 2003). The causal relationship is unclear. The relationship is not linear in either direction and is further influenced by other factors.

- **Changes in Education Policy**

The dawn of democracy has brought with it various changes in the educational system in South Africa. This has had a negative effect on the educator as the phase in was not smooth and the in-service training short and often inadequate, fluctuating, and inconsistent. The onset of Outcomes Based Education (OBE) education since 1998 implied a new methodology of learner-centered activities and group-work and hence lots of noise. There is a view that these changes have had a negative effect on educator morale and learner discipline (Pienaar, 2003).

- **Poor infrastructure**

The poor infrastructure of the schools in South Africa is a contributory factor for poor misbehaviour. The physical structure of the school may lack basic aspects such as too few classrooms, no library and poor or no teaching resources; all these play a role in behaviour management. When schools have few classrooms the administration resorts to compacting classes or using outside venues, such as the shade of trees to accommodate learners. Such conditions allow for greater external stimuli and extraneous factors influencing the educator's lesson. Compact classes are the breeding ground for naughty behaviour. It allows for learners absconding class with out being noticed. It allows for learner–learner fighting and arguing as the infringement of personal space breeds discontentment.

- **Poor educational resources**

The lack of educational resources, sporting equipment and poor or no teaching resources leads to the old methods of teaching being repeated daily causing boredom and frustration in modern youth. The sharing of textbooks and basic learning instruments also causes frustration. Such classes are more prone to disciplinary problems. The lack of sporting equipment and resources for extra-

curricular activities lead to bored and tired learners. There is a need for non-academic activities to take place in a structured manner. The old adage "an idle mind is the devil's workshop" has reference. This is particularly so in lunch-breaks which are longer than usual, as the learners tend to misbehave more in these longer breaks where no extra-curricular activities are organized.

- **School locality: Criminal Activity**

The locality of a school where criminal activity is rife will affect the discipline of the school. The criminal element may not always be within the school but it tends to infiltrate the school as the youth are easy prey to drug peddlers. Hence the link between the community and school with regard to discipline exists although this may not always be the case. What must be stressed is that all schools have discipline problems but they vary in type and often this is due to the school's locality.

- **Unique aspects to the South African context**

Racial integration in the Post-apartheid period

Due to various factors some being political, social and economic, there exists in South Africa a limited amount of integration of learners in schools. This has made the minority groups in schools to feel various pressures. In this study the ex-HOD schools had an average percentage of 30 % African learners. In a masters research, by Pillay (2002) it was found that African learners had experienced exclusionary pressures. "Unequal power relations [were] perpetuated through the intersection of race, class and ability as well as through a hidden curriculum" (Pillay, 2002: iv). Racism is a form of oppression whether in name calling or stereotyping. This is relevant to the study as the educators may perceive the behaviour of different race group as deviant or may act in a manner which may elicit deviant behaviour in learners of the minority group. Writers like Doyle (1989) and Docking (1982) point out that racial and ethnic minority learners receive more corporal punishment in school than other learners (cited

in: Cotton, 2001). "Black students are disciplined more. Differences are blamed on stereotypes, culture, poverty and behaviour" (Mrozowski & Byczkowski, 2004). Three-quarters of the 40 Southwest Ohio school districts disciplined African Americans at higher rates than whites last year...and in half of the schools, blacks were twice as likely to be suspended and sent home for at least one day (Mrozowski & Byczkowski, 2004).

3.3   Discipline Measures Used and the Effectiveness Thereof

The disciplinary measures used will naturally fall into different levels. Using the systems approach it is clear that the school and its discipline is affected by international policies, the laws of the land, the policies of the DOE and that of the school itself. Hence, at a macro level the disciplinary policies and measures at school are guided by the do's, don'ts and suggestions of the DOE as it enacts the laws of the land; which in turn are in compliance with international policies. The overriding laws of the land are The Constitution (1996) and the Schools Act (1996). Simply stated, how discipline is managed in a school in the outskirts of Cape Town or a school in the heart of Johannesburg is guided by laws and policies from higher above. At a meso-level, the style, level of organisation and charisma with which the individual school handles its disciplinary policy will differ from school to school. Here lies the difference. At a micro-level what the educator and learner does in the classroom and the use of the disciplinary measures of the other levels will affect the discipline. The behaviourists' methods to control misbehaviour are clear at the classroom level. Note that the division above may be viewed differently but the level from the international level to the classroom exists.

For one to teach successfully one must have the circumstances that make it possible for one to teach and for learners to learn. These circumstances do not happen by accident. One needs to develop a plan to ensure that reasonable

circumstances for teaching and learning occur and this entails a discipline plan suited to the situation as no one plan will fit into every situation. Hence one has to diagnose the key problems and develop a plan accordingly (Allen, 1996).

This aspect of Chapter Three will:
- Firstly, discuss the legal aspects of disciplinary measures to be implemented in South African schools,
- Secondly, discuss postulations of educationists and other theorists i.e. looking at "schools of thought in disciplinary measures",
- Thirdly, discuss other generalized disciplinary measures advocated by educationists for in and out of classroom intervention.

The first, according to the systems approach, would be looking at the macro level. The school is intrinsically intertwined with the national policies of land. The meso-level comes into play when the school with its organs enacts the laws and polices with its own flavour and situation needs. Hence, issues like the creation of a discipline committee (DC), use of senior educators as block/area-controllers, the use of learners in the structure such as student leaders/RCL, monitors fall into the meso level. The last will affect the discipline. Two aspects focus more on relationships at a micro level i.e. the classroom dynamics. Here the role of the experienced educator is of vital importance, as it will directly influence discipline.

3.3.1.   The South African legal parameter/ Macro level
The South African Schools Act 84 of 1996 (henceforth referred to as the Schools Act)

The Schools Act has sets out the legality and procedure of establishing a Code of Conduct at all schools. Under the "functions of all governing bodies" article 20(a) of the Act states, "adopt a code of conduct for the learners at the school". Thus it is legally binding for every school to create and have a code of conduct.

Section 8 of the South African Schools Act sub-section 8(I) states" 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".

Van der Bank (cited in Davel, 2000: 306) expounded on how the Schools Act is firmly based in the Constitution of the land; especially the Bill of Rights. Some of which are: Firstly," The Right to Human Dignity" (section 10). The code of conduct should aim at ensuring the rights of all persons at school to their dignity. Secondly, "The right of freedom and security of the person". This right relates to the way punishment is administered at schools. Punishment must not be unreasonable, cruel or degrading (section 12). Thirdly, "The Right to just administrative action". This right is applicable to the area of school discipline. All administration must be lawful, reasonable, and procedurally fair (section33). Fourthly, section 36(1) focuses on the limitation of the rights of the individual. There must be a balance between the rights and the purpose for which the rights are limited. Human dignity is the core value against which limitations will be measured (Currie & De Waal, 2001 cited in Roos, 2003). Consequently, even permissible limitations must respect the human dignity of a learner (Roos, 2003:507).

The Schools Act sets out the manner in which the code of conduct is unfolded. To establish a democratic public school partnership, the state has devolved some of its authority to individual institutions by means of a process of decentralisation: This means that all public schools have been granted legal personality to act as "juristic person" and govern their schools autonomously without undue influence from national and provincial educational authorities according to Sections 16(1), 20, 36 and 37 (Bray 2005). This has to be done in a manner to serve the best interest of all learners. The schools governing Body (SGB) is made up of the principal as representative of the DOE (provider of information, etc.), two educator representatives, two learner representatives (in a secondary school having grade 8 and above), one non-educator staff

representative and parent representatives which must be more than the accumulated number of other representatives. The SBG is to draw a draft code of conduct in consultation with all stakeholders. The code must be in keeping with the broader parameters provided for by the Constitution (Bray, 2005: 134). This participatory process is reflective of democracy in action: a democratic, transparent and responsible process as illustrated by the Constitution in sections 16,32,33,34 and 195. This code is to be ratified by the SGB and noticed to the parent body. Opposition to the code can be lodged and the last level of the law may be enacted failing all others i.e. the High Court; which will give a legal verdict of the constitutionality of the code of conduct. This code must also be easily accessible to all stakeholders. The code must have both the positive aspects of learners' behaviour and the "don'ts" of learners' behaviour. It is to include the procedure of the tribunal hearings and the sanctions to be applied to the various levels of misconduct.

In as far as the administration of the code is concerned the Constitution guarantees administrative justice as a fundamental right (section 33). It requires all action to be performed lawfully, reasonably, and procedurally fair. These will be discussed below:

- Administrative action must be fair: If a learner (A) is accused of an unbecoming behaviour by another (B), then (A) is considered not guilty until proven guilty and must be treated as such. Hence a disciplinary hearing/tribunal is to must be held and conducted by two neutral persons, appointed, in writing, by the SGB. Learners must be afforded an opportunity to participate in decision making within the school and enjoy the right to be heard on matters that affect them (Dept. of Educ. Guidelines, 1998, section 4.1.)The following two rules are to considered:
  - **The "audi alteram partem " rule – The individual learner** must be given an opportunity to be heard on the matter i.e. defending his case. The learner must be informed of

considerations that count against him to defend himself properly. The learner's parents may attend the hearing with one other representative being allowed. (Department circular: 1989). Reasons must be given, by the administrator, for any decision taken.

o The rule against bias or prejudice ("nemo iudex in sua propia causa"): The administrator (decision maker) must be and be reasonably perceived to be unbiased. Persons who have personal interest in the case must recuse themselves from the case. The case must not be prejudiced i.e. the principal cannot tell the committee before the hearing has commenced to suspend the leaner no matter how severe the case may be.

o Administrative action must be reasonable: All administrative action must have a reasonable effect i.e. the decisions taken by the administrator/s must be reasonable under the circumstances. It must be justifiable. If a sanction is to be imposed on the learner, the learner's rights as per the Constitution must not be infringed. The limitations clause (Section 36) must be considered. It directs the administrator on how and to what extent the rights and interests of the accused may be limited in order to restore legal balance. It therefore offers a lawful procedure on when and how to limit rights. The learner's right to be at school and to receive an education is often the right in question (Bray, 2005; Davel, 2004). In essence, the learner who is suspended from school for a week must warrant such a sanction with all things considered; for example his repeating of the offence, the severity of the offence, the non-obeisance of other sanctions, etc.

- o Appeal: A learner who has been issued with a sanction after being found guilty of an offence has the right to appeal the verdict. The appeal is first lodged at school level and may be rejected. The learners then may appeal to the Head of Department of the Department of education and, after that to the Member of the executive (MEC) (Schools Act, Section9 (4)). On the appeal, the entire process is to be repeated with new and impartial persons. The higher authority may review the case and repeal the first decision. Generally all internal administrative avenues must be exhausted before the High Court is approached for judicial review. While the appeal is lodged the learner involved is to be treated as any other learner (Bray, 2005).

The SGB may suspend the learner found guilty of a serious misconduct for a period of no longer than one week (Schools Act, 1996: section 9(1)(a)); Roos, 2003). The school may apply for the expulsion of a learner found guilty of a serious misconduct to the Head of Department of the DOE.

The school as an organisation is a vital factor in discipline as it acts at a higher level than that of the classroom itself. The systems theorists will focus on the dynamics of the organs of the school as a whole. Here the focus will also go to the level of management and policies (Chaplain, 2003). Chaplain goes on to state the different laws and policies in the United Kingdom and states " in sum, the behaviour policies should specify expectations for conduct of students, the rewards given for good behaviour and sanctions for unacceptable behaviour"(2003:83). He speaks of individual beliefs and values running parallel to the organizational culture, organizational climate and organizational expectations both leading to better quality of work and discipline (2003:100). This is exactly what the Schools Act and DOE policies expect. This is almost

always never the case. Very few schools have their Code of Conduct pinned on an official notice board let alone in each classroom. Very few schools workshop their code with new learners entering school or update and re-ratify the revised code.

3.3.2. Schools of Thought

There are different schools of thought in the pursuit of class management or maintenance of discipline. The educator may at one time be viewed as authoritarian and at another time as permissive. These labels often do not do justice to the educator who may be seen to be "firm" and thus "hard" while the term "permissive" may be viewed as "child–loving or soft".

3.3.2.1.   Authoritarian

This is the belief that educators are paid to establish and maintain order in school. They probably therefore know best and should be obeyed. This is characterised by the educators insisting on the rules set being obeyed totally and no allowance is given to the learners to have their voice heard. The educator will insist on the learner raising his hand before talking (Wragg, 1992). Smith advocates a policy that may be viewed as authoritarian but states that a " strict approach is often mistaken for an authoritarian one"(1988:16).

3.3.2.2.   Permissive

Usually regarded as the polar opposite of the authoritarian stance. Individual freedom is maximized and punishment is never used. Typically such an educator will, less likely issue commands, use reprimands or punishment (Wragg: 1992).

3.3.2.3. Behaviour modification

Is based on the learning theories by Skinner and others. According to them we learn best when behaviour is reinforced often by reward or recognition. Thus children, who seek attention and are reprimanded, are actually being encouraged to misbehave more so as to seek attention. The role of the educator is to help children learn socially desirable behaviour (Wragg, 1992). Orlich et al also talk of "Desist Strategies" where the educator systematically communicates his desire to establish society's norms. This would include a verbal "stop that" or a stern glance (2004:208). Typically here educators will ignore anti-social behaviour on the grounds that failure to reinforce it by giving attention will lead to its extinction. They will reinforce positive behaviour with tokens or praises of approval. Critics of this approach believe that this approach dehumanizes the child and the reward system is merely a form of bribery. It neglects to see the child as a rational thinking being in a social context.

3.3.2.4. Interpersonal relationships

The belief here is that positive relationships exist between the teacher and the class and among learners. The educators' role is to create a healthy classroom climate within which learning will automatically thrive. This is often influenced by the views of Carl Rogers (Wragg, 1992:17).

Typically in this type of classroom the educator puts a premium on interpersonal relationships. There is therefore more involvement of the learners in e.g. the making of rules, setting of negotiated goals and the like. This school of thought advocates that children must establish positive relations with their peers and adults from n early age. Critics of this school say that these ideas may work but at times, in the classroom where there are positive relationships, there may be no or little learning, taking place.

3.3.2.5.   Scientific

It is argued that teaching is a science as well as an art. Thus the act of teaching can be scientifically studied and analysed. Once we know enough, behaviour can be predicted. A specific learning problem may be studied to find its flaws and a new programme may be devised to better the situation. Critics say that teaching is an art and there is not enough research evidence to scientifically analyse problems in the classroom.

3.3.2.6.   Social systems

People in schools are believed to belong to a sub-system of a wider social organization in which many influences are at work on the group's behaviour. These may be political, social, economic, emotional, etc. Inability to understand these processes will inhibit the teacher's ability to work effectively in school. In essence the educator must know the backgrounds of the learners and the other social dynamics of the school and educators.

3.3.2.7.   Folklore

This school talks of the fact that educators over the years have built up a stock of "tricks of the trade". These can be learned and it is believed that a young educator can learn "recipes" that work well. Those who believe in the set of tips, also believe that they work well in various school settings and there tends to be some universality of these bags of educators' tricks which develop with experience. Critics say they have no theoretical basis and are random and unrelated to each other and may suit the person who proffers them but not the recipient (Wragg, 1992:18).

3.3.3. At the Meso level

Related to the "separate schools of thought", in discipline are other factors on discipline measures used in preventing misbehaviour. Much of the content below may tie up with the literature review of the section as the issue of role of the educator on learning is related to the strategies used by educators in disciplining learners.

At the meso level the organisation of the school, with all its organs of discipline maintenance that are directed partly by policy from above and within, is crucial for discipline as a whole. This works in tandem with the micro level.

Some aspects of the meso level are discussed below:

- **School discipline policy**

All schools in South Africa, as discussed, are to have a discipline policy with all structures and functions clearly stated. The Mission Statement of the school should make mention to the kind of learners the school aims to produce and implicated therein is the discipline of the school (Schools Act, section 20 (1) (c). Graves believes that "Teachers and principals create energy for each other when they are in the process of shaping a vision together" (2001:154). A discipline policy of a school should explain in detail the code of conduct, the entire process of maintenance of discipline, the process of checks and balances, monitoring, bestowed duties at different level, the sanction policy, etc. This policy is the overriding one over and above the schools code of conduct; and both should be reviewed periodically and amended accordingly. Simply, this policy, besides explaining the organs of discipline maintenance, must be clear enough to show the process of taking a learner from being accused of a misdemeanour to appeal level.

- **School and Educator control/strategies at meso level**

The following may be used for the maintenance and control of discipline:

- **Discipline Officer**: The principal of a secondary school in particular is often involved in other tasks that may not allow him / her to control discipline fully hence he/she may appoint a management level educator to control and oversee the discipline in school. Such an officer must oversee the micro level of the classroom but should focus on the serious cases sent to the office. He must enact the disciplinary process and keep records of all cases. He/she may often be one of the members of the disciplinary hearing/tribunal. This centralized task has advantage in that it allows for good monitoring, standardised policy being maintained and allows for growth and revision of policy. On the other hand if the tasked educator is not motivated and lacks interest, it would lead to problems of inconsistency, lack of thoroughness, and complacency. All control in one person's hands may lead to serious problems in cases of absence or leave of the officer. This could be overcome by understudies being created. Many an educator does not use the office/ discipline officer due to inconsistency. Mackenzie believes that there must be strong consistency between the office and the classroom (1996:107).

- **Grade supervisors:** The administration may appoint management to control one particular grade of learners. He/she will have the task of maintaining policy at the meso-level. He/she would monitor and supervise the different class units in the allotted grade and will check on the maintenance of the school rules and deal with discipline before it is sent to the principal/discipline officer. He/she may apply limited approved in-house sanction or use some counselling /educational strategy. The problems of the grade supervisor would be similar to that of the discipline officer. The problem is exacerbated when the class units upgrade the following year and he supervises them again.

The discipline officer needs to monitor such a weakness in the system. The advantage is that the supervisor may develop workable rapport with the learners in the grade and work with them into the following years.

- **Area supervisors:** This is similar to the above. Here the senior educator or management staff is allotted to control a specific area of the school such as a set of classes in one block of the school no matter what grade is housed therein. The advantage is that if a variety of grades exist therein the supervisor may use senior learners as mentors for the younger ones. Also the close proximity of the supervisor will facilitate easy and quick intervention. The use of the supervisors' classroom, during lesson time as a "cooling off" room will work here.

- **Student Leaders/RCL:** Educators may use this structure to maintain discipline. Discussed in sub-headings "learner leaders" and in chapter 4 sub - heading 4.15 .

  Monitors: Educators may use this structure to maintain discipline. Discussed below in sub headings below.

- **Security officers:** The principal with the approval of the SGB may use outside or in-house staff as controllers of discipline, especially for monitoring of the grounds and buildings in the non-lesson/ break periods. Problems may arise if the protocols of intervention are not clear and approved by the SGB. The authority and power given to such personnel may lead to problems if not lawful and sanctioned. A progressive discipline policy should cater for such a structure. This structure may be limited to special functions only but the growing seriousness and frequency of discipline problems calls for such a structure being permanent. As dedicated to a task, such officers have one task, unlike educators, and will focus thereon. Positive effects will be more prevalent.

- **Sanctions usage/ punishment**

The more euphemistic term to punishment now used is "sanctions". This may be imposed on the learner at the micro-level by the educator as per the rules of the class or in serious cases by the school's disciplinary committee. A sanction is in effect same as "punishment". However there is a fine line of difference between a reprimand and a sanction/punishment. A punishment is a formal action, which a learner is intended to experience as unpleasant as a means of helping the learner to behave appropriately in future (Kyriacou, 1995). Punishment/ sanctions have three main purposes:

- Retribution: The idea that justice requires that wrong doing be followed by a morally deserved punishment. This concept is slowly being either neglected or replaced by rehabilitation in the new South Africa.

