

**THE EFFECTS OF EDUCATION POLICY CHANGE ON
THE PRACTICE OF CORPORAL PUNISHMENT IN A
RURAL SCHOOL IN KWAZULU-NATAL: THE CASE OF
AMAQADI COMBINED PRIMARY SCHOOL.**

ZIMISELE EUGENE MKHIZE

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DECLARATION

I, Zimisele Eugene Mkhize, declare that this is my own work. It has not been submitted before for any degree or examination in any other university.

Durban on the _____ day of _____ 2000

ABSTRACT

This study examines the attitudes and perceptions of students who are beaten or physically punished at Amaqadi C.P. School. The response of the school to the South African Schools Act no 27 of 1996 ruling against the exercising of corporal punishment of students is assessed.

Observations, interviews, questionnaires and the school record books were the research tools used in this thesis.

Most students and teachers favour the continued use of corporal punishment. Even the provincial education minister has shown support for its retention. Various reasons are given by the teachers and students for their support of corporal punishment. Evidence suggests that students are beaten because of the lack of alternative ways of discipline and because corporal punishment is still routinely used in the home.

There are many reasons for the retention of corporal punishment in this school but most of these rest on parents, teachers and students.

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TABLE OF CONTENTS

PREFACE :	PERSONAL ANECDOTE AND BRIEF AUTOBIOGRAPHY.
CHAPTER 1	INTRODUCTION
CHAPTER 2	LITERATURE REVIEW
CHAPTER 3	METHODOLOGY
CHAPTER 4	1. CURRENT DISCIPLINARY PRACTICES UTILIZED IN THE SCHOOL 2. FINDINGS AND STATEMENTS OF RESULTS
CHAPTER 5	CONCLUSION AND RECOMMENDATION
REFERENCES	
APPENDIX	

PREFACE

Personal Anecdote and brief Autobiography

I am an African male who is both a teacher and a part time student. I am thirty six years of age. My parents were Zandile Agrippine and Ndukuzakhe Henry. I was born in Nazareth, Mariannahill, in Pinetown, in KwaZulu-Natal. Ever since I can remember my parents lived in this place, but my father was born in Clermont, Pinetown. We were six children at home. Two other girls passed away at birth. We are two brothers and four sisters. I am the second born after my sister Maureen.

My sister, Maureen, had a lot of influence over me. She looked after me at home when my parents were away. This was very seldom since my mother was always at home caring for my younger sisters and brother. Maureen was responsible for seeing that I was deposited in my grandmother's house before she left for school. My grandmother looked after some of my cousins and myself. My grandmother was very lenient on us. She never punished us but would rather report to my parents when one of the children had misbehaved during the day. It was generally better for her to tell my mother than my father. My mother believed more in disciplining than in punishing. She sometimes punished me with an open hand on the buttocks but very rarely. My father, on the other hand, never punished me.

One incident I remember vividly was when we stole bananas from an old lady's garden. That day my mother used a stick all over my body. The worst part of it was that it was done in front of the other culprits (my two cousins) who only escaped with a tongue-lashing. But had my father been told I am sure that a strap belt would not have been enough. I would have been sent to bed without supper.

In 1970 there came a time when I was to begin with my education. Through my sister I had an inkling of what to expect from my teachers. Also I had seen one teacher punishing a child in one of the Sunday school classes, using a stick on his hand. But Maureen put the fear of God in me about the school. She told me that I would be punished for being unable to count up to one hundred, for being late etc. By the time I was to begin at school I was very much afraid.

Perhaps in her little sisterly way she helped me a lot because by the time I went to school I could count up to twenty. My mother had made prior arrangement that I be admitted in Miss Nzuza's classroom and my name and age was entered in a book. I was told to join other children and Maureen left the classroom. Hardly had she gone out of the classroom than I followed her and the teacher shouted at her that I be brought back. I was reunited with my classmates with the promise that Maureen would be back with my food. Fortunately for me there were other kids from my neighborhood and I was placed with them. That day went without problems.

The next day, or should I call it my last at school in 1970, began like the previous day. In Miss Nzuza's class we were about forty to fifty kids cramped in one room. During this day all the new kids were summoned outside the classrooms.