- Deterrent: The idea that the learner will wish to avoid such misbehaviour for fear of the consequence.

- Rehabilitation: The idea that the learner will be helped to understand the moral wrong doing of the misbehaviour and the need to behave well in future. This is the most important aim in schools.

The use of sanctions is essential in any institution for breakages of the code of conduct as this lends policy and stricture to the institution. Schools in South Africa are compelled by law to develop an approved Code of Conduct with sanctions for breaking of the conduct codes already discussed in section. Serious misconducts directed to the principal and going through the Disciplinary process may only have a one-week suspension from school (Schools Act, section 9(1)(a)). This sanction of suspension entails forbidding the learner from attending school and to be of a "correctional measure" (Ibid.). The delayed disciplinary measure is often not as effective as an immediate measure. Nevertheless, the process of the disciplinary procedure is constitutionally enshrined. The class as a unit may accept informal suspensions. An example may be: "all repeat noise makers will sit in the corner desk for the rest of the lesson".

The educator in the school must make clear sanctions that are accepted informally in the class (Smith, 1988:17). When the misbehaviour is of a very serious nature e.g. assault to do grievous bodily harm with a weapon, the school may apply to the Head of Department of the DOE for expulsion of the learner from the school. This may occur, but if the learner is below compulsory school leaving age, the DOE must arrange alternate admission. The school do find the "red tape" of the DOE, surrounding the process for the expulsion of learners limiting (Mail & Guardian, 09/11/2006)

Other sanctions/punishments may take the form of:

- Verbal Warning: The learner may be given a verbal warning to refrain from the misbehavior (Pienaar, 2003). This may be written for record purposes and tallied as per the code of conduct.

- Writing tasks: This may entail a short phrase repeated or a long essay asking the learner to explain his misbehaviour and allowing him to offer an explanation or apology. This may include a leaner having to rewrite his homework set a number of times. The last mentioned has little or no rehabilitative effect and should be avoided. The learner may be tasked to do more written work (Pienaar, 2003). This may also create hatred for the educator and the subject /learning area.

- Detention: This entails keeping the learner in class to sit quietly or do work set by the educator. This in-school suspension programme, should include guidance, support, planning for change, and skill building (Cotton, 2001). Pienaar calls this "constructive detention" (2003). After school detention calls for the parent being notified or transport arrangement being made (Allen, 1996).

- Pro-social tasks/ Community service: The learner may be tasked to do some pro-social or community task as a disciplinary measure (Department of Education, Alternatives to CP, 2000).

- Menial Tasks: The learner who has misbehaved may be asked to do a menial task set by the Discipline Committee in the formal discipline

approach or set by the educator in the micro-level of the classroom. The learner who has written graffiti on a school wall may be set a discipline task to clean the wall and to clean some other wall also. (Pienaar, 2003). The above should be negotiated and not be humiliating and in keeping to The Constitution.

- Contract: A special contract with learner behaviour may be drawn up between the learner and school/ educator.

- **Learner leaders/ RCL or Prefect system**

The South Africans schools act 1996 makes provision for the compulsory creation of the learner body, the Representative Council of Learners (RCL) in secondary schools with the grade eight or higher (section11 (1). The RCL's are to be elected democratically- one per class. They are the representatives of the class in all meetings discussing learner issues. They have representation in the SGB of the school. Two representatives sit on the SGB with full voting rights except in cases involving liability (Schools Act, section 32(2). As maintainers of discipline the DOE, KZN administration has developed policy that they should be tasked with the control of behaviour in the school in general, with the prefect-system being removed (meeting of principal, DOE, KZN, Ethekweni Region, July 2006). The prefect system entailed the selection of learner leaders by the educators and administration. They were tasked to monitor learner behaviour in the schools. The failure of this system was the top down approach in selection. Many educators are of the opinion that the RCL, due to the popular choice in voting, are not suitable candidates for assisting in behaviour control (interview with educators in the research area on 08/08/2006).

- **Home-based reinforcements/ Parental involvement**

The use of home based reinforcements help to reinforce the effectiveness of the school-based agreements and directives (Cotton, 2001). The calling of parents to school to discuss the learners' misbehaviour is an integral part of the disciplining

of repeat offenders. The parent should be called in to see that the learner is reinforced with skills on better behaviour at home. The parent should not be called in, to be only, informed of the misbehaviour, as this can easily be done via a letter, which is to be signed and returned, or by telephone. The disciplinary process must cater for a negotiated plan between the school parent and the learner. The parent may be requested to take the learner to some outside institution for help e.g. counselling. According to Pienaar (2003) parental involvement is of vital importance for better learning and discipline in school. He cites numerous authors and researchers in the field. Behaviour problems are due to lack of parental warmth and positive involvement with children up to grade six (Deater, Deckard & Dodge, 1997 cited in Pienaar, 2003:268). Poor parental monitoring among other factors was responsible for the occurrence and persistence of conduct problems in adolescents (Dishion, French & Patterson, 1995:451, and Loeber & Farrington, 1998:25, cited in Pienaar, 2003) while positive parental involvement leads to better discipline (Lazelere, 1996 : 828, Kohl, Lengua & Mc Mohan ,2000:501; cited in Pienaar, 2003:269). Discipline at school starts with discipline at home or it will be ineffective; and discipline at home forms part of discipline at school Ngcobo (1988:24; cited in Pienaar, 2003:269). In, summary there is a dire need for parental involvement in the school and there is a need for parental involvement programmes (PIP) (Pienaar, 2003). " There is a compelling evidence that school- family- community partnership benefit learners, parents and the schools. However little is done to prepare the educators to work with families and members of the community" (Van Wyk, 2001:115). Coleman argues that families provide the "social capital" needed by schools to optimize learners' outcomes. However the "social capital of the home is declining as reflected by the absence of parents in the home and a decrease of exchange between the parent and the child about academic, social, economic, and personal matters" (cited in Ibid.,120). Lethoko, et.al state in conclusion to the role of parent that the principal, teachers and students must all get involved to encourage parental involvement (2001).

3.3.4. At a Micro Level: What happens in the class in terms of discipline rests on educator skills. Below are some aspects of discipline related matters at the micro level:

Mackenzie believes that discipline can be handled in three categories. He speaks of punitively, permissively and democratically (1996). He states that being a permissive educator will lead to lots of discipline problems depending on the type of learners. The punitive educator rushes in a stern tone to reprimand the learner and to issue sanctions but the democratic educator stops the misbehavior, educates, shows the rules and offers options. Often the misbehaving learner opts to stop the misbehaviour understanding the negative sanction he continues. Mackenzie believes that some educators oscillated between or among the approaches, which is also bad. The best is, the democratic approach. When reading the points below one may realize they fit into Mackenzie's schema.

- **Rules**

Allen (1996) advocates the use of setting clear class rules. These are to be negotiated with the educators' guidance and democratically accepted for best efficacy. The educator must nevertheless set up the rules to ensure maintenance of discipline. The limits set are to be firm and consistent as Mackenzie states 'When no, really means no"(1996:109). Graves states that the child comes from different family backgrounds were there is abroad background of permissions- some autocratic, permissive, or allowing for choice without limits. It is therefore expected that children will slowly find the meaning of educators' limits (2001). Setting the rules and maintaining them in and outside class is the core of any school discipline policy. The problem lies when the rules are only used in a crisis and not work shopped periodically in school.

- **Teaching style**

This is tied to the section on schools of thought above on disciplining. A lot depends on the educator's style of teaching. There is common knowledge that some educators maintain poor discipline in their classes. This may depend on the teaching style (e.g. authoritarian style) of the teacher or other factors.

Smith believes that for effective teaching to take place, there must be a fair amount of role play in the teacher i.e. he/ she must act strict and assess the situation as he progresses (1988:16).

- **Non-verbal cue to limit acts of misconduct**

Allen (1996) suggests numerous non-verbal cues an educator can use to limit misbehaviour such as: the stern eye, proximity, calming gesture, tap on desk, negotiated signal (finger to lip, hand raising), the stare, whistle, pointing at learner, etc.

- **Positive consequence**

Positive reinforcement is vital according to behaviourists to maintain the behavior you want. It also acts as modeling for the deviant learner. Caution must exist when defining what is to receive what positive reinforcement, as the educator must not be seen as favouring certain learners when he drops standards for one learner.

- Allen (1996) advocates the use of providing the learners with a preferred activity time (PAT) where the learner who has accumulated a certain number of positive class behaviours are given a choice as to how to use a set period for a preferred activity. The class as a whole, or selected learners who earn the privilege are allowed to do one or more of the following - watch a movie/video, listen to music, computer time, sport time, etc. This will encourage others to aspire to the better behaviour displayed by their colleagues.

- Recognition: provide the learner with positive behaviour with a positive response such as: a letter sent home, citation on the school notice board or in the assembly, or more subtle such as pat on back, standing ovation, round of applause, encouraging words, etc.

- Privileges: may be given to reinforce positive behaviour. Some examples are free time, computer time, early lunch-break, and no weekend homework. etc.

- Tangible rewards: this can be built into the school policy where a free field trip is set-aside for "most-improved behaviour learners" or "best behaved learners". This will encourage better behaviour. Other tangible rewards are: snack voucher, free pass to an event, video treat, a gift voucher, etc.

• First Impressions

Learners will judge you by what you do, as well as what you say. It is difficult to lie, so if you appear to them outside the classroom as disillusioned, cynical and having no particular set of values, which give purpose to life, as educator, one can hardly expect learners to accept enthusiastic performance as genuine. The first impression of the educator can set the tone of discipline in the class for the future (Smith, 1988:14).

• Classroom monitors

Numerous authors advocate the use of peers in monitoring behaviour (Ross, 1994:25). The general trend would be to get the class to choose, in a democratic manner, the learner they want as class monitor. This could be self defeating if the educator does not educate the learners into the type of learners they should choose i.e. one with leadership qualities rather than one with popular acclaim. The duties of the monitor must also be well spelt out. Another method may be for the educator to choose but the position should be rotated. The next monitor may be the one who has best improved in behaviour. This will allow for all

learners having a chance to lead. The duty of the monitor beside routine assistance would be to be the eyes and ears of the educator and for early detection of misbehaviour and not to mete out any sanction. They may be afforded the duty to remind misbehaving learners for the rule or don'ts in class before reporting to the educator. Such structure may be incorporated into the discipline policy of the school as stated above in the meso-level.

- **Seating arrangements**

Educators should have the last say with seating arrangements as often the learners who sit at the back away from the educator exhibit more discipline problems (Smith, 1988). Instructing the disruptive learner to another seat may help lessen the disturbance (Kyriacou, 1995).

- **Rapport**

The educator who gets to know his/her class learners well will experience a relationship that will enhance the lessening of serious discipline problems. Often the learner will not be disobedient in the class of the educator who has shown a positive interest in him/her. Chaplain believes that the use of the client-centered or humanistic approach is one of the approaches that could be used curb discipline especially in children with EBD (emotional and behaviour disorders) (2003).

- **Establishing your authority**

The key to establishing good discipline in the classroom lies in learners accepting educator authority to manage their behaviour and their progress in learning. It is important to note that this authority is given to the educators to act as a manager of their learning rather than as a power relationship (Kyriacou, 1995:85). An educator's discipline largely depends on four main aspects:

- o Conveying the educator's status.
- o The educator's competency.

    o Exercising managerial control.

    o Dealing with learners' misbehaviour effectively. Pre-empting learner misbehaviour:

As the old adage goes "prevention is better than cure:" and must be used in discipline. Kyriacou (1995) suggests some strategies in pre-empting misbehaviour in the classroom. (Others have already discussed above mentioned):

    o Scan the classroom: to locate learners who appear to have difficulties. Rather work with the individual learner than wait for the entire class being disruptive.

    o Circulate in the class: periodically to help and guide learners in the work set. This will prevent the learner from seeking help from a colleague and setting off a chatter.

    o Make eye contact: Giving disruptive learners the stare of an educator will stop him in his tracks. Many an experienced educator has only to use this, to control an otherwise disruptive class.

    o Use proximity: While teaching the educator may close the proximity to learners who are disruptive or are attempting to be disruptive. This will help in control and not disturb the continuity of the lesson.

    o Change activity and pace: Before the class gets disruptive due to the slow pace of the work and the lack of variety, educators change the activity i.e. add variety to the lesson to prevent misbehaviour.

- **Investigating and counselling**

When learner behavior is disruptive after using verbal discipline strategies, a full investigation must be undertaken to find the possible cause/s of the deviance. This will depend on various factors such as the deviant activity, the learner, the frequency, the precipitating factors, etc (Kyriacou, 1995). Educators must

engage in basic counselling with the repeat deviant learner and may use long-term strategies or seek outside help from other agencies. Counselling should seek the cause of the misconduct and assist learners in developing needed skills to behave appropriately (Cotton, 2001). Talking to the learner after the class may help more than confronting him in the heat of the moment. In a survey responded to by over thousand secondary educators (The DES 1989, Elton Report), the two strategies rated "most effective" in dealing with difficult classes or pupils' were:

(I) Reasoning with a pupil/s outside the classroom setting (32%);

(II) Reasoning with a pupil/s in a classroom setting (21%) (Robertson, 1996:200).

The importance of all forms of counselling is very important. It can be the small chats the educator has with his misbehaving learner to a structured counselling session. In more serious cases the learner may be sent on a diversion programme after counselling. The parent could be called in to reinforce the skills taught (discussed) or may be instructed to take the learner to some outside institution for professional or more structured help. State organisations like the Child and Family Welfare Department of South Africa or the DOE's Psychological Services Department may assist the learner. Religious organisations offering counselling services may also be an option for both the learner and the parent.

- **Peer counselling**

The idea that an adolescent will listen to a peer can be used in the class and school to help change behaviour for the better. Senior respected learners may be trained by social institutes to be peer counselors and to assist learners. This was done in 2004 in the Verulam area. Secondary schools were invited to send learners to a workshop of peer counselling. Mixed responses were received by the learners. Mountview Secondary School did benefit from the peer counsellors. This helped mainly in the rehabilitation of repeat deviant behaviour.

Peer tutoring may be used where the misbehaving learners should be instructed to serve as either tutor or tutee, "as appropriate" (Cotton, 2001).

- **Conflict Resolution and Peer- Mediation**

This idea is based on getting the youth, who are in conflict for whatever the reason, together to talk and the reach a compromise. The educator or school must create avenues for this among conflicting youth. If this does not occur small conflicts may erupt into violent crimes. According to Algozzine et al the learners who went through the process often agree to get along, avoid each other, or stop the offending behaviour (2002:151).

- **Effective use of reprimands**

Often the educator has to use explicit verbal warning or comments that indicate disapproval of the behaviour displayed. The use of counselling is time consuming and is often not used as the first recourse to failure with pre-empting misbehaviour strategies. The use of the verbal reprimand has to also be strategic (Kyriacou, 1995). A number of qualities are involved in skilful and effective use of reprimands. Some are:

- o Correct targeting: Be sure to target the correct learner especially when investigating the misbehaviour where a learner is reacting to the provocation of another.
- o Firmness: Be firm in the reprimand and avoid softening the tone once the reprimanding has begun.
- o Express concern: The educator's reprimand must convey concern with the learner's interest or that of other learners being harmed by the misbehaviour.
- o Avoid Anger: The educator must be firm but expressing anger, shouting at the learners and showing that one has lost one's temper will undermine a positive classroom climate.

o Emphasise what is required: Reprimands should emphasise what learners should do rather than simply complaining about the misbehaviour; for example " Pay attention to the lesson" is of more value than "stop looking out of the window".

o Criticise the behaviour of the learner: do this and not criticise the learners per se. Focus on the behaviour not the learner.

o Private reprimands: The educator can achieve better behaviour by privately reprimanding the learner rather than doing so in public.

o Comparisons: Avoid unfair comparisons in class.

o Be consistent: The educator who is not consistent in maintenance of discipline will find himself/herself at a loss, as even sound practices may eventually be useless.

o Empty Threats: the educator must not make empty threats as the class as a whole will eventually see through weakness.

o Pre-emptive: Reprimands aimed at pre-empting the misbehaviour is more effective than those which follow after repeated and prolonged misbehaviour.

- **Negative consequences**

Just as it is important to reinforce positive behaviour, it is important to provide 'negative consequences' of the misbehaviour. Behaviourists as learning theorists would recommend that the more immediate the negative consequence is, the more effective it will be to eliminate bad behaviour. This is particularly so for younger children. A senior learner may still benefit from later negative consequences. See " Punitive action" in Chapter One [corporal punishment] and Chapter Two [the educator]. There are other 'negative consequences' stated by Allen (1996) which may be used viz:

- Sending learner to cool-off room [or block supervisor-see above].
- Restricted activity.
- Name on board [has its limitations- avoid frequent use and targeting].

- Sending letter home.
- Reduce merit points (in a points system school).
- Lose lab/computer privilege.
- Solitary time.
- Clean room.
- Extra work (not advisable to link academic work with punitive action)

- **Education / Life Skills education**

Schools play a major role in preventing learner abuse through specific teaching; such as introducing the younger child to the "good' and " bad" touch, "secrets', 'saying no to strangers", rights & responsibilities, and anti-bullying programmes (Blyth & Cooper, 1999). Schools also need to provide emotional support and develop emotional intelligence in the learners of today (Lourens, 2004).

Ross speaks of setting the stage for learning and hence better behaviour. She believes that the active learners must be aware of their rights and also responsibilities, understand the need for sanctions if they misbehave and establish realistic goals for themselves (1994:45). She also emphasizes the need for strategies and skill development and criticizes the old school of education, which focused primarily on the three R's. This is reinforced by Cotton who emphasizes the importance of teaching the misbehaving learner general pro-social skills such as self-awareness, cooperation, and helping (2001).

- **"Problem" children**

There are in most classes the select one or few learners who tend to misbehave more often or almost always. Graves believes the best strategy is to attend to the problem learners immediately from the moment they enter the class (2001). He advocates reading and pre-empting any misbehaviour and attending to it. He suggests giving more time and attention to learners who affect the total life of the classroom steering their influence in to productive ways (Ibid: 43). Chaplain

talks of children with emotional and behaviour disorders (EBD) and believes that they can be helped using the behavioural, cognitive behavioural or humanistic approaches (2003:170). The first uses behaviour analysis and modification, the second cognitive restructuring and the third, developing "warm and genuine relationships" (Ibid: 171). With regard to bullying, Done recommends that a specific policy must be developed and circulated among the parents and all stakeholders. It must clearly state the consequences of bullying and it must be dealt with immediately (2002)

3.4. Conclusion to Chapter Three

Smith best summarises the use of different disciplinary strategies: "I, still feel that the best teachers have little need for formal sanctions; the power to "fix" a student with your eye and to "sort out" a student with a well-chosen remark after a lesson are worth any amount of formal sanctions" (1988:33). This comes with experience in most cases. The ultimate goal of the educator is to develop self-discipline in learners, and to move away from external, authority imposed control. "An educator-imposed plan" would make it easy to teach but it should provide a transition to learner self-control and should wither-away as it is no longer needed (Allen, 1996).

CHAPTER FOUR
RESULTS, DATA ANALYSIS AND DISCUSSION

4.1. Introduction

Data analysis is the breaking down of data into constituent parts in order to obtain answers to the research questions and to test research hypotheses (De Vos, 1998:203). As facts are empirically verifiable observations, data consists of measurements collected as a result of scientific observations...facts which are expressed in the language of measurement become data (Smith & Smith, 2000: 99). Data analysis is the process by which the researcher summarises and analyses the data that has been collected.

Chapter One covered the research methodology, sample, research instrument, administration thereof, and discussed the method of data collection. This chapter focuses on the next step in the research process, namely the data processing and reporting of the results.

The overall aim of the study was to investigate discipline and disciplinary measures used by educators in secondary schools in a particular town, Verulam in the north coast of Kwazulu-Natal, South Africa. A questionnaire was distributed to and collected from educators teaching in secondary schools in the town. The data obtained addressed some of the key questions of the study, namely:

1. What are the views of the educators to the levels of discipline at the present time?
2. How do educators shed responsibilities to management to handle certain misbehaviours?
3. What disciplinary measures are commonly used on learners?
4. What are the perceived effects of these disciplinary measures?
5. What circumstances may lead the educator to use corporal punishment?
6. What are some of the consequences (to the learner) of using corporal

punishment?

7. What are some of the salient issues regarding corporal punishment?
8. How do the different administrative levels in education assist educators?
9. What recommendations do educators have to discipline learners?
10. What external circumstances (besides the learner) contribute to learners misbehaving?
11. What are the roles of parents in disciplining as perceived by educators?

It is only from question three onwards literature support is discussed, indicating a dearth of research on discipline in the other categories.

4.2. Analysis of Findings

The research instrument used i.e. the questionnaire was designed to gather quantitative and qualitative data. The Statistical Package for the Social Sciences (SPSS-13.0) computer programme was used to analyse statistical data. Descriptive and inferential statistics were used in the study. Percentages from the tables are rounded off where appropriate to the next whole number in the discussion of results. The data was also qualitatively analysed using common themes that emerged pertaining to the topic of the study. In some instances, qualitative data was quantified to generate information on frequency with which certain responses occurred. Where possible the qualitative and quantitative data were analysed side by side to elicit a coherent picture of the research.

4.3. Questionnaire Return Rate

The subjects were from nine (9) secondary schools that had approximately 180 educators altogether. All educators were provided with a questionnaire. The number returned was 105 (58.3 %). Although ten schools were projected in the research, one school from the ex-HOD sector was not cooperative and did not participate in the study. This school being left out of the research did not

affect the research, as there were four other ex- HOD schools that responded well to the questionnaire. The return percentage was 58,3 %. The return rate was very good considering the length of the questionnaire, and the workload and time constraints of the educators. It was noted that "progressive principals" who were welcoming to the researcher and especially those who were enlightened about research, encouraged a better return rate.

4.4. Sample Details

The following tables shed light on the sample. The tables show that the sample is similar to the general educator profile in South Africa.

<u>Tables of the Sample</u>

Fig. 4.1   <u>Age of Respondents Vs Gender of respondents</u>

| | | Gender of the respondent | | | |
| | | Male | | Female | |
		Raw score	%	Raw score	%
Age of the respondent	0-30	8	16.3 %	7	12.5 %
	31-40	15	34.9 %	25	42.9 %
	41-50	18	39.5 %	23	37.5 %
	51-60	3	7.0 %	4	7.1 %
	61+	1	2.3 %		
Total		45		59	
Missing		1			

The age of the respondents follows a normal curve. The majority of the educator respondents are from the ages 31 to 50 years. This is a normal distribution thus making the sample statistically sound.

Fig. 4.2. <u>Gender of the Respondent</u>

		Frequency	%
Valid	Male	45	40.9
	Female	59	53.6
	Total	104	94.5
Missing		1	.9
Total		105	100.0

The percentage of female educators was 56.7 % and that of males 43.3 %. This is similar to the general educator population in KZN and South Africa where the female population is more than the males as there is a trend for the males to stay away from the teaching profession. Again, this makes the research more authentic as it reflects the general population.

Fig. 4.3. <u>Table of Gender VS Management</u>

	Whether the respondent is in management level or not			
	Yes, in management		Not in management	
	Count	%	Count	%
Male	11	68.8%	34	39.5%
Female	5	31.3%	52	60.5%
Total:	16	15.2%	86	84.8%
No response	3			

The number of respondents split on the educator-level of management or not indicates that 15.2 % of the sample was from management. This is a good percentage return as the average secondary school has 6 management level educators and an average of 35 educators. The ratio of management to non-management level educators is 6:35 i.e. 1: 6; hence the sample ratio of 1: 5.4 makes this sample a very generalizable one. The ratio of females in management to males also indicates that the normal trend exists in the

sample, as there are still far fewer females than males in management in the schools today. The sample emulates the normal educator population in terms of age, gender and levels of educators.

Fig. 4.4. <u>Table of Gender VS Race</u>

	Gender of the respondent					
	Male		Female			
Gender	Count	%	Count	%	Total	
Coloured	1	2.2%	2	3.4%	3	(2.8%)
Indian	39	86.7%	38	65.5%	77	(73.3%)
African	4	8.9%	18	31.0%	22	(20.9%)
Other	1	2.2%			1	(0.95%)
				Missing:	2	(1.9%)
				Total:	105	

The racial composition of the sample was analysed for statistical reasons and to show that the sample resembled the general educator population in the town. The fact exists that at this stage of the post apartheid period, there is little integration of educators across the old apartheid school structures. That is, the ex- DET schools still have larger numbers of African educators. This was not statistically analysed, but the two Ex- DET schools did have over 80% African educators; which explains the 21% of African educators in the sample. There were African educators in all other schools researched and there were Indian educators in the Ex-DET school. The Group Areas Act of 1950 made the town of Verulam a largely Indian town and this explains the larger number of ex –HOD schools in the sample as all secondary schools were targeted. This explains the larger number of Indian educators in the sample. The research is not to focus on the race of the educators but the above discussion explains the authenticity of the research sample.

Fig. 4.5   Graph of Teaching Experience
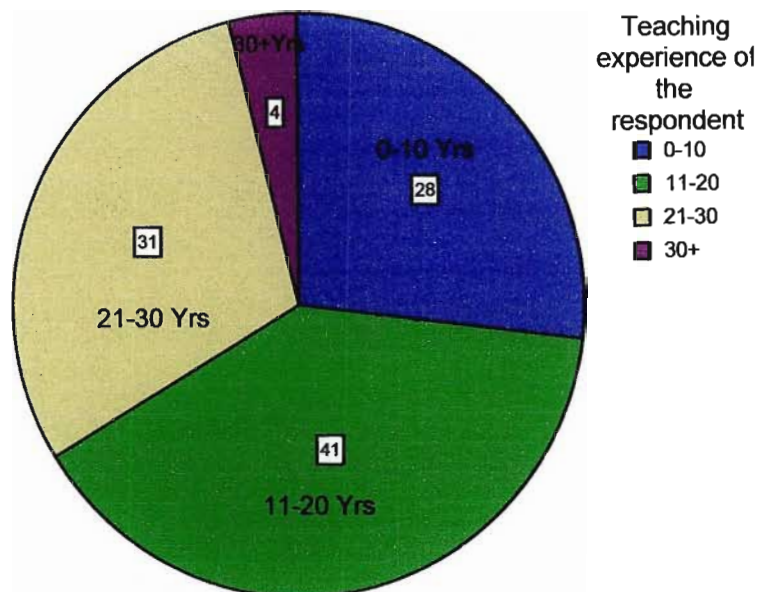
The graph indicates that the normal curve exists in the statistics representing teaching experience. This goes hand in hand with the age of the educators (refer to figure 4.1). This is a good test of reliability because if respondents lied on their teaching experience it would not have correlated positively with the respondents' age.

The above figure: 4.5 indicates the teaching experience of the educators in the sample. The majority of the respondents came from the 11 to 20 years of experience category. This is similar to the normal curve of the general teacher population in South Africa which has fewer educators with very little and very great experience as indicated in years of service. This is also similar to the general population statistics with HIV & AIDS reducing the 30 to 40 year olds in our population.

The sample in terms of age, gender, levels of educators, and race was very similar to the normal curve and general population of educators. This makes the sample generalizable albeit it focuses on one town of educators.

4.5. Analysis of the Closed Questions/Purely Statistical aspects of the Questionnaire

Parts 1,2,3,4 & 6 comprised of closed questions with the exception of question 4.1.4. (see appendix). Other questions that fell into this category were: the "yes / no" parts of questions: 6.2; 6.3; 6.4; 7.1; 7.4; 7.5 and 7.10. The answers to the last question (7.10) were analysed to fit into a "yes/no" category of whether the use of learners in the maintenance of discipline was helpful. Part 1 of the questionnaire gleaned data on subject portfolio. Parts 2-4 dealt with key issues relating to discipline and disciplinary measures.

Themes explored from the closed questions were:

4.5.1. Discipline Problems are getting Worse at Schools

Part 2 of the questionnaire was based on the premise that learner discipline was getting progressively worse as perceived by the educators. It covered questions that elicited information on:

- Declining discipline.
- More serious discipline problems existing now than before 1996 (when the use of CP was banned).
- A link existing between poor discipline and non-submission of schoolwork.
- Insubordination of learners increasing.

Fig.4.6.   Graph of response to "Discipline in schools is becoming a serious problem" VS Gender, Age & Level of educators.

Discipline in schools is becoming a serious problem
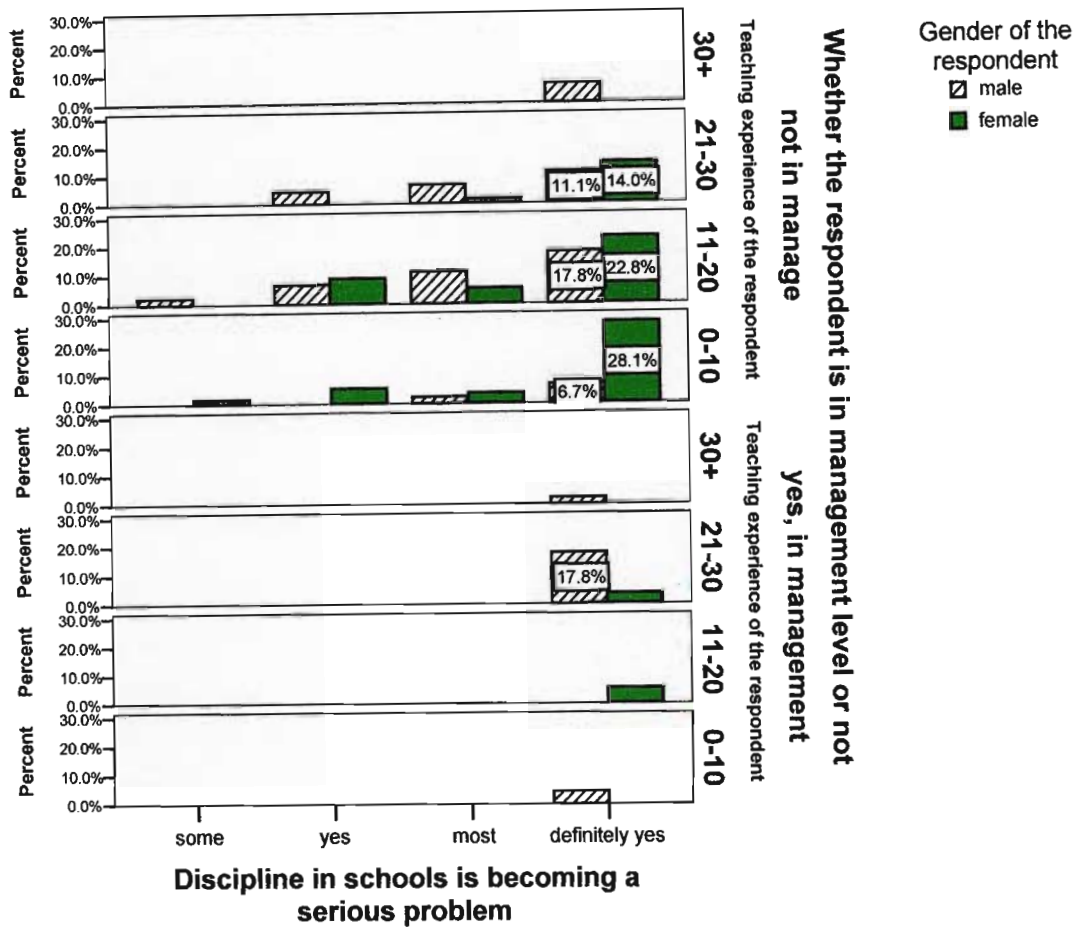
The statistics show that there is a general belief that discipline is getting worse and is a serious problem. The analysis above was broken-up into a cross analysis of responses comprising of:

- Management and non-management educators,
- Teaching experience and
- Gender.

With regard to management & non-management educators:

All of the managers indicated "definitely yes" to the question. This can be explained by the managers of a school being sent all the problem cases, which level-1 educators cannot handle. While some educators in level-1 may not see certain types of problems only, managers attend to all serious discipline cases. Due to the nature of their duties at school, all management personnel

perceived discipline is a "definitely serious" problem. This applied to all managers of all age groups. Among the level-1 educators there was a slightly different perception in that there was a spread of the responses where some educators did indicate the problem was: "generally yes" and "in most circumstances". Therefore there is discrepancy in the views of management and educators on the severity of disciplinary problems.

With regard to teaching experience:

Educators of all levels of teaching experience perceived the problem as serious. No educator in the sample responded with "definitely no". It can be said conversely that all educators perceived the discipline problem as "serious" to "very serious".

With regard to gender:

The overriding conclusion is that both males and female educators did see the discipline problem as a serious problem. No gender difference was noted even though the perception is that the male educators can cope better with discipline problems.

Thus, it was noted that the discipline problems are getting worse at schools as perceived by the respondents. The press substantiates this view. The press periodically noted that there was a prevalence of serious misdemeanours and the incidence of such misbehaviour was increasing rapidly (Sunday Times, 20/10/2006). The youth- on- youth violence in schools came to ahead in October 2006 when within weeks; four youth stabbed and killed other school-mates (SABC News 10-13/10/2006; the Sunday Tribune, 21 /10/ 2006).

In the similar light, in general, all educators responded by selecting points 3 to 5 on the Likert-scale to the questions on whether discipline was
- Getting worse,
- Starting at a younger age,
- Linked to schoolwork not being done, etc.

This indicates that most of the respondents believe that discipline is getting worse, starting at a younger age, and is linked to schoolwork not being done. This finding is similar to reports in the press that repeatedly expound on the discipline problems in South African schools (Barbeau, N. Sunday Tribune, 22/10/2006; Ganesh,G. Sunday Tribune, 17/09/2006 ; Mcetywa, N Sunday Tribune, 03/09/2006; Carter, C. Sunday Tribune, 30/07/2006)

Fig. 4.7. Graph of " More learners are displaying problematic behaviour now, than before the banning of Corporal Punishment" VS Gender, Age & Level of Educators.

More leaners are displaying poor behaviour now than before CP was banned.
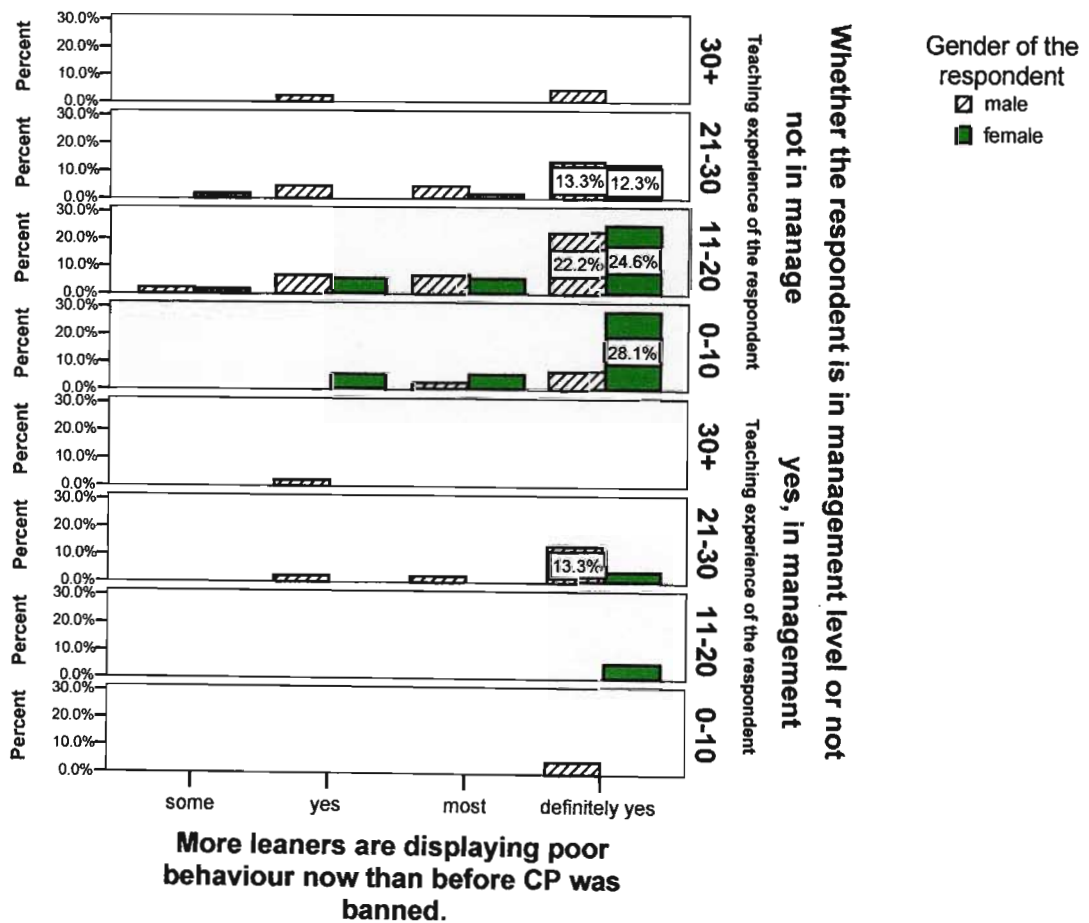
The older educators who were teaching in-and before- 1996 were best placed to respond to this question. Others responded by comparing the discipline in their school days to the present. The statistics show that the majority of the educators perceived that there were more cases of "poor discipline" now than when compared to before 1996 (when CP in school was legal).

4.5.2. Serious Misdemeanors are handed, by level-1 educators, to management

The questionnaire question number: 3 listed more and less serious misdemeanours. Respondents were to respond to the questions stating whether they would handle these personally or whether they will hand them to the management to handle. The questions: 3.5; 3.6; 3.7; 3.8; 3.9; 3.11; 3.13; 3.14; 3.15; 3.16 relate to more serious misdemeanours and it was assumed that the leavel-1 educators will hand these to management for attention. The questions: 3.1:3.2; 3.3; 3.4; 3.10 and 3.12 are less serious misbehaviours, as they do not go beyond the classroom or they largely relate to schoolwork.

An analysis of the shedding of discipline responsibility gives light to the impact of educator workload. Due to high workload of level-1 educators most of them hand discipline problems to the school management. Management is often given serious cases of discipline to handle. If they do not have time to handle the problems sent to them, discipline would decline in the school. Mackenzie too believes that there must be strong consistency between the office and the classroom when dealing with discipline (1996:107).