All the Sub-Standard One pupils were in that assembly. The repeaters were told to go to

their former classrooms. Then the new recruits were told to form two lines, one for the boys and one for girls. The teacher demonstrated something very strange to us! You raised your left hand over your head to touch your left ear! My hand could not reach that far. We, all those who could not, were pulled to one side. We were sent to fetch our older brothers or sisters who were in higher grades. It was left to my mother to explain at home that my days at school in 1970 were over! Later I was told that this method was employed in lieu of birth certificates and I had failed and was considered to be too young to be at school.

The following year (1971), I went back to school to begin all over again. Mrs Vezi (nee Miss Nzuzza) was my class teacher again. It was not necessary to undergo the "Hand over Head" test again. During the course of the year my mother helped me a lot to supplement what we had been taught on that particular day. Mrs Vezi was a kind and humane teacher, and I got on rather well with her and the rest of my classmates. At the end of the year I passed very well as I came third in class. A great start for me the beginning of the things to come.

During my school years I recall clearly three distinct incidents concerning punishment. The first incident happened while I was in Grade five. I was really struggling in Grade five partly because my mother was in hospital for three-quarters of 1975. She was herself not sick, but my youngest sister was sick. She had to stay in hospital and because she had recently been born, my mother was confined to the hospital with her. My schoolwork took a nosedive. In June I came 38th and hardly scraped through to the next class.

My class teacher, Miss Khumalo was very upset with my results and I was made to remain behind while other kids joyfully went home. Without giving a reason I was given five strokes with a stick on my hand. Then came my former Grade four teacher Mrs Gwacela. During this time I was sobbing quietly. The two teachers spoke together for a few minutes and Mrs Gwacela came to me she enquired about my academic performance and lastly about my home. On finding that my mother was still in hospital she addressed my class teacher. Eventually I was given my report card and told to go home.

After my mother was discharged from hospital, I related the story to her. Later my mother told me that my class teacher was new in the profession and did not understand my home background. It also transpired that my Grade four teacher had spoken highly of my academic abilities to my class teacher and I did not live up to her expectations.

While I was in standard seven at Margot Fonteyn Secondary School, in Klaarwater, near Pinetown, the senior boys arranged a soccer match between the standard seven new comers [*Imisila*] and the old boys [*Amaqoqo*]. This match was not sanctioned by the school authorities. It took place after school hours. Towards the end of the match a fistfight ensued between the referee and a couple of old boys. The referee had awarded a penalty for a handball inside the penalty area. In fact the ball was goal bound when the player handled ball. The old boys refused to have the kick taken and the referee was manhandled. Fortunately for the referee a teacher emerged from the spectators and intervened. The referee escaped with a swollen eye and bruised lips.

The following day during assembly the two teams were summoned to one of the rooms. Three teachers were present and without going into much detail the teams were found

guilty! We were guilty of not informing the Sport organizers about the match. Each teacher gave us three strokes on the buttocks with a sjambok. We (the new comers), were very much taken aback, not by punishment, but by the way the teachers arrived at the verdict. Nothing was said about the manhandling of the referee. But who were we to challenge the verdict three weeks after admission into a secondary school of Margot Fonteyn's reputation?

In standard nine I found myself at Ntee High School, in KwaNdengezi. I was admitted at this school in 1981. I was a recipient of a bursary from my father's company from Grade eight to Grade twelve. This bursary also saw me through my last two years of college. In 1982 I paid with R100.00 cheque school fees of R72.00. I did not get my change immediately and one day during the break the principal gave some other students and me our change. Because this was a short break by the time I had collected my change, the break was almost over. I rushed to the toilet to relieve myself. On the way to the toilet the bell rang, but nevertheless I continued to the toilet. By the time I made my way to the classroom all children were in their respective classrooms. I joined the other students as usual. Inside the classroom there were three teachers, a male and two females. The boys were standing on one side and the girls on the other side. Everyone had his or her bag on his or her hand. One of the females asked me where I was coming from and told her I was from the toilet.