Figure: 4.8. Graph of Gender VS "Fighting /violence in the class/ school".
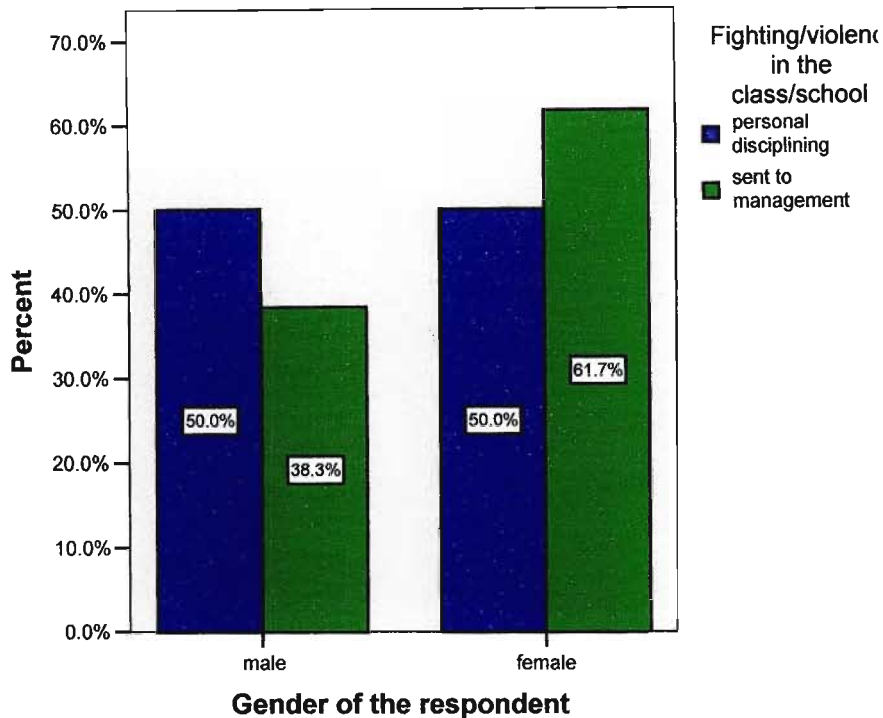
The graph indicates that more females send deviant learners to management than males for offences stipulated in Figure: 4.8. Males probably tend to handle these offences personally as compared to females because females may be physically disadvantaged in meting-out punishment.

Fig. 4.9. Graph of Gender VS "Uses Contra-band substances"
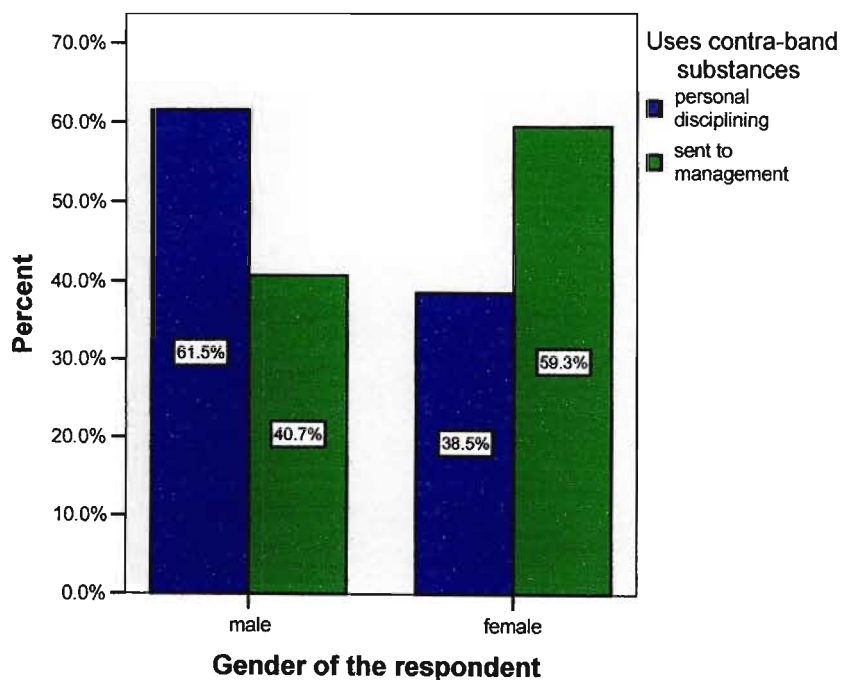
Females tended to hand deviants of this offence to management more than males. Only 39% of the females stated they handled this offence personally. Some 60% of females and 40% of males hand this problem to management.

Fig. 4.10.   Graph of Gender VS " Vandalises school property"
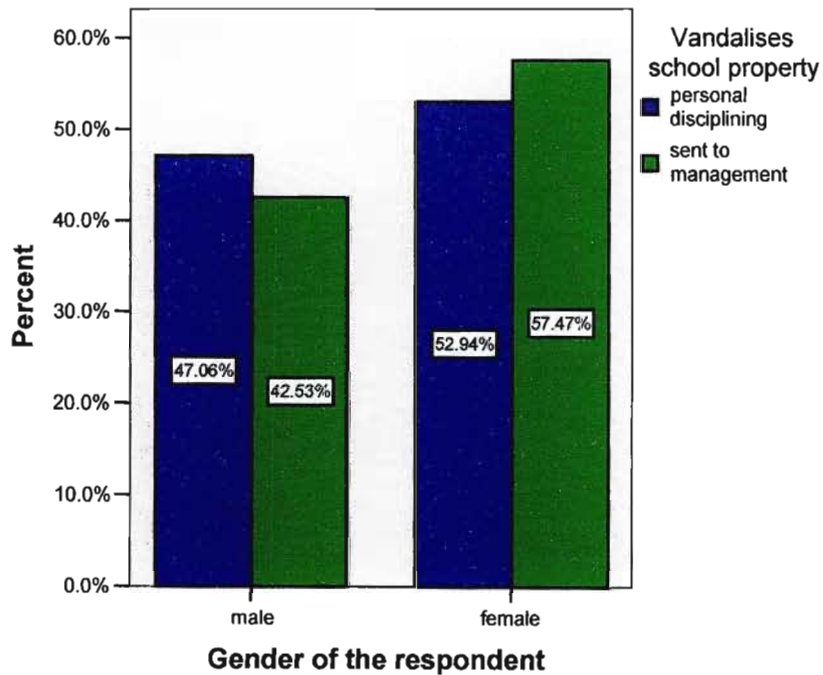
In the above misdemeanour, a similar split existed between males and females on whether they will handle the problem personally or not. Fifty-seven percent (57%) of females as compared to 43% males would hand school vandals to the management to deal with as a discipline problem.

Fig. 4.11. Graph of Gender VS "Bullies other learners"
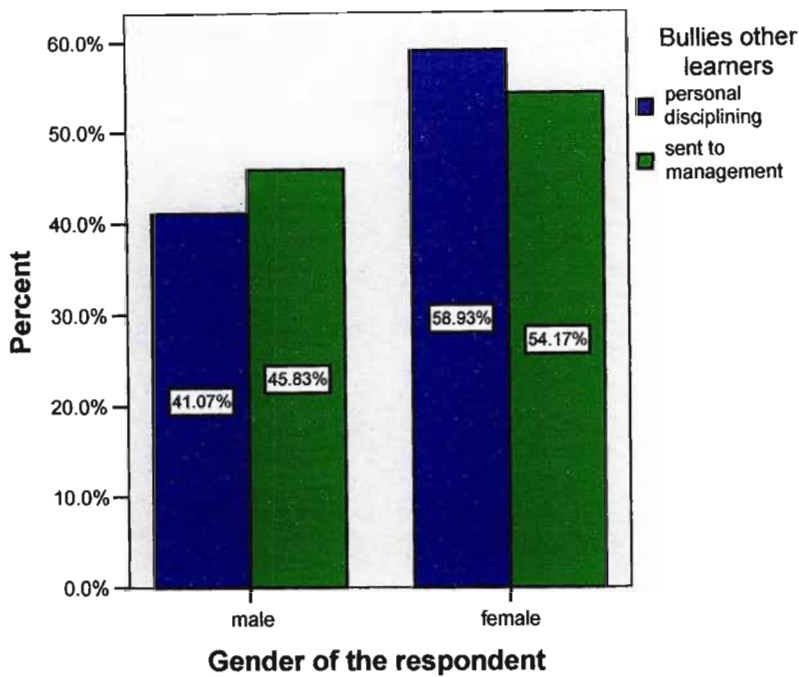
Bullying is a serious problem in schools as evident from figure 4.11. Similarly Blyth and Cooper found over 80% of young people considered bullying as a serious problem in their research. A specific policy needs to be created to combat bullying (Done, 2002). The response of educators to this deviant behaviour should be swift and effective.

Strangely, an analysis of the responses indicates that more female than male educators handled the bullies personally. More male educators (46%) directed this misbehaviour to the management. This could be explained by the possibility that males fear being tempted to use CP on the bullies themselves and would rather let management handle this deviance.

Fig.4.12.1   Table of the More Serious Deviant Behaviour indicating the % of respondents that would either Handle the Behaviour Personally or Hand it to Management.

Misbehaviour	Educ.Response	Freq.	Freq.
Fighting/violence in the class/school	personal disciplining	41.9%	
	sent to management		58.1%
Engages in uncontrolled arguments	personal disciplining	56.2%	
	sent to management		43.8%
Uses contra-band substances	personal disciplining	12.4%	
	sent to management		87.6%
Vandalises school property	personal disciplining	17.1%	
	sent to management		82.9%
Exhibits promiscuous behaviour	personal disciplining	15.2%	
	sent to management		84.8%
Carries weapons to school	personal disciplining	9.5%	
	sent to management		90.5%
Bullies other learners	personal disciplining	54.3%	
	sent to management		45.7%
Absconds class lessons	personal disciplining	51.4%	
	sent to management		48.6%
Smokes outside the school while in uniform	personal disciplining	45.7%	
	sent to management		53.3%
	No response	1.0%	
Fights outside school	personal disciplining	30.5%	
	sent to management		69.5%

The above serious misdemeanours indicate that educators in general, tend to send serious problems to management. However there are exceptions e.g. the response to "engage in uncontrollable arguments" indicated that more of the educators would handle this problem personally rather than refer it to management. With "bullies" only 46% of educators sent them to management. More educators handled the bullies themselves, but the percentage difference is very narrow: 54%-46%. The issue of "absconding class lessons" also indicated that a small difference existed in the manner educators handled this problem.

Fig. 4.12.2.   <u>Table of the More Serious Deviant Behaviour indicating the %</u>
<u>of respondents that would either Handle the Behaviour Personally or Hand it</u>
<u>to Management with a split along Gender Responses.</u>

		Gender of the respondent	
Misbehaviour	**Educator Response**	**Male**	**Female**
Fighting/violence in the class/school	personal disciplining	48.9%	37.3%
	sent to management	51.1%	62.7%
Engages in uncontrolled arguments	personal disciplining	64.4%	50.8%
	sent to management	35.6%	49.2%
Uses contra-band substances	personal disciplining	17.8%	8.5%
	sent to management	82.2%	91.5%
Vandalises school property	personal disciplining	17.8%	15.3%
	sent to management	82.2%	84.7%
Exhibits promiscuous behaviour	personal disciplining	15.6%	15.3%
	sent to management	84.4%	84.7%
Carries weapons to school	personal disciplining	13.3%	6.8%
	sent to management	86.7%	93.2%
Bullies other learners	personal disciplining	51.1%	55.9%
	sent to management	48.9%	44.1%
Absconds class lessons	personal disciplining	48.9%	54.2%
	sent to management	51.1%	45.8%
Smokes outside the school while in uniform	personal disciplining	53.3%	39.0%
	sent to management	46.7%	59.3%
	No response		1.7%
Fights outside school	personal disciplining	42.2%	22.0%
	sent to management	57.8%	78.0%

There exists little gender difference in response to the "serious deviant behaviour", except for the question "fights outside school" where more female educators (44%) hand the problem to management compared to 25% of males. The statistics show that educators in the sample responded to serious misdemeanours in a very similar manner. This could mean that their schools' Code of Conduct and other meso- level strategies on discipline are similar.

Since the research did not delve into individual school strategies on discipline, only learned assumptions may be made. Nevertheless the similar response of the male and female educators show that there exist little gender differences on educators' perceptions on "severity of discipline" and handling specific cases personally or not.

A review of less serious offences is revealed in the table below:

Fig. 4.13.1 <u>Table of the Less Serious Deviant Behaviour indicating the % of respondents that would either handle the behaviour personally or hand it to management.</u>

Misbehaviour	**Educator response**	**Freq.**	**Freq.**
Not completing school/home work on time	**personal disciplining**	**90.5%**	
	sent to management		9.5%
Insubordination-refuses to listen to instructions in class	**personal disciplining**	**56.2%**	
	sent to management		43.8%
Disruptive in class during lessons	**personal disciplining**	**83.8%**	
	sent to management		16.2%
Using vulgar (rude) language	**personal disciplining**	**65.7%**	
	sent to management		34.3%
Plays rough games on the grounds	**personal disciplining**	**76.2%**	
	sent to management		22.8%
	No response		1.0%
Always transgresses dress code	No response		1.0%
	personal disciplining	**63.8%**	
	sent to management		35.2%

Generally, the educators themselves handle the less severe misdemeanours. This is important as it sheds light on the manner educators shed responsibilities to management. A further analysis on gender lines was made.

Fig. 4.13.2. <u>Table of the Less Serious Deviant Behaviour handled personally or handed it to management</u>. (This table is split on Gender Responses).

Misbehaviour	Educator response	Gender of the respondent	
		Male	Female
Not completing school/home work on time	**Personal disciplining**	**91.1%**	**89.8%**
	sent to management	8.9%	10.2%
Insubordination-refuses to listen to instructions in class	**Personal disciplining**	**64.4%**	**50.8%**
	sent to management	35.6%	49.2%
Disruptive in class during lessons	**Personal disciplining**	**86.7%**	**81.4%**
	sent to management	13.3%	18.6%
Using vulgar (rude) language	**Personal disciplining**	**73.3%**	**61.0%**
	sent to management	26.7%	39.0%
Plays rough games on the grounds	**Personal disciplining**	**80.0%**	**72.9%**
	sent to management	20.0%	25.4%
	No response		1.7%
Always transgresses dress code	No response	2.2%	
	Personal disciplining	**62.2%**	**64.4%**
	sent to management	35.6%	35.6%

The above table indicated that there was no significant difference between the male and female respondents when responding to the less serious misbehaviours.

In conclusion, the above analyses explored the manner of educator response to different levels of deviance. The tables indicated that the burden of serious misdemeanours was handed to management as a method of handling the deviance. There is a repercussion from this, that is, the management of school could be burdened with this type of misdemeanour from a great number of educators. If the schools management does not have more time allocated for discipline then the discipline-chain would break. Later in the qualitative analysis discussion, it would be noted that a large number of educators ask for the management to be more efficient and engage in more follow-up activities. The plausible reason for lack of follow-ups is a lack of

time allocated to management for this. The scope of the research did not focus on management only and could not shed light on how management responded to an influx of cases of discipline. No literature on the shedding of disciplinary duties was available.

4.5.3. Common disciplinary measures used

The frequently used disciplinary measures were listed in the questionnaire eliciting responses on the extent of use. The table below sheds light on the above issue.

Figure: 4.14. <u>Table of the most common disciplinary measures used and the frequency thereof</u>. The bold percentages are used in an explanation below.

		never at all	most often	less often	least often	No response
Scolding	%	1.9%	**80.8%**	12.5%	4.8%	
Detention	%	**44.2%**	7.7%	21.2%	**26.9%**	
Written warning to notify parents	%	14.4%	29.8%	**31.7%**	24.0%	
Calling parents to school	%	9.6%	**25.0%**	**42.3%**	23.1%	
Suspending learners from school for fixed periods	%	**37.5%**	13.5%	20.2%	27.8%	1.0%
Changing the seating place of learners	%	3.8%	**59.6%**	28.8%	7.7%	
Sending the deviant learner out of class	%	24.0%	18.3%	**32.7%**	25.0%	
Setting more written tasks	%	21.2%	**27.9%**	42.3%	8.7%	
Setting pro-social tasks as punishment	%	**35.6%**	18.3%	22.1%	24.0%	
Lightly pinching, pushing or causing similar physical contact with learner	%	**52.4%**	15.5%	13.6%	18.4%	
Lightly hitting the deviant learner	%	**54.8%**	15.4%	10.6%	19.2%	
Slapping the learner	%	**79.8%**	6.7%	6.7%	6.7%	
Hitting the learner hard enough so that he does not repeat the offence	%	**74.0%**	7.7%	8.7%	9.6%	

- Scolding is the most common of the disciplinary measures as 80% of the respondents indicated that they scold their learners as a primary means of maintaining discipline. Often the educator has to use explicit verbal warning or comments that indicate disapproval of the behaviour. The use of other time consuming strategies is often not used as the first recourse to failure with pre-empting misbehaviour strategies. The use of the verbal reprimand has to be strategic in its timing (Kyriacou, 1995).

- Detention is not used as a measure as 71 % of the respondents either never use it or use it "least of all". This is possible because learners use public transport, which runs on a tight schedule. After-school detention calls for the parent being notified or transport arrangement being made (Allen, 1996). Nevertheless detention could be implemented during lunch-breaks and sporting periods, but this will mean that the educator detains himself if no school detention structure exists. Few educators would want this due to their high work loads and lunch–break ground duties where educators monitor behaviour on the school grounds. This in-school suspension programme, should include guidance, support, planning for change, and skill building (Cotton, 2001). Pienaar calls this "constructive detention" (2003).

- Written warning sent to parent: 32% of the respondents indicated that they would use written warnings "less often", while 30% responded with "most often". The deduction is that there is an almost even split among the educators on the use of informing parents as a means of disciplining the learner.

- Calling parents to school: 65% of the respondents indicated that they would use this disciplinary measure most often. Only 10% of the respondents indicated that they would not use the measure. Later in the qualitative analysis this issue comes up and the majority of the

respondents indicated in the affirmative on the use of this measure. The role of the parent in disciplining of the child is of paramount importance. The use of home based reinforcements help to reinforce the effectiveness of the school-based agreements and directives (Cotton, 2001; Pienaar, 2003). Pienaar states that parental involvement is of vital importance for better learning and discipline in school (2003). He cites numerous authors and researchers in the field. Behaviour problems are due to lack of parental warmth and positive involvement with children up to grade six (Deater, Deckard & Dodge, 1997 cited in Pienaar, 2003:268). Poor parental monitoring among other factors was responsible for the occurrence and persistence of conduct problems in adolescents (Dishion, French & Patterson, 1995:451, and Loeber & Farrington, 1998:25, cited in Pienaar, 2003). Positive parental involvement leads to better discipline (Lazelere, 1996 : 828, Kohl, Lengua & Mc Mohan ,2000:501; cited in Pienaar, 2003:269). Discipline at school starts with discipline at home or it will be ineffective; and discipline at home forms part of discipline at school Ngcobo (1988:24; cited in Pienaar, 2003:269). In summary there is a dire need for parental involvement in the school and there is a need for parental involvement programmes (PIP) (Pienaar, 2003).

- Suspension of learners: some 61% of respondents stated that they would use this measure on some scale, whether 'least' or 'most often'; while 38% of respondents stated that they would never use this measure. In the qualitative analysis of another question, which relates to this aspect of discipline, the researcher found differing reasons for not using suspension. Many respondents believed it was not curative but was punitive with little or no rehabilitative value. There is a high probability that the misbehaviour will reoccur. Unless the learner is taught alternative behaviour to the inappropriate one he will likely persist with it (Hester, et al., 2005). Kyriacou states that suspension is the ultimate sanction which may shock some into disciplining

themselves or it may be the "point of no return" making the learner leave school (1995). The behaviourist would support the former point.

- Changing the seating place of learners: most educators use this hands-on technique to deal with misbehaving learners. Instructing the disruptive learner to another seat may help lessen the disturbance (Kyriacou, 1995).

- Sending the deviant learner out of class: 24% of the educators stated that they would never send such learners out of class while two-thirds would. Sending learners out of class can cause problems with him being a new focus of disturbance or him wandering off causing more problems (Kyriacou, 1995).

- Setting more written tasks: only 28% of the educators stated that they would use this measure "most often". Pienaar also suggests that the learner may be tasked to do more written work as a form of discipline (2003). Lack of support for this measure may be related to the extra work produced for the educator in monitoring the work.

- Setting pro-social tasks: 35% of educators stated that they would never use this technique. The possible reason is that is harder to administer and control. This form of discipline is acceptable and is mentioned in the DOE policy (Department of Education, 2000).

The use of corporal punishment in the three levels indicated that most of the educators in general would not use CP. What was noted was that the "light hitting" was most acceptable (15%) from the various levels of CP mentioned. Later qualitative analysis would shed more light on this issue. Also noteworthy was that a fair percentage did mention that they would use CP albeit to different degrees of severity. For many children violence was a regular part of school experience... school officials routinely used corporal punishment to maintain classroom discipline and to punish children's poor academic

performance (www.hrw.org/children/schools.htm). Mkhize did state that there was an unavailability of alternative forms to corporal punishment and... "teachers, parents and students still believe in the efficacy of corporal punishment" (1999:49). The results of the study also show similar educators beliefs.

4.6.1. The Opinion of Educators on the Most Effective Disciplinary Measures used

Fig. 4.15.1. <u>Table of Respondents views on "Most Effective Disciplinary Measures"</u>.

Effective disciplinary measure/s		
	%	Count
learner based	5.7 %	6
educator based	1.9 %	2
parent called	25.7 %	27
CP	13.3 %	14
Nothing is effective	1.9 %	2
remove the learner	4.8 %	5
written work set	3.8 %	4
detention	2.8 %	3
counselling	15.2 %	16
physical work	3.8 %	4
constant reminder	6.7 %	7
suspension	3.8 %	4
shout at verbal scolding	2.8 %	3
Written warning	1.9 %	2
No response	7.6 %	8
	100%	105

The respondents statistical response to the question "which disciplinary measures in your opinion are effective" indicate a wide range. The most common being:

- Calling in the parents (25.7%),
- Counselling (15.2%),
- Use of Corporal punishment (13.3%),
- Constant reminder to the deviant learner/s (6.7%)

The researcher investigated the gender response to the above question to discover if significant differences existed in responses between male and female respondents. The table below illustrates the gender responses.

Fig. 4.15.2. Table of Respondents views on "Most Effective Disciplinary Measures" indicating a split on Gender responses.

Effective disciplinary measure/s		Male	Female	Total
Disciplinary measures				
Learner based	Count	3	3	6
	%	50.0%	50.0%	
Educator based	Count	1	1	2
	%	50.0%	50.0%	
Parent called	Count	15	12	27
	%	55.6%	44.4%	
CP used	Count	5	9	14
	%	35.8%	64.2%	
Nothing is effective	Count		2	2
	%		100.0%	
Remove the learner from learning environment	Count	3	2	5
	%	60.0%	40.0%	
Written work set	Count	3	1	4
	%	75.0%	25.0%	
Detention	Count		3	3
	%		100.0%	
Counselling	Count	6	8	16
	%	42.9%	57.1%	
Physical work set as punishment	Count	1	3	4
	%	25.0%	75.0%	
Constant reminder	Count	3	4	7
	%	42.9%	57.1%	
Suspension	Count	1	3	4
	%	25.0%	75.0%	
Shout at / verbal scolding	Count	1	2	3
	%	33.3%	66.7%	
Written warning	Count	1	1	2
	%	100.0%		
No response	Count	3	3	6
	%	50%	50.0%	
Total	Count			105
	%	100	100	

The most interesting discovery is that both male and females responded to the question very similarly. Educators appear to have the same viewpoints as to the efficacy of the disciplinary measures employed. The above statistics are

self-explanatory and a review of the table will indicate the most popular and effective measures employed.

The reasons for the disciplinary measures selected were qualitatively analysed and pooled into common responses as follows:

- **Calling in parents to school:** Respondents believed this measure to be effective because of the following reasons:
    - The child would be afraid of the parent being embarrassed and the parent would make attempts to assist the child to rectify his behaviour in school.
    - The child would himself be embarrassed to have his parents called to school and would refrain from the deviant behaviour so as not to have his parent called again.
    - The child who is just being nasty to educators would realize that his parents being called would cause his own family hardship and thus would avoid repeating the misbehaviour.
    - The child would be helped by the parents to overcome his problem as the parent would be a further component in the child's life to assist him to overcome his problem. The belief is that the parent is often the last one to know of the child's problem and an early response to the parent would nip the "problem in the bud". The parent may also be better suited to help the child. The parent may be the one who may have a better understanding for the child's misbehaviour and would respond accordingly. Some respondents believed that the parent knowing would mete out corporal punishment to the child as well as helping the respondent gain respect and power. Respondents believed they had lost their authority in the class and calling in the parent gave them back control and authority. Kyriacou (1995) agrees that authority is important to the educators to manage learning rather than to have power (1995). He says that an educator's discipline largely depends on

conveying the educator's status in the classroom. The educator who has a deviant learner who undermines his status and authority would soon find his authority waning in the entire class. Authority and control are important for optimal learning. The other pool of respondents believed that the parent would help reduce the deviant behaviour by employing strategies at home that would help in school.

- **Counselling the learner:** 15.2% of the respondents believed that counselling a learner is very effective. They believe that the counselling could be done firstly, by a professional counsellor, or any suitable person. The respondents focused on the cause of the misbehaviour being tackled rather than the symptom.

An analysis of the above two perceived effective measures indicated that the issue of "calling in the parents" tended to follow the measures of counselling. Many of the respondents saw the calling-in of parents as a means to get to the causes of the learner's misbehaviour that related to counselling. A full investigation will be useful to find the possible cause/s of deviance. This will depend on various factors such as the deviant activity, the learner, the frequency, the precipitating factors, etc (Kyriacou, 1995). Educators must also engage in basic counselling with repeat deviant learners. Cotton also states that counselling should seek the cause of the misconduct and assist learners in developing needed skills to behave appropriately.

Often the repeat offender is suffering emotional and behaviour difficulties (EBD). Travers and Cooper believe that learners with EBD are probably responsible for creating levels of stress among educators (cited in Chaplain, 2003). They take up the educators' time and effort to maintain discipline in the class. It is largely this common group that repeatedly misbehaves. Respondents would often be calling in the parent of such learners. Chaplain too, believes that counselling of the learners is essential for an assessment to be made before any approach, be it, behavioural, cognitive, or humanistic, can be effected (2003:170).

- **The use of corporal punishment:** Although the use of CP is banned in schools in South Africa, the respondents answered truthfully that they did use CP and believed it to be an effective disciplinary measure. The manner of administering the questionnaire and its collection allowed for total anonymity, hence the honest response. For educators to state that CP is the most effective disciplinary measure when it is banned means that they are prepared to use CP to enact a behaviour change in the deviant learner at the expense of transgressing the law. The pros and cons of the use of CP are discussed at length in the literature review chapters. Some educationists also support the use of CP in schools. The MEC of The Education 2000 in KZN, South Africa, Ms Eileen Ka Nkosi Shandu who had 28 years experience in education stated, "if I had my own way I would reintroduce CP in schools" (http://www.teacher.co.za/9903/cane.html).   Shandu stated that the fact that so many teachers are at a loss with disciplining learners and the fact that so many learners are in the streets shows that the alternatives to corporal punishment are not working (Grey, 1999).

- **Constant reminders to the deviant learner:** only 6.7% of the respondents believed that this method of discipline is effective, but the response was higher than other measures seen as effective. One can deduce that this sample of respondents believed in not giving up on deviant learners. Marzano & Marzano (2005) too believe the educator should take a personal interest in the learners in his class and constant reminders help do this.

The responses to "the most effective disciplinary measures" which were least popular in the sample of respondents were:
- General educator based measures (1.9%),
- Written warnings (1.9%).
- Nothing is effective (1.9%),

The responses indicate that very few of the respondents would use these disciplinary methods. Respondents who stated that nothing is effective were females, reflecting a state of helplessness in the school situation. Incidents of

serious learner deviance came to a peak in September-October 2006 when stabbing cases among learners increased rapidly with no effective disciplinary controls. The national Minister of Education, Ms Pandor was prompted to make millions available for security, implementing "house arrest" and drug testing, as discipline problems have escalated (Mohlala,T. Mail & Guardian.08/11/2006).

4.6.2. The Opinion of Educators on Ineffective disciplinary measures

Respondents were asked to respond to the question on ineffective disciplinary measures. The table below indicates their responses.

Fig. 4.16.1. Table of opinion of Educators on Ineffective disciplinary measures

Ineffective disciplinary measure/s	%	Count
CP	14.3%	15
set more HW	1.0%	1
learner based	1.0%	1
educator based	1.0%	1
parent called	2.9%	3
detention	14.3%	15
suspension	6.7%	7
ECA denied	1.9%	2
isolate the learner	7.6%	8
verbal scolding	32.4%	34
send to Office.	3.8%	4
letter to parent	2.9%	3
all not effective/nothing is effective	2.9%	3
written work set	1.9%	2
No response	5.7%	6
Total:	100%	105

The ineffective measures that were most common among the respondents were:

- Verbal scolding (32.4%)
- Detention (14.3%)

- Corporal Punishment (14.3%)
- Isolate the learner (7.6%)

- Verbal scolding (32.4%): is often seen as useless as the deviant behaviour is repeated without much or any elimination of the misbehaviour. Such reprimands should be used sparingly; as frequent use on certain learners would be perceived as "nagging" (Kyriacou, 1995).
- Detention (14.3%): is viewed as ineffective for the following reasons:
  - The learner being detained becomes more resentful of the educator and the subject/learning area and this makes the measure ineffective. Refer to Kriacou, (1995).
  - The learner being detained may be set more work and this further increases resentment of the learning area.
  - The detained learners who are not allowed to do anything in the detention period become restless and troublesome.
  - The detained learners who do not abide by the punitive measure render the system useless. Referring to October 2006 stabbing of a learner by a 14-year-old fellow learner, the deputy principal stated that educators were powerless and learners simply laughed at educators when detention was used (SABC 2 TV talk show: 29/10/2006).
  - Schools that have a well-designed detention system have the same learners being detained periodically which indicate that the measure is ineffective as a curative disciplinary measure.
- Corporal punishment (14.3%): Some 14% of the respondents believed that CP was ineffective. Strangely a similar percentage (13.3%) of the respondents indicated that CP was also effective. The response indicates that different respondents have strong albeit different views to the efficacy of CP.

Fig. 4.16.2.   Table of: Opinion of Educators on Ineffective disciplinary measures showing a Gender Response

Ineffective disciplinary measure/s		Male	Female
CP	Count	9	6
	%	60.0%	40.0%
set more HW	Count		1
	%		100.0%
learner based	Count		1
	%		100.0%
educator based	Count		1
	%		100.0%
parent called	Count	1	2
	%	33.3%	66.7%
detention	Count	8	7
	%	53.3%	46.7%
suspension	Count	3	4
	%	42.8%	57.1%
Extra Curricular Activities denied (sports etc.)	Count	1	1
	%	50.0%	50.0%
isolate the learner	Count	4	4
	%	50.0%	50.0%
verbal scolding	Count	13	21
	%	38.2%	61.7%
send to Office.	Count	2	2
	%	50.0%	50.0%
letter to parent	Count		3
	%		100.0%
all not effective/ nothing is effective	Count	1	2
	%	33.3%	66.7%
written work set	Count	1	1
	%	50.0%	50.0%
No response	Count	3	3

The above table indicates that the male and female respondents responded similarly to most of the ineffective disciplinary measures. The only difference of note was to "verbal scolding" where 62% of the females compared to 38% of the male believed this to be ineffective.

4.7. Analysis of Views to Corporal Punishment

Various questions were set in the questionnaire to elicit the views to corporal punishment meted out to learners. The responses to the questions are set out in various tables below, and an analysis is drawn from them.

4.7.1 Misdemeanours that will Coerce Educators to use CP

The statistics show that respondents do use CP in schools on their learners. The question was: what were the other dynamics around CP? The table below indicates the response of educators to certain incidents, which may or may not force ("coerce") them to use CP.

Fig. 4.17 <u>Table of responses to set misbehaviours and respondents reaction to the use of Corporal Punishment.</u>

		Yes, I may use CP	No, I will not use CP	No response
Repeatedly does not do his school/home work	Count	34	66	5
	%	32%	63%	5%
Is verbally abusive in class	Count	33	67	5
	%	31%	63%	6%
Repeatedly disrupts the lesson	Count	41	60	4
	%	**39 %**	57%	4%
Is rude to me (the educator) in class	Count	32	68	5
	%	30%	65%	5%
Incites others to misbehave	Count	37	64	4
	%	**35%**	61%	4%
Uses contraband substances	Count	22	78	5
	%	21%	74%	5%
Repeatedly uses contraband substances	Count	25	75	5
	%	24%	71%	5%
Displays violent behaviour	Count	32	68	5
	%	30%	65%	5%
Repeatedly displays violent behaviour	Count	34	66	5
	%	32%	63%	5%
Causes me (the educator) personal-injury (emotional/physical)	Count	48	52	5
	%	**45%**	50%	5%

The important discovery was that the respondents would use CP if forced to by learners' misbehaviour. They did vary in their responses but this sample of respondents did indicate that they would use CP knowing that it is banned in schools. The behaviors that would encourage the use of CP were:

- Causes me (the educator) personal injury (emotional/physical): (47%): The high response to this misbehaviour is understandable as it implies that the educator-respondent would use CP in defence only. This response is more to a personal attack rather than an ordinary misbehaviour of learners.

- Repeatedly disrupts the lesson (41%): The essence of teaching is to ensure that most of the learners benefit from lessons. This being the case, the repeated disruption of lessons may force an educator to use CP so that the majority of the learners benefit from the lesson.

- Incites others to misbehave (37%): The reasons put forth by respondents for using CP in this situation is that they believe that they can cope with a deviant learner but when that learner encourages others to misbehave it develops a snowball effect which could make the teaching – learning situation valueless and frustrating.

The literature review focuses on the negative aspects of CP. Behaviour theorists have determined that physical punishment for unwanted behaviour is ineffective in preventing that behaviour in the long term. Skinner established that although punished behaviour will disappear temporarily, it is likely to reappear after the punisher disappears. Joan Van Niekerk of Childline South Africa, has condemned the continual use of corporal punishment and stated that not enough is being done to retrain teachers in using alternatives to corporal punishment (Mail & Guardian, 26/01/2006).

4.7.2.   The Views of Educators on the Effectiveness of CP

Over 70% of the respondents believed that CP is effective while 29 % of them believed that it was not effective as a disciplinary measure.

This is illustrated in the figure below:

Fig. 4.18.   <u>Graph representing the % of respondents who believed CP "is effective" / "is not effective" as a disciplinary measure.</u>
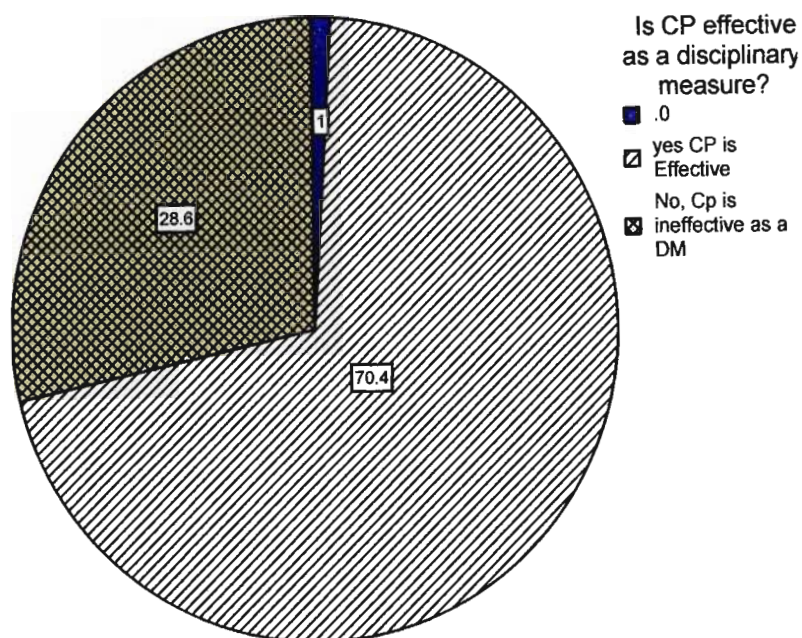
Qualitative analysis revealed some of the reasons postulated for the efficacy of CP:

- Just over 50% of the respondents offered this reason. The learner who was afraid of CP would not engage in the deviant behaviour, this being a pure behaviourist approach to explain the response. As an immediate deterrent, an aversive response, such as CP, would lessen the deviant behaviour (Louw, 1991; Burgess, 1995).

- 5 % believed that others would be deterred from misbehaving when they observe the CP meted out on other deviant learner. Behaviourist of the learning model believe that other learners would learn by observation that certain behaviours deemed

undesirable may result in them being punished and may refrain from it.

- 10% of the respondents stated that they saw CP as the "quickest and most effective" method to stop misbehaviour.
- 10% stated that it gives the educator more power and authority in the class.
- 9% believed that the CP embarrasses the learner and this acts as a deterrent to future deviant behaviour.
- 15 % of the respondents believe that there are learners who respond better to CP than any other disciplinary measure.

Bongani Phakathi, an educator said that he found that corporal punishment helped him and also enhanced his results (Mkhize, The Teacher, 1999).

4.7.3. Certain learners respond better to CP

The respondents believe that certain learners respond better to CP than others. This is illustrated in the figure below.

Fig. 4.19.   Graph of the % of respondents who believed that "certain learners" respond better to CP as a Disciplinary measure.
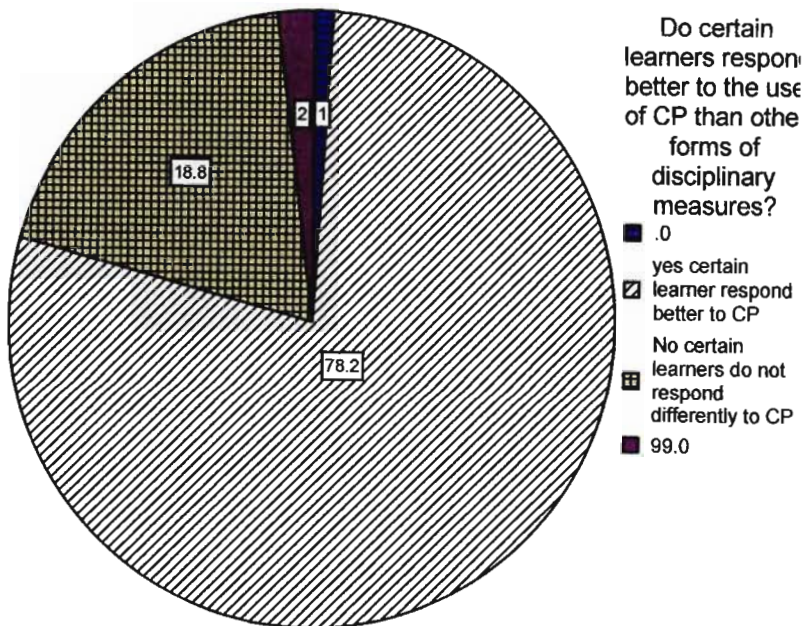
-As indicated 78% of the respondents indicated that the fear of punishment deters the deviant learner from repeating the behaviour.

-Over 19% of the respondents believe that certain learners do not respond differently to others.

Qualitative analysis of other questions on discipline revealed that respondents believe that: learners who are disciplined by the use of CP at home respond better to CP, than other disciplinary measures, in school. Many of the above respondents believe that certain groups of people or rather cultures use CP, more than other disciplinary measures, at home. It is the children from these groups that respond better to CP. Over 16 % of the above group believe that the African culture accepts the use of CP more than other cultural groups and it is these learners who respond better to CP in school. Approximately 12% of the 16 % who stated this were African respondents.

4.7.4. Certain Groups respond differently to Corporal Punishment

In line with the various aspects of CP, a question on whether different groups respond differently to CP or not, was posed. The graph below graphically indicated the responses.

Fig. 14.20.   Graph of the % of respondents who believed that "certain groups" respond better to CP as a Disciplinary measure than other groups.

Do certain groups respond differently to CP?

■ .0

■ yes, certain groups respond differently to CP

▨ No, certain groups do not respond differently to CP
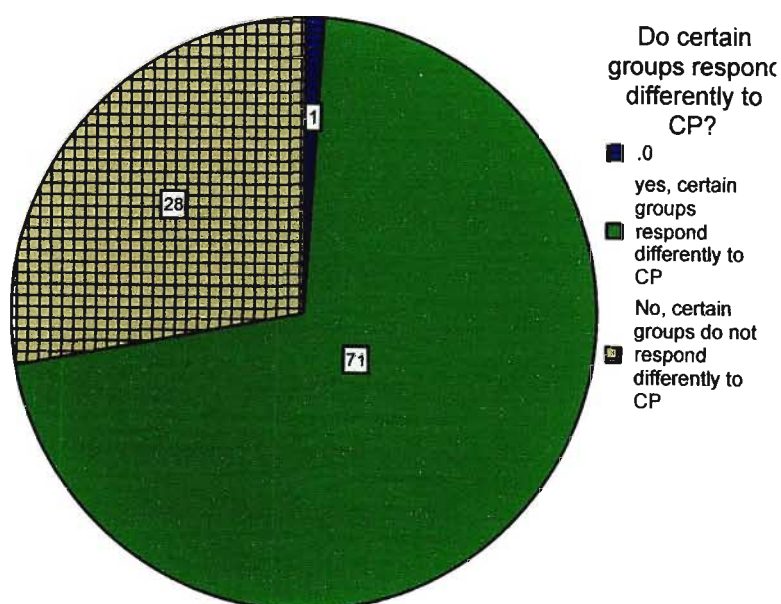
The above graph similarly shows certain groups/cultures respond more favourably to CP, than others.

4.8. Recommendations on handling of Once-off and Repeat Deviance

Of importance was the issue of how educators' respond to less serious once-off misbehaviour as compared to repeat misbehaviour. This is crucial to maintaining good behaviour, as the manner of handling the repeat deviant is different to the once-off deviant. Respondents offered the following suggestions for handling once-of misbehaviour:

- Counselling the learner (32%): strangely a large percentage of the respondents believed that even a once–off deviant should be counselled before the misbehaviour becomes repetitive. Counselling should seek the cause of the misconduct and assist learners in developing needed skills to behave appropriately (Cotton, 2001). The report by Robertson of the Elton Report (a question asked to two thousand educators) revealed that two strategies were regarded as "most effective" when dealing with difficult classes or learners:(1) Reasoning with a leaner/s outside the classroom setting (32%) and,

  (2) Reasoning with a learner/s in the classroom setting (21%). This study in KZN, of limited scope strangely had a similar response.

- Using the warning system (19%): This formalized the misbehaviour and was seen by many respondents as a good way to handle repeat deviants.

- Verbal reprimanding (17%): Those respondents who believed that the once–off deviance was a minor offence believed that verbal reprimanding was sufficient.

- Calling in the parents (8%): Only 8% of the respondents believed in not wasting time and calling in the parents; especially in the case of a once off serious deviance. "There is compelling evidence that school-family-community partnership benefit learners, parents and the schools. However little is done to prepare the educators to work with

families and members of the community" (Wyk, 2001:115). A systems theorist would advocate the above.

- Other measures mentioned were too few in frequency to mention.

4.9. The response of educators to male learners who misbehave as compared to female learners who misbehave

The researcher investigated the manner educators respond to male and female learners as it was expected that educators would not be as harsh and would not use CP on females. This was not the case as the table below reflects.

Fig. 4.21.   Table of response to the question: "Do you respond differently to male learners compared to female learners who misbehave?"

	Do you respond differently to male learners compared to female learners who misbehave	
		%
Yes, I respond differently to males than female learners.		33.3%
No, I respond similarly to male and female learners.		66.7%

Two-thirds of the respondents stated that they would treat both male and female learners in the same manner when it came to discipline.

In the qualitative analysis the following reasons were offered for male and female learners being treated similarly:

- all children must be disciplined similarly,
- learners in the same school must follow the same code of conduct,
- in the new South Africa the issue of gender should not bias the response.

Some of the reasons given for the difference in responding to female were:

- females respond better to verbal scolding,
- females change behaviour more quickly if disciplined,
- females tend to understand the educator and are disciplined more quickly,
- educators should never use CP on females,
- males respond better to CP.

4.10. The Role of the Department of Education with regard to Discipline

The researcher investigated the response of the subjects to their views on whether the Department of Education (DOE) offered effective support with regard to discipline since the banning of CP. The responses expressed the frustration experienced by educators.

Fig.4.22.   Table of responses the question: Is the Dept. of Education offering effective support with regard to discipline since banning of CP?

	Is the Dept. of Educ. offering effective support with regard to discipline since banning of CP?	
		%
Yes the DOE offers support in Discipline Measures		4.1%
No, the DOE does not assist in Discipline		95.9%

The statistical analysis of the response to the above question showed that an overwhelming 96 % of the respondents believed that the DOE was not offering effective support with regard to discipline.

A qualitative analysis on the reasons for the lack of DOE support revealed the following:

- The DOE was out of touch with discipline problems in the classroom and school at large.

- The DOE is too idealistic and has no idea of the real issues.
- The DOE is never pro-active but reactive. They only respond to the discipline cases reported and offer no follow-up.
- The DOE has no effective measures with regard to discipline.
- The DOE is only directed to the child's rights even with very unruly children.
- The DOE is never seen when needed.
- The DOE leaves the school to develop its own policies as it is lost itself on how to control unruly children.
- The DOE never monitors discipline and never offers workable solutions.
- The DOE makes it difficult to get rid of really unruly children or never has a sustained programme for discipline especially in "problem" schools.
- The statistics of incidents taken by the DOE are used for filing and not for developing a programme of action on discipline.
- The DOE alternatives to discipline were dispensed but never work-shopped with stringent follow-up on the efficacy of the dispensed document.

Some of the candid responses against the DOE were:

"they are themselves lost with regard to discipline", they have no time for discipline but only act against educators who use CP", " they are not aware of the grass-root discipline problems", " they seem oblivious to the problem", "they need to do work-shops", " they need to give some authority to the teacher, as we are powerless", " they need to send us counsellors" and "they are only reactive".

These responses reiterate the lack of confidence in the DOE as a body that can offer support, policy and structure to educators. The DOE's efforts are not reaching the educator in the classroom.

4.11. Role of the School Management with regard to Discipline and the support needed by level-1 educators.

Fig. 4.23. <u>Table of responses the question: Is the school management offering effective support with regard to discipline since banning of CP?</u>

	Is the school management offering effective support to curb problematic behaviour, since 1996?	
		%
Yes, the school management helps in discipline		63.6%
No, the management does not help in discipline measures		36.4%

The majority of the respondents (64%) believed that the school management did offer effective support to curb problematic behaviour, especially since the banning of CP in schools. In the qualitative analysis, of the explanation of the assistance offered by management the following points emerged in understanding the role of managers:

- The management called in the parents to discuss the problem of the deviant learners (28%).
- The management uses the school's Code of Conduct and follows the disciplinary procedure (25%).
- The SMT (schools management team) works together to discipline the deviant learners (5%).

Other candid responses to the question were:

- "They do visible policing of problem areas",
- "Our principal is tough and effective".
- "They handle the serious cases at another level i.e. we have no time for this".

No matter what the reasons, it is noteworthy that 64% of the respondents saw their management in a positive light when it came to dealing with discipline.

On the other hand, the reasons offered by those who stated that management was lacking with regard to discipline assistance were as follows:

- "Management often has heavy workloads which prevents the effective handling of discipline problems" (7%),
- Management has no better alternative disciplinary measures that work" (7%),
- Management only uses 'suspension' of learners which is not curative" (5%),
- "Management does not have an organized plan of action for discipline" (5%),
- "Management does not have effective solutions to today's deviant learners as their hands are tied/ they are powerless/ dictated to by restrictive policies" (5%).

Analysis of the response to the question "what support do you expect from management" revealed the following suggestions (count tallies and percentage included) were: Management:

- must do follow-ups which are always lacking (25-23%).
- must be consistent with their disciplinary policy/action (13-12%).
- must visit classrooms regularly (10-9.5%).
- must be effective (10- 9.5%).
- must engage in visible 'policing'/control (6-6%).
- must prioritize discipline over their own administrative work(5-5%).
- must engage in positive policy change(3-3%).
- must offer firm support/ not inconsistent and changing (6-6%).
- must meet with parents and discuss the Code of Conduct (3-3%).

- must reduce teaching loads of educators-this will help in discipline (3-3%).
- must engage in counselling the learner(4-4%).

Management is expected to make sure the initial reprimands and sanctions are fulfilled by the learner, as lack of follow-up is problematic. The fact that serious misdemeanours (as noted above) are handed to management, adds to their workload.

4.12. Respondents views of the Characteristics of educators who maintain good discipline

A qualitative analysis of the responses revealed that there were many characteristics postulated of educators who maintained good discipline. These were:

- to be firm (43%)
- to be an effective teacher i.e. "know your stuff" (18%)
- to be fair (12%),
- to be empathetic (10%),
- to be tolerant (10%),
- to be patient (8%),
- to be genuine and sincere (8%),
- to be confident (7%),
- to develop good rapport (7%),
- to be caring (7%),
- to be a role model (5%),
- to show respect to all(4%),

Other characteristics which were statistically less mentioned were: emotionally strong, a support provider, well organized, kind, trustworthy, motivator, mediator, confident, calm personality, transparent, and objective. Showing personal interest in the learner is of vital importance in discipline. What the educator thinks, especially with regard to his learners will influence the learners' behaviour (Chaplain, 2003:34). The belief here is that positive relationships exist between the teacher and the class and among learners.

The educators' role is to create a healthy classroom climate showing warmth and genuineness within which learning will automatically thrive. This is often influenced by the views of Carl Rogers (Wragg, 1992:17).

4.13. The Causes of Serious Misbehaviour as perceived by the Respondents

A qualitative analysis on the above question revealed the following set of factors that are presented here (frequency included)

- the learners background/home background(52%),
- peer pressure (23%),
- poor parental guidance (14%),
- broken homes (15%),
- banning of CP (15%),
- no or little motivation (10%),
- large classes (10%),
- the school which is tied down by Departmental policy (10%),
- lack of good parental values (7%),
- poor sanctions for repeat offenders (7%),
- the influence of TV (6%),
- violent homes (6%),
- ill-prepared educator(5%),
- the learners personality (5%),
- poor academic ability (5%).

The above indicates that respondents overwhelmingly believe that serious misbehaviour has its roots in the learners' home background. What is strange is that very few respondents cast blame on aspects of the school.

Research evidence confirms many of the factors put forth by the respondents. The secondary school learner is at a psychosocial phase where he is highly influenced by his peers and aims to get peer acceptance and approval. A strong need for peer approval might motivate other learners to disobey a teacher (Hester, et. al, 2005). This is noted in the responses.

With regard to motivation, Seifert and Huffnung too explain the importance of the child being intrinsically motivated i.e. motivation coming from within the

learner. They call the other "performance orientation" i.e. the extrinsic motivation as it comes from some outer influence. The learner, who has to rely on the latter and does not relate to it, does suffer and is often involved in misbehaviour (1994).

Burgess states that the children from the lower socioeconomic class respond to problems encountered in a more violent manner as compared to other economic groups who may display behaviour which earns them terms such as "spoilt children", "nasty youth", etc (1995:37).

There are many children who are under-motivated, disengaged and underachieving. Educators do agree with Maslow that satisfying the basic needs of the child and the adolescent is a prerequisite for motivation, discipline and learning (Gouws, 1994). Hence the home background is important.

In the modern industrial societies the roles and responsibilities a person is expected to assume when reaching sexual maturity are much less predictable largely because our technologies and values are changing so rapidly (Seifert and Huffnung, 1994:481). Hence factors like lack of motivation, peer pressure, and the TV among other mass media all influence the learner's behaviour. The media influences the adolescent to a great degree (Gouws & Kruger, 1994:147). The media with its subtle and obvious controlling influences mould the adolescent, affecting his behaviour among other aspects of his life. This is also noted among the responses in the study.

4.14. The school/external factors which affect discipline

Qualitative analysis of the responses to the question "What are some school/contextual factors which affect discipline?" revealed the following:

-There was a need for stricter application for the schools' Code of Conduct. Often what is on paper is not known and not implemented (19%).

-The introduction of school counsellors would reduce serious deviance and the incidence of misbehaviour (15%).

-The school or DOE should develop sustained and effective workshops on discipline (15%).

- The reduction of class size would help reduce misbehaviour (14%).

-There was a need for greater involvement of the parent component of the SGB (10).

-Stricter security would reduce serious misbehaviour (10%).

-There was a need for more recreational activity especially sporting activity to keep young active minds engaged in healthy activities. There was a need for stricter implementation of fixed PE (Physical Education) periods (10%).

-There was a need for stricter principals to help control today's youth and to confer authority to educators (8%).

-Dedicated educators would reduce discipline as compared to less dedicated educators (7%).

Other less popular responses were: a need for: better management, more effective RCL (learner Representative Council), the unbanning of CP, development of more pro-social activities e.g. creation of clubs and societies, more SMT (school management team) support, more time to interact with learners, better communication between level-1 educators and management, better control of the abuse of dugs and other substance abuse, visible senior management- not office-bound, a clear report card to report on the learners behaviour, and better parent – school communication.

4.15. The Role of Learners in leadership and their influence in Discipline

A qualitative and quantitative analysis revealed that the majority of educators (70%) believed that learners in leadership positions, such as the RCL and prefect system/student-leader system, were not effective in controlling deviant behaviour among their colleagues. Respondents also believed that the prefects/learner-leaders of the past were more efficient than those of the

present day. It was believed that today's youth do not listen to the educators and thus would never listen to the learner- leaders at school. The respondents believed that the RCL was selected by popular choice and hence were not true leaders. They thus did not represent the schools interest in discipline. A strong need for peer approval might motivate other students to disobey a teacher (Hester, et. al, 2005). The peer influence on the youth is stronger at the teenage years in the secondary school. There was a view that now there are more bullies and youth who have criminal tendencies, in school; and it is this that makes the learner-leaders role difficult.

Respondents who did believe that learner-leader were of assistance to school discipline referred to the old "prefect system". In this system the educators choose these learner-leaders on leadership merit, hence their effectiveness. In general, respondents viewed the RCL as not effective controllers of discipline at school.

4.16. What is the Role of Parents as perceived by Educators

The respondents were asked to state and explain three ways the parents of children could assist educators in discipline. The qualitative analysis was quantified and revealed numerous suggestions as follows:

- Parents must monitor their children's' behaviour in and out of school (55%),
- Parents must visit the school regularly to check on their children (55%),
- Parents must apply strict discipline at home as this seems lacking (52%),
- Parents must attend school parent meetings (25%),
- Parents must work with the educators and not against them when called to school (25%),
- Parents must provide a support base for their children and help them with homework where possible (20%),
- Parents must actively teach their child good behaviour as this is lacking (20%).

Other less popular choices were: Parents should: control TV viewing and other media, provide home chores, get children involved in religious activities, take serious discipline cases for professional help, acknowledge that their child may be wrong and not get defensive, and make quality time available for their children.

The literature review makes it clear that the first socializing agent of the child is the mother (parents) and then the family. According to Pienaar (2003) parental involvement is of vital importance for better learning and discipline in school. This was a finding of this study as well. The deviant child at home will display this behavior at school unless he learns to bridge the gap with his social intelligence and other educational strategies. The role-played by the parents or relevant others affect the discipline the child displays at school and society at large.

4.17. Conclusion

The quantitative and qualitative data was analysed and the results indicated above. The data in general revealed the responses of the educators on issues relating to discipline and disciplinary measure at secondary schools. One clear deduction is that discipline at schools is getting worse. The next chapter will make conclusions and offer recommendations on the various aspects of school discipline.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

The aim of the research was to explore discipline and disciplinary measures in secondary schools, in a specific town Verulam, in the north coast of Kwazulu-Natal, South Africa. The exploratory research merged at times into a descriptive one. The research instrument was a questionnaire that was given to all educators in the secondary schools of the area. Ten secondary schools in the area were targeted but only nine responded. The sample was representative of the general educator population in the town (refer to Chapter One) and emulated the general educator population in general. This makes the research sample a reliable one from which to make guided generalizations. The anonymity of respondents allowed for candid answers that were revealed in the analysis of the questionnaire. The questionnaire allowed for both quantitative and qualitative analysis. The SPSS -13.0-software package was used to analyse the quantitative data. The results of the questionnaire were analysed and discussed in the previous chapter.

In this final chapter, the researcher will make conclusions and recommendations relating to, school discipline and disciplinary measures. Much of hearsay issues on discipline and disciplinary measures were explored and described in the clinical research giving authenticity to commonly held beliefs on one hand, and on the other, negating other un-researched views.

In this chapter conclusions are based on the methodology and context of the study. An analysis of each of the salient aspects of the research under different sub-headings is made to derive conclusions. Recommendations are made with

regard to immediate interest, policy and for future research. In order not to miss recommendations from specific findings, recommendations are presented after each theme is discussed and a general recommendation is also made at the end.

5.2. Sample and Methodology

5.2.1. Conclusions

It is the contention of the researcher that the research findings can be viewed as trustworthy. Firstly the criterion of credibility was met, in that the research subjects (respondents) were appropriate to the study. They were all educators employed at the secondary schools in the targeted town. This was verified by the school principals and/or the staff representative. The research instrument was a questionnaire seeking both qualitative and quantitative data. The same was structured in a manner to obtain a good return rate. To achieve this, a covering note was included in the questionnaire expounding:

the importance of the research,

the manner in which anonymity of the respondents and the school would be upheld, and,

the value of the study to the education field and society at large.

This coupled with the covering letter to principals and staff representatives produced a good return. A blank return -envelop ensured that the respondent and his questionnaire could not be identified giving him the confidence to respond candidly and truthfully. The respondents had to respond to some questions on corporal punishment (CP), which is illegal in the country. The above structure and administration gave them the confidence to respond knowing that they could not be identified and hence prejudiced. An analysis of the sample revealed that it represented the general educator population of the town in respect of race, gender and levels of educators.

The data obtained from the questionnaires were both quantitative and qualitative. The quantitative data was analysed with the SPSS computer software. The qualitative data was coded by pooling of common responses. The

placement of similar questions at different places in the questionnaire and analysis of the responses indicated that subjects responded consistently. This pointed to reliability of the instrument. The correlation of the years of teaching experience and the age of the respondents also indicated the same.

5.2.2. Recommendations Regarding Methodology

- The length of the questionnaire could be shortened to enhance a greater response,
- For a response on illegal issues, the researcher should meet with the subjects directly and explain the issues of anonymity.
- The collection of questionnaire via paid return post may have enhanced the response rate with regard to anonymity. On the other hand, it could have reduced the response rate, as it would have incurred cost and time on the part of the subjects.

5.3. Views of the Educators to the Present Levels of Discipline
5.3.1. Conclusions

The press has periodically highlighted the incidence of poor discipline in schools. Press articles guide the public and numerous discussions and debates take place on hearsay. Some press article: Savides. "Murder points to school safety". The Mercury, 09/11/2006; Grandin. Teachers are desperate because of ill-discipline, The Mercury, 12/09/2006. Reporter. "Schools fail the discipline challenge". The Mercury, 04/12/2006.

The intention of the study was to verify educators' views on the frequency and severity of misdemeanours at school. It was confirmed by 100% of the educators that discipline was worse now than before. The reference point was 1996 when corporal punishment (CP) was banned in schools. All respondents also stated that deviance in schools was getting more severe. The male and female educators both responded similarly indicating that the above views were held by both sexes. Strangely, 100% of the management, both males and females

educators saw discipline as "serious". They believed that deviance was more serious than level-1 educators. Later analysis revealed that this was due to level-1 educators handing serious cases of deviance to the management educators; hence management saw more serious cases than any level-1 educator. All educators saw that discipline was getting worse, starting at a younger age, and linked to schoolwork. The results show that 100% of the educators indicated that more learners are displaying problematic behaviour now than before the banning of CP. Of the 100%, over 80% indicated "definitely yes" on the 5- point Likert scale, to this question.

5.3.2.   Recommendations

- There is a need for the DOE to structure a process where the incidents of serious misbehaviours are recorded and for public scrutiny. The present incident reports are only used for reactive action. There is a need for a clinical, objective report for public scrutiny. The SAPS reports of criminal incidents are not available for public scrutiny and are valueless for the development of DOE interventions.

This would prevent hearsay knowledge of school discipline and would prevent undue biased reporting.

- Since the results show that majority of the educators believe discipline has become worse since the banning of CP, the DOE needs to have this investigated by an impartial commission of inquiry.

5.4. How Educators Shed Responsibilities to Management with regard to Discipline.

5.4.1. Conclusions

The questionnaire sought responses of educators on how they would handle certain behaviours i.e. whether they will handle them personally or hand them to the management. The questions were randomly scattered to prevent the respondents seeking a pattern and responding accordingly. The conclusions drawn were that the serious deviant cases were handed to management and the less serious were handled personally. The response of both male and female educators were similar. The deduction may be that:

Level-1 educators have a high workload to deal with the problems themselves.

Level-1 educators have no interest to deal with serious cases.

Level-1 educators do not have the skill in handling these cases.

Level-1 educators are responding to the procedures of the schools' Code of Conduct.

Level-1 educators are allowing less serious cases to become more serious due to lack of skills in maintaining discipline.

This influx of serious cases to management has significant implications for maintenance of good discipline. With the increased workload of all educators the managers in a school will not have enough time to effectively deal with the serious cases. The level-1 educators have, in a following question stated that, they want managers to be more effective, do follow-up, and be consistent, when dealing with cases sent to them. This gives the impression that for some reason, managers are not effective disciplinarians. Notwithstanding this, a later direct question does reveal that most level-1 educators see management as offering support in discipline.

5.4.2. Recommendations

- The schools Code of Conduct must stipulate the levels of discipline that must be handled by the level-1 educator. The failure to handle such cases must be investigated by upper management, to discover if the educator needs retraining in disciplining skills or, if the class unit or individual learner is to be treated as a special case for management.

- If the above is not done, one educator can become the weak link in the chain of discipline and may send petty cases to the office. This may cause an influx of cases preventing serious cases going to full resolution.

- Educators of different levels must have structured time to deal with discipline cases. There often is no structure for this as the educator often has to see to the "problem child' in-between lessons or during breaks. Procedures must be in place allowing the educator to call in a learner from a non- exam class to be counselled or for follow-up to be done. Not all cases need be sent to management if the educator has the skills in disciplining.

- The educator must have other resources available to him to "nip the problem in the bud". Such as direct communication to the parent must be available to the educator. The handing of a problem to management simply to have a parent called in is a waste of time and leads to communication problems by the educator relaying the problem via management to the parent.

- The Code of Conduct must indicate the duties of management. Time and other resources must be made available to the different levels in management in order to fulfill duties outlined in the code.

- A periodic review of cases (e.g. term-wise) will help analyse the weak areas interalia educators who need retraining, management that is weak, restructuring of policy, and revising physical and technical structures.

5.5. Common Disciplinary Measures used by Educators and/or believed to be Effective

Note: the respondents were asked to indicate: "which disciplinary measures you believe to be effective?" and thus many indicated, in their explanation, that they used the disciplinary measure "most often", while some indicated they believed the measure listed to be "most effective".

5.5.1. Conclusions

-The most common disciplinary measure used is scolding the learner. Only 2% of all educators stated they did not use it at all. It is the quickest and often most effective manner to reprimand a learner and rectify his behaviour. The behaviourist would explain the use of this as a negative response which would work to eliminate the bad behaviour.

-Majority (95%) of the educators would change the seating place of the misbehaving learner. This is the second most common disciplinary measure used. This measure is limiting as it has only temporary value. The educator moves the learner from one circle of friends to another. This action is a temporary deterrent, as the causes of the misbehaviour have not been addressed.

-Calling the parent to school is common as 90% of the respondent advocated this disciplinary measure. The educators believe that the parent is the most important factor in the child's life and the parent being notified will help in discipline. Often the parent is unaware of the child's behaviour at school. Pienaar expounded the importance of the role of the parent in school discipline (2003).

-The suspension of the learner was viewed as an effective measure by 61% of the educators. This is the last resort in the disciplining and it is expected to be a serious deterrent to deviant behaviour. Interestingly, some 38% said they would not use it. There is a dichotomy in thought. Kyriacou, states that this may shock the learner into good behaviour or he may be pushed out of schooling (1995). This may explain the division in thought found in this study.

5.5.2. Recommendations

- It is problematic when scolding is not effective and the educator loses authority in the class. Scolding by an educator who has lost authority would not be a deterrent but a further cause of disharmony in the class. It is recommended that educators are trained in the use of non-verbal techniques and techniques of preventing the onset of misbehaviours by "sizing up the problem" before it begins. Refer to "establishing your authority" and "effective reprimands" in Chapter Three.

- Moving the deviant learner from his seat to another may help as a permanent deterrent but is often limiting. The deviant learner may misbehave among his new circle of friends in the new seating place, in due course. Due to the lack of time to focus on the deviant learner's real problem, this measure is used so that the lesson can go on undisturbed. When the causes of misbehaviour are left unchecked, the learner moves from one grade to another creating a notorious name for himself. A temporary measure like this must be recorded for a cumulative tally and followed-up by management.

- Calling of parents can be phased in by the following steps:
-   The learner being warned that on repeating the offence, his parents will be notified.

  The parent may be contacted by phone and notified of the repeated misbehaviour with suggestions from educators on how the learner's behaviour can be monitored.

  The parent may then be called to school to discuss his child's problem behaviour and how the child may be rehabilitated.

  The parent should not to be called to school just to be informed of the problem. A proposed plan of action must be mapped out with timeframes and follow-up. For this to occur, the various educators teaching the learner must be consulted.

- Suspension of the learner is often the last sanction in most Codes of Conducts and it should not be used as a threat or a means to remove a repeat offender so that the school rids itself of the "problem". The behaviourist would regard this as a strong negative reinforcement which may deter the learner from such misbehaviour. Other behaviourist may contend that other misbehaving learners may learn from the example set by the school. On a more cognitive level to further assist in curbing the misbehaviour this must be coupled with an order, to the parent, to send the learner for some form of rehabilitative measure e.g. counseling, pro-active social work or the like. The systems theorist would advocate the use of community structures working with the school in curbing misbehaviour.

5.6.   Most Effective Disciplinary Measures perceived by Educators

5.6.1.   Conclusions

Most of the educators (26%) believed that calling the deviant learners' parents to school, was the most effective of all disciplinary measures. The second most effective measure indicated was counselling the deviant learner. The respondents indicated that professional counselling was best but also suggested counselling by the educator. The essential idea is that focus should not be on the symptom i.e. the misbehaviour only. The underlying causes of the misbehaviour must be sought with a holistic understanding and comprehensive approach in seeking solutions. This is particularly applicable to repeat misconduct.

The third measure advocated is the use of corporal punishment. Educators viewing CP as being an effective disciplinary measure indicates that there was a perception that temporary reduction of the misbehaviour was viewed as an "effective" disciplinary measure. Responses indicated that the educator who

used CP often, did so after failing with other measures and only used it in serious offenses. Later analysis indicates that a large number of educators saw CP as effective. The common question is why use it? The natural answer is that because it stops the misbehaviour.

5.6.2.   Recommendations

- With regard to calling-in parents the recommendations in the previous sub-heading (4.6.1) must be noted.
- With seeking the underlying causes of repeat deviance, one must first identify the learner that needs long-term professional help. In this regard there must be a record of the learner's deviance. This can be recorded by the individual educators or in the office when the learner is sent there. Sadly, the recording of the deviance is the only action undertaken by the school. The management or form-educator that has more contact with the learner should seek patterns and frequencies. This must be reported to someone within a prescribed structure that is to be built into the Disciplinary Policy of the school. After failing with parent intervention the school must report learners who are difficult to rehabilitate, to the DOE, and refer for profession help. In summary, the Disciplinary Policy of all schools must have procedures for seeking outside help in a structured manner. Personnel must be assigned for this purpose and it should not be handled in an unstructured manner. The systems theorist advocates the use of structures in the wider community. Often integration and use of resources does not occur.

  Incidental counselling must be stressed and encouraged. The educator who chats to a deviant child after the lesson has embarked on that first stage of counselling. His repeated show of concern to the learner is the most crucial stage of counselling i.e. the building of good rapport through warmth and good relations. Such an educator is best suited to refer the

case to management for outside help if the case is beyond his scope of counselling. All professionally trained educators have studied educational psychology and should be able to identify when professional assistance is needed. However a preponderance of serious deviance in South African schools calls for a re-skilling of educators in this field. Sadly the influx of untrained educators may be one of the factors contributing to runaway discipline problems. In-service training is therefore recommended for such educators.

- For a large percentage of educators to state that corporal punishment (CP) is effective there must be some explanation. The first would be that the educators' perception is that CP is effective, that is, it stops the misbehaviour and allows the lesson to go on. The behaviourist would accept this, as an aversive reinforcement would reduce, if not eliminate, the misbehaviour. The long-term effects of CP are:

  not identifying the underlying causes of misbehaviour,

  not preventing the recurrence of the misbehaviour after the CP is removed,

  the trauma the learner experiences which is not seen by the educator may last for a long time.

  the educator has committing an offence and if unchecked it may lead to more serious offences such as child abuse.

Thus, there is a need for some intervention and full investigation into alternatives to CP. As CP is banned the following recommendations are a starting point:

- Training of educators in alternatives to CP. This does not imply being handed summaries or photocopies of the DOE handbook.

  Periodic workshopping of the alternatives to CP.

  Periodic SWOT analysis of each school focusing on individual and unique problems that need a "team mind" to address these problems comprehensively.

Helping educators who use CP immediately rather than reacting negatively when learners complain.

As a conclusion to the recommendations it must be stressed that time must be allotted for the implementation of many recommendations; and the use of school fund can be indirectly channelled there, by the employment of more educators to create time for all educators, or directly by allotting discipline/counselling duties to new personnel.

5.7. Most Ineffective Disciplinary Measures perceived by Educators

5.7.1. Conclusions

The educators indicated the four most ineffective disciplinary measures viz: verbal scolding (32%), corporal punishment (14%), detention (14%) and isolation of the learner (8%). When one reviews the previous question analysis, verbal scolding was indicated to be used most often. It is strange that "verbal scolding" is also seen to be of little value. The possible reason is that it has little or no long-term results. The educators who use this are doing so for convenience as it seems to have immediate results and helps the lesson go on. It is less time consuming and fulfills immediate needs.

With regard to CP it is noted that there were just as many respondents who saw it as effective as well as ineffective. The importance is that there are educators who have realized that the use of CP is of no value. Also important is that some educators have realized that there are alternatives to CP.

Corporal punishment and detention of learners, as disciplinary measures, are seen as ineffective and the conclusions and recommendations are discussed above.

5.7.2.   Recommendations

- The use of verbal scolding can be replaced or complimented with the use of non-verbal cues. Some non-verbal cues are: the stern eye, proximity, calming gesture, tap on desk, negotiated signal (finger to lip, hand raising, etc.), (Allen, 1996). Other suggestions such as the private talk and reprimand may be more effect in the long term. Refer to other suggestions in Chapter Three (3.3.4 "Effective use of reprimands"). The educator must identify the frequent defaulter and follow the recording procedures mentioned for implementation of more effective and sustained disciplinary measures.

- With regard to CP the recommendations in the preceding sub-heading has reference.

5.8.   Misdemeanours that would Coerce Educators to use Corporal Punishment (CP)

5.8.1.   Conclusions

An overview of the misdemeanours that would coerce educators to use CP show that most of the educators (47%) would use CP as a form of defence if they encounter personal attacks. This is understandable as the educator is saying that he will defend himself by using CP. The second highest response (40%) is the use of CP when the learners repeatedly disrupt the lesson. The educator, whose aim is to teach under difficult circumstances, may be coerced to use CP, so that the deviant learner does not disturb the lesson. This is tied to the next two factors i.e. "incites others to misbehave" (36%) and "repeatedly not doing homework" (34%). These focus on learners and their interruption of the main task of the educator i.e. to teach. The constant pressure on the secondary school

educator to produce better results would have an influence on his use of desperate measures such as CP.

5.8.2. Recommendations

- There must be a structure in place to record the misbehaviour of learners. The record is to be used for case building and referrals. Learners must be made responsible for their actions. A non-complying learner must be made accountable for his poor result and not the educator alone. Educators who are made solely responsible for poor results may be coerced to use CP when all other measures fail. Management must take cognizance of this.

- Over a third of educators indicated that they would use CP if lessons are repeatedly disturbed therefore a strategy such as "isolation rooms" may have to be used if all else fails. Caution in its use must be noted as this measure can become self-fulfilling for the learner; hence "isolation" placement must be viewed by learners as an ultimate sanction and something that they should avoid.

5.9. Views of Educators on the Effectiveness of Corporal Punishment (CP)

5.9.1. Conclusions and recommendations

For a majority of educators (71%) believing that CP is effective there must be logical reasons for this perception. (This is discussed in sub-heading 4.6.1. and 4.6.2.). The view of the educator must not be mistaken to mean that he actually uses CP as the 14% of respondents indicated for and 14% against CP. The following reasons may possibly explain why educators believe that CP is effective:

The immediate misbehaviour may be reduced and stopped, albeit temporally, as discussed above,

The educator has failed with other strategies.

The educator is comparing the present education scenario to the pre-1996 period, when CP was legal in schools and there was a lower incidence of serious misbehaviour. The assumption made is that since the removal of CP, deviance worsened implying that the use of CP maintained discipline. This is an oversimplification.

5.10. Certain Learners/Groups respond Better to Corporal Punishment (CP)

5.10.1. Conclusions

The questionnaire had a two-fold structure to elicit responses on two issues i.e. certain types of learners responded better to CP, and whether certain groups responded better to CP. Over 70% of the respondents stated that certain learners respond better to CP while 78% stated that certain groups respond better to CP.

The researcher expected the educators to understand "certain learners" as different, in terms of: gender, age, personality, background, etc. Their response centered on gender and background and hence responded to the second question on "groups" in the same manner. The educators believed that both male and female learners must be treated similarly.

With 50% of the respondents believing that the learner who is afraid of CP will be best influences by its use, the indication is that educators believe that they gain authority by its use. Educators stated that the learners who were disciplined with CP at home responded better to CP at school. They state that these learners do not respond well to other forms of discipline.

Over 16% of the respondents stated that learners from the African cultural groups responded better to the use of CP at school. The reasons given were that they have come to accept CP as a disciplinary measure as it comes from their culture. To add to this, 14% of the above figure were African educators, as derived from the quantitative analysis.

5.10.2.   Recommendations

- Educators must not bundle all learners into prejudiced groupings and the school management team (SMT) must be guided on the identification of educators who use CP on selected groups, be it gender-based or otherwise. This can be done by the analysis of cases sent to the office and review of defaulter records.
- The learner who is identified as one who responds to CP and nothing else may be "the child in need" and educators are to be enlightened of their duty to educate such learners on abuse at home and to possibly refer these learners for counselling.

5.11.   Recommendations on Handling Once-off Deviance

5.11.1.   Conclusions

Counselling the once-off deviant learner was rated highest (32%) , this was followed by the use of the formal warning system (19%), and verbal reprimands (17%). The researcher found it strange that the most time consuming of all measures was rated highest. The possible explanation for the use of counselling is the effectiveness it has on the correction of behaviour. The educator is referring to incidental counselling and the like, when responding to once-off deviance.

5.11.2. Recommendations

- As stated above the educator who does incidental counselling must have a structure to assist him in his pro-active venture in helping the learner. The issue of time and allowing the learner to see educators at odd times should be considered within reason by the SMT and built into the Discipline Policy.

5.12.   Response of Educators to Male Learners who Misbehave as compared to Female Learners who Misbehave

5.12.1.   Conclusions/recommendations

Some 66% of the educators stated that they would treat both males and females similarly. This is possibly due to gender equality being in vogue today as stated above. It is recommended that since 33% of the educators are gender biased, the school SMT must be consciously aware of such bias. This one–third of educators can make the teaching learning system one in which males will develop a hatred to educators who are seen as being unfair and prejudiced. No learner would accept double standards in class in this modern day.

5.13.   The Role of the Department of Education (DOE)

5.13.1.   Conclusions

The research produced a 95.9% response that the DOE is not offering support to the educators. This statistic is very high.

Qualitative analysis revealed that the DOE is seen to be largely reactive and respond when the learner complains of CP. They are seen to be out of touch with the classroom and school issues. The preponderance of news articles in the media of serious deviance at school including stabbings and murders have

prompted the national Minister of Education, Naledi Pandor to call for serious deviants to be under "house arrest" in the care of their parents. This is referred to as a "knee-jerk" response (Mohlala. Mail & Guardian, 08/11/2006). She has also made other sudden response that many criticise (Ibid). She has offered to spend approximately five million rands per school identified as a crime zone. There seems to be little done with the thousands of incident reports sent to the DOE by schools. This response is indicative of the reactive nature of the DOE.

5.13.2. Recommendations

The DOE must engage in the following:

- Re-structure the Psychological Services Department to focus on the issues interalia HIV/AIDS, teenage pregnancy, life skills, child abuse awareness, and school discipline in a more practical way- using a hands on technique rather than a workshop approach with the hope the effect is felt at ground root level.

- The government should step in to appoint an independent Commission of Inquiry into the case of serious and frequent discipline problems so that corrective action is taken immediately. The symptoms are seen but the causes are vague and un-researched.

- A government task-team must be appointed to find and nurture links between the Departments of Social Work, Education, and Finance as all three can assist in prevention of serious problems. An integrated plan is required.

- The DOE must be restructured to create posts for specific personnel to tackle ongoing problems related to education. Such personnel must be given the mandate to appoint a relevant task-team to investigate, and come up with recommendations for implementation in a structured manner. The researcher recommends that a task-team undertake the following:

monitor incident reports on frequency and serious disciplinary problems.

plan assistance for schools with serious and high incidents of disciplinary problems.

assist in the restructuring of a Code of Conduct that should be based on national norms and legislation. Vague guidelines to the South African Schools Act 84 of 1996 must be replaced by sold boundaries of discipline for all schools of similar levels. It is this poor structure that partly allows for one school to be strict and another lenient. Learners in a town compare schools and some of their rebellion is due to the inconsistencies among schools on disciplinary matters. Sanctions used must be guided within reason.

The Code of Conduct must empower the educator with authority, be fair, and instill immediacy in response to serious misbehaviour. The latter intimates to the slow response of the DOE to expel serious deviants (Reporter. Mail & Guardian, 09/11/2006). This slow response makes the victims of the deviant learner believe there is no justice and the other learners learn that there is no negative consequence to serious deviance even from the highest authority. The "red tape" for expulsion must be removed and replaced with a systematic procedure followed by specific personnel who are themselves not overloaded with work.

The DOE must reintroduce the school counsellors. This can be done by reviewing of the statistics on serious and frequent misbehaviour.

The alternatives to CP must regularly be workshopped with all educators and in-service training must occur for all educators (discussed above).

The exodus of educators from education has created many "new", untrained educators who are placed into classes to teach. Such educators have no formal teaching skills and this is where the DOE must create a short-course for first time educators on discipline.

The DOE should insist schools offer an induction on discipline and the Code of Conduct. This can be verified by a return from schools' principals.

5.14. The Role of the School Management with regard to Discipline

5.14.1. Conclusions

Over 63% of the educators stated that the school management does offer support to the educators with regard to discipline. This support came in various forms. The schools from which the sample of educators came from had a structure where there seemed to exist a division of discipline duties with the management instituting parts of the Code of Conduct. Many educators mentioned the role played by management to contact parents, hold disciplinary hearings, etc. The other 36% of the educators believed that their management could do more. The most common grievance was the lack of visible "policing" i.e. monitoring of the school during lesson time and after, by management.

5.14.2. Recommendations

- Management should commit to:
  Performing their duties as per Code of Conduct.
  Visiting the classes they are in charge of (e.g. grade or block supervision duty) on a regular basis.
  Developing rapport with repeat deviant learners.
  Encouraging the form-educator to check on, offer support to, be a confidante to misbehaving learners.
  Offering counselling to repeat deviant learners.

Developing rapport and gain the confidence of the repeat deviant to slowly get the parent involved in counselling at home.

Offering divergent programmes or coordinating such programmes.

Being the liaison person between the school and parent.

Creating working relationships with parents and SGB to assist in discipline.

Checking records of deviant learners, to seek out problem areas and learners who may need help.

Developing strategies to handle problem classes.

Offering time to colleagues who are assisting in discipline cases.

Organising community based structures to assist in school discipline.

Being a good listener- to colleagues and learners.

5.15. The Characteristics of Educators who can maintain Good Discipline

5.15.1. Conclusions

The most common characteristic which 43% of the respondents advocated was that the educator must be "firm or stern". The implication is that the educators believe that they must establish control and authority in the class. This is confirmed in the literature review (Graves, 2001, Mackenzie, 1996, Cotton, 2003). Creemers talks of 'management behaviour' of teachers which aims at controlling the class; and 'instructional behaviour' that includes teaching itself (1994:74).

Other terms cited by educators were "effective teachers" (18%), "empathetic" and "tolerant" educators (10%) and "patient" (8%) and "sincere" educators (8%). There misunderstanding of the question as respondents stated that the educators must be well-prepared and effective teachers. This is not a personality characteristic. It seems that the large percentage that stated this saw "effective teaching" as very important for good discipline. The other group of traits

centered on the educator being "understanding" and follows a humanistic or Rogerian approach to teaching i.e. being warm, genuine and sincere.

5.15.2. Recommendations

The two overriding concepts are that educators must be able to be effective teachers and secondly they must be understanding and empathetic. If this is what the research subjects say then this concept of following a humanistic approach to teaching must be taught to trainee educators and to in-service candidates even though the behaviourist approaches indiscipline are quick deterrents to misbehaviour.

5.16. Causes of Serious Misbehaviour
5.16.1. Conclusions

Respondents perceived the most common cause of serious misbehaviour was the learners' background (52%), followed by peer pressure (23%), broken homes (15%), and the banning of CP (15%). The less common responses were lack of motivation (10%), the restrictive DOE policies (10%), and large classes (10%). The conclusion is that most educators believe that the cause of problem behaviour lies in the learners' home background. The first and third statistic can be classified as one; and this also points to the home background.

The second area of focus is on the learners' peers. Interestingly, the last focus of the respondents was in the "sphere of the school". Top of the list in the "school sphere of causes" was the banning of CP. The respondents again reiterate that CP works as a disciplinary measure.

5.16.2. Recommendations

- Since respondents firmly believe that the causes of serious misbehaviour lie in the learners' home background the counselling of serious offenders is a priority for effective and permanent behaviour change.

- Linked to the above is the need to work with the parents before seeking outside professional help. With regard to this the recommendations made earlier must be considered.

5.17. School/External factors which affect Discipline

5.17.1. Conclusions

The four most common responses were: the need for stricter application of the Code of Conduct (19%), school counsellors (15%), workshops on school discipline by the DOE and management (15%), and reduced class sizes (10%). Other common responses were: a need for stricter security, more sports, stricter principals, and dedicated educators.

5.17.2. Recommendations

- The Code of Conduct of every school must be made known to all stakeholders and applied strictly and consistently. This must ultimately be monitored by the principal albeit a Disciplinary Officer is in charge.

- Other recommendations on counsellors, workshops on discipline have been discussed.

- There is a need for stricter security in the form of using specifically employed personnel to monitor the school grounds and school functions.

- More sporting and other ECC (extra curricular activities) must be planned and carried out throughout the year. Learners gainfully occupied in these activities are involved in less misbehaviour.

- Respondents believe a principal who is strict, empowers educators and, learners are less likely to challenge authority in a deviant manner. This is highly debatable thus further research needs to be undertaken on the efficacy of strict versus lenient principals.

5.18. Role of Learner-leaders and their Role in Discipline

5.18.1. Conclusions

The majority of educators (70%) indicated that the learner-leaders as the RCL and prefects system did not help in school discipline. Many stated that the prefect system or student leaders, which are chosen by educators on leadership merit, were more effective than the RCL who were chosen by popular vote. Educators also believed that the student leaders, in the present day, were faced with a more challenging set of peers. This made the present day student leaders seem ineffective.

5.18.2. Recommendations

- Use student leaders in schools to assist in maintaining discipline. This is often the only opportunity of leadership that a large number of learners can engage in. If the school takes this away there will be nothing offered to potential leaders other than academic achievement. Every school owes this to its learners.
- The student leaders must be empowered in the presence of the whole school assembly. Their powers and duties must be explained to all. The sanctions for transgressing the student leader must also be made known. This will empower them once again. Repeat announcements of this nature will reinforce authority.
- The RCL, a duly legal body, must be constituted and workshopped into the school's Mission Statement, Code of Conduct and, on their duties and responsibilities.

5.19.   Role of Parents

5.19.1.   Conclusions

The respondents firmly believed that the parent has a major part to play in the discipline of a learner. What the parent does or does not do at home influences learner's behaviour. Educators believe that parents must monitor their children's behaviour (52%), visit school often (55%), use strict discipline at home (25%), work with the educators and not against them (25%), provide a support base and actively teach good behaviour. The above indicate that the educators believe that the deviant child has a poor support base at home in the form of basic and other needs. The other view is that the parents are not teaching the child simple good manners and the "do's and don'ts" of the world. There seems to be a view that basic parenting is lacking.

5.19.2.   Recommendations

- It is difficult for any school to enforce parents to get actively involved in proper parenting of the child. The school can nevertheless use guest speakers who can motivate parents into good parenting. Every opportunity where parent–school contact exists must be used to educate parents on methods to maintain good discipline.

- The school can in a structured manner ask parents to sign daily homework schedules. This is being done in private schools and is easier to monitor due to small class units. To overcome the control factor this can be done on a weekly basis and special time can be allotted for this.

- Parents can be encouraged to come to school meetings if proper consultation is carried out with regard to scheduling of meetings. An open week can be created for parent visits. Often the school administration does not want to sacrifice teaching time for this but do not realise the

value of getting parents involved in the education of their children. The gain is far more than the loss of a few hours once in a year.

5.20. Recommendations for Future Research

The following need to be considered when engaging in a future research on discipline and disciplinary measures at schools:

- This study was largely an exploratory one, which focused on subjects from one town. A more comprehensive study should be done on a larger scale for better generalization.

- As this was a private study sanctioned by a university the respondents were free to choose to respond or not, hence the 5.8.3% return. Innovative ways need to be used to get a greater response rate.

- The sample should direct responses from unqualified educators as his will allow for further comparisons.

- The response of parents and the SGB need to be derived for comparison purposes and greater insight.

- The responses from learners and earner-leaders need to be elicited.

- The DOE needs to find reasons for poor discipline and structured research allowing for anonymity must be conducted among all stakeholders in education. A DOE task-team needs to investigate the pitfalls of the present disciplinary system as advocated by law and policy.

5.21. Concluding Remarks

This study has revealed that secondary school discipline has become worse in the recent past. The frequency and seriousness of discipline problems have increased and worsened respectively. Educators are still using corporal punishment on learners and perceive it to be effective. Other disciplinary measures indicated as effective are, those involving contact with the deviant

learner's parent and, counselling the misbehaving learner. The learner's home background is perceived as the main cause of serious misbehaviour. This has vast social undertones in the new South Africa. The type of educator perceived to be best to handle misbehaviour, is one who is firm yet has warmth and develops a good rapport with his learners.

Following the systems approach, it is imperative that the various levels in the education sphere work in unison to help curb the new disciplinary challenges. At the macro level recommendations include policy changes at the national, provincial and DOE levels. At the meso level recommendations include creation of structures and protocols for the implementation of meso level interventions. At the micro level recommendations were made in respect of the educator, parent and the learner. Educators are suggested to adopt a behaviourist measures to sustain good behaviour. It is only with such a comprehensive approach that one may begin to systematically address discipline and disciplinary measures.

With an ever-changing society, disciplinary measures too must change to meet the new and challenging disciplinary problems at schools.

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Annexure: I

Letter of Explanation to Principals

P.O.Box 126
Tongaat
4400
10 /06 /2006

The Principal/Staff Rep.

_____

_____

_____

_____

Sir/Madam,

EDUCATIONAL RESEARCH.

I am presently studying the course: Masters in Child Care & Protection, at the University of KZN. I am requested to complete a dissertation for fulfillment of the course requirements. My supervisor is Professor Madu Kasiram who has supervised numerous masters students through dissertations.

The university has approved of my topic and research proposal and ethical clearance has been granted. As an educator of Mountview Secondary School, I have chosen the secondary schools, in the Verulam area, as subjects to help facilitate the research. Your educators' responses are an integral part of this research and I humbly ask that both, you the principal, and staff representative assist me in asking your educators to fill in the questionnaire attached and return within 5 days. This will reduce extraneous variables affecting the responses.

Please inform all educators that their responses will be confidential and will in no way prejudice them or the school. No school is the subject of research. Return envelops are provided for total confidentiality. Also inform them that educational researches of this kind are often exploratory in nature and their input is invaluable as information on the topic is scarce.

Thanking you in anticipation.

_____

Anil P. Narain
Ph: 032 9451810(H)/ 533 2887(S)
Cell: 084 581 9999.

Annexure: II

Covering Letter on Questionnaire

Dear colleague

- I am a part time student at the University of Kwa Zulu Natal.

- I am studying the course: "Child Care & Protection" and a mini dissertation is a prerequisite for completion of the course.

- My supervisor is Prof M. Kasiram.

- The stringent ethics committee of the University has approved the research & questionnaire (letter available on request).

- <u>**Please assist me in responding to this questionnaire.**</u>

- Your responses will be totally <u>anonymous and confidential</u>. To further add to the confidentiality an <u>envelope is provided for total anonymity</u>. Please insert the questionnaire in the envelope and deposit in your office (secretaries/clerks) within in 5 days, least we forget/misplace it.

- There are <u>no right or wrong answers</u>. Your candid responses as educators will help in this exploratory research.

- You are now a contributor to an educational research,
  Thank You,

  Anil P Narain (ph: 032 945 1810/ 084 581 9999)

Annexure: III   2

The Questionnaire
RESEARCH STUDY UNIVERSITY OF KZN.
QUESTIONNAIRE.
DISCIPLINE AND DISCIPLINARY MEASURES AT SECONDARY SCHOOLS

INTRODUCTION.
   a. The information collected in this study will be used solely for the understanding of discipline and disciplinary measures practiced at secondary schools.

   b. There will be no link between you, the subject, and the responses provided; hence confidentiality will be upheld.

   c. Please respond by ticking appropriate answers and answering the open-ended questions fully.

PART: 1.   SUBJECT PORTFOLIO:

1.1.   Age:

<30	31-40	41-50	51-60	61>

1.2.   Gender:

Male:	Female:

1.3.1.   Teaching experience in years:

0-10	11-20	21-30	30+

1.3.2.   In management: Yes: _____ .No: _____ .

1.4. Race:

Coloured		White	
Indian		Other	
African			

PART: 2. USE THE RUBRIC BELOW TO MAKE YOUR CHOICE. ALL QUESTIONS RELATE TO LEARNERS.

2.1. Discipline at schools is becoming a serious problem.

   1   2   3   4   5
Definitely NO   In some circumstances. Generally Yes   In most circumstances   Definitely Yes.

2.2. More learners are displaying problematic behaviour now, than before the banning of corporal punishment (CP).

   1   2   3   4   5
Definitely NO   In some circumstances. Generally Yes   In most circumstances   Definitely Yes.

2.3. Learners are engaging in serious misbehaviour at a younger age.

   1   2   3   4   5
Definitely NO   In some circumstances. Generally Yes   In most circumstances   Definitely Yes.

2.4. More learners are not doing their school/home work timeously.

   1   2   3   4   5
Definitely NO   In some circumstances. Generally Yes   In most circumstances   Definitely Yes.

2.5. Learners do not follow educator's instructions.

   1   2   3   4   5
Definitely NO   In some circumstances. Generally Yes In most circumstances   Definitely Yes.

PART: 3.

TICK "A" : for behaviours compelling you to discipline personally without consulting school management.

Tick :"B": for other behaviours you hand over to school management.

Record in column .

		A	B
3.1.	Not completing school/homework on time		
3.2.	Insubordination-refuses to listen to instructions in class		
3.3.	Disruptive in class during lessons		
3.4.	Using vulgar (rude) language		
3.5.	Fighting /violence in the class/school		
3.6.	Engages in uncontrolled argument		
3.7.	Uses contra-band substances e.g. Dagga, cigarettes, alcohol		
3.8.	Vandalizes school property		
3.9.	Exhibits promiscuous behaviour (e.g. fornication)		
3.10	Plays rough games on the grounds		
3.11	Carries weapons to school.		
3.12	Always transgressing dress code		
3.13	Bullies other learners		
3.14	Absconds(does not attend) class lesson/s.		
3.15	Smokes outside the school while in uniform		
3.16	Fights outside school.		

PART:4. Record the disciplinary measure you use as follows: in order of frequency ; with 1 being most often, 2 being less often & 3 least often.

0 = never at all.

4.1. Scolding (verbal)

4.2. Detention.

4.3. Sending written warning letters to notify parents i.e written warnings.

4.4. Calling parents to school.

4.5. Suspending learners from school for fixed periods.

4.6. Changing the seating place of learners.

4.7. Sending the deviant/disruptive learner out of the class.

4.8. Setting more written tasks.

4.9. Setting pro-social tasks as punishment.

4.10. Lightly pinching, pushing or using similar light physical contact on the learner.

4.11.Lightly hitting the deviant learner.

4.12.Slapping the learner.

4.13. Hitting the learner hard enough so he does not repeat the offence.

4.14. List any **other** type of disciplinary measure you often use:

_____

_____

PART 5. State **which** disciplinary measures in your opinion are effective and why, and which ones are ineffective and why?

Effective:_____.

Why:_____

_____

_____

_____

Not effective:_____.

Why:_____

_____

_____

PART 6.   ANSWER, "YES", "NO" BY TICKING THE APPROPRIATE BLOCKS.

6.1

I <u>MAY</u> USE CORPORAL PUNISHMENT (CP) AS A BEHAVIOUR MODIFIER IF THE LEARNER-   yes   no

		yes	no
6.1	repeatedly does not do his/her school- or home –work.		
6.2	Is verbally abusive in class		
6.3	repeatedly disrupts the lesson		
6.4	is rude to me(the educator) in class		
6.5	incites others to misbehave		
6.6	uses contra-band substances		
6.7	repeatedly uses contra-band substances		
6.8	displays violent behaviour		
6.9	repeatedly displays violent behaviour		
6.10	causes me(the educator) personal injury (emotional or physical)		

6.1. List any other circumstances that will lead you to use corporal punishment:

_____

_____

6.2.   Is corporal punishment effective as a disciplinary measure?
Indicate YES_____ or NO_____. Explain why.

_____

_____

6.3.   Do you believe that certain learners respond better to the use of corporal punishment than other forms of disciplinary measures such as scolding?
  YES: _____NO: _____.
If yes, why is this so?

_____

_____

_____

_____

6.4.   Do certain **groups** respond differently to CP than others?   5
YES: _____NO: _____..Explain either case:

_____
_____
_____

PART 7. GENERAL QUESTIONS

7.1. Do you respond differently to male learners compared to female learners who misbehave in class. Yes/No.
Explain._____

_____

7.2. What recommendations do you have to deal effectively with once-off deviance?

_____
_____

7.3.   What recommendations do you have to effectively deal with repeated
        deviance?

_____
_____

7.4.   Is the Department of Education (DOE), offering effective support to curb
        problematic behaviour, since the banning of corporal punishment? DOE:
        YES:_____/ NO: _____. Explain:

_____

7.5   Is the School management, offering effective support to curb problematic behaviour, since the banning of corporal punishment?
YES:_____ / NO:_____. Explain:

_____
_____

7.6   What support do you require from your management?

_____
_____

7.7   List a few **characteristics an educator** must have which will help
        him/her maintain discipline effectively without the use of CP:

_____
_____
_____
_____

7.8   What do you believe are the 3 main <u>causes of serious misbehaviour</u>?
       Consider the educator, the learner & the environment (school, home, etc).
       Prioritize-1= most important cause,   2= average,
       3= least important cause.

1._____

2._____

3._____

7.9.   What <u>SCHOOL contextual/ external factors</u> will make it easier for you to
         have better discipline? (Prioritize most important to least).

1_____

2_____

3_____

4_____

5_____

7.10.   How does the prefect system/RCL system curb discipline problems in
        school?   Please explain.

_____

_____

_____

_____

7.11.   List 3 ways parents can assist you in discipline.

1_____

_____

2_____

_____

3_____

THE END OF THE QUESTIONNAIRE.

THANK YOU, FOR YOUR PARTICIPATION IN THIS EDUCATIONAL RESEARCH.
Your contribution would undoubtedly further the goals of education

ETHICAL CLEARANCE:
I the respondent to the questionnaire do not object to the findings of the study being published,
knowing that I cannot and will not be identified.

A copy of the summary of the finding will be available on request.

Yours sincerely,

Student of UKZN,
Anil P Narain.

Annexure: IV

Cover of collection bag

CONFIDENTIAL

RETURN OF
RESEARCH QUESTIONNAIRE

(DO NOT INDICATE ANY NAME OR
SCHOOL ON ANY PART OF RETURN)

Thank you