Then another teacher joined the other three and the search began. I was fifth to be searched. In my back pocket I had R31.00 which was my R3.00 and R28.00 change. Without any further ado I was called to the staff room and this money was shown to the other teachers who had abandoned searches in their respective classes. My class teacher was sent for and shown "the thief" who had made off with the mistress's money. I tried to plead innocent and was slapped two times across the face. Somebody pleaded that I be given proper punishment. They had already decided that I was guilty and had found proof of this when I began to weep very bitterly. One teacher, Mr Mdlalose, took me aside, asked me what I had done with the other fifty Rand. Between sobs I denied the knowledge. At this point one teacher produced a stick and began to inflict punishment on my body where ever he could find a place to lay the stick. This prompted me to plead guilty, just to get a breather. I pleaded with Mr Mdlalose to accompany me outside where I would produce the other missing money. Outside the staff room I led him to the clerk's office who related the story of R28.00. Later during the course of the day our principal returned and concurred with the clerk.

People usually ask me if there was an apology from the teacher later on. Yes, later in the day Mr Mdlalose called me and offered his apologies but from the other teachers there was nothing but silence. I wanted the teachers even Mr Mdlalose to apologize in front of my classmates. I did not mind the punishment very much; it was the humiliation I was subjected to that was most painful.

The above three incidents come uppermost in my mind whenever the issue of corporal punishment is discussed. The instances I have recounted are isolated cases. There were many other occasions where the whole class was punished for trivial cases like talking in class and not cleaning the chalkboard. In some cases girls would be punished for dirty classrooms and for a chalkboard that had not been cleaned. I recall that corporal punishment in Secondary and High school was very gendered in nature. There were

teachers who were good at inflicting pain, who would be sent for just to punish boys. Some teachers wielded the stick even when the students were from classes other than their own.

In 1985, after a break of two years (1983-1984) from schooling, during which I worked at Fursten Plastics (PTY) LTD as a store clerk, I enrolled for my teaching diploma, at Ntuzuma College of Education. There were no incidents of corporal punishment at the college. This, I think, was due to the fact that most of the student contingent were mature adults, who were disciplined enough. We were more concerned with completing our studies and beginning our profession. With the above I did not mean that there were no disciplinary problems. These were dealt with in the rector's office. On practice teaching, students, teachers including myself, sometimes punished learners in schools. This was against the college regulations, but anyway we did it. There were no prescribed alternatives and everybody was doing it.

In 1988 I began my teaching career. I remember many incidents where I personally punished pupils. I punished them for incidents that ranged from talking, lying, fighting, disobedience, destruction of school property, cruelty to truancy, etc. The most common reason, lateness, still claims more corporal punishment victims than any other category of offence. Besides claiming many victims it is sometimes gender based, in that it is usually males who man the gates and dish out corporal punishment. Females are more inclined to discipline than punish. They always claim that punishment tires them easily and males are stronger than females, hence they should do it.

CHAPTER ONE

INTRODUCTION

This research is a case study which seeks to investigate the effects of educational policy change on the practice of corporal punishment at Amaqadi C.P. School. As a teacher who has been at this school since 1995 and who is aware of the South African Schools Act no.27 of 1996 I have encountered uncertainties and misgivings about the issue of corporal punishment. The Act bans corporal punishment in all public and private schools and provides for a fine or imprisonment if any person is found guilty (Myburgh, 1996: 6). The banning of corporal punishment has provided both teachers and students with a dilemma: To punish or not to punish!

It must be noted that the South African Schools Act of 1996 does not prescribe how to deal with the issues nor does it indicate what forms of discipline should replace corporal punishment. Students and parents of Amaqadi C.P. School are also not sure of the provisions of the Act.

The banning of corporal punishment is new in South Africa, though it has been illegal in many countries for a long time. Elsewhere in the world, particularly in England, it was widely used as early as the seventeenth century, but was gradually phased out in Europe leaving the United Kingdom to prohibit it in 1987.

Down the years individual writers and thinkers in England and abroad, have tried to demonstrate the uselessness of corporal punishment:

Montaigne, the sixteenth-century essayist, John Locke, Rousseau, Robert Southey, the English poet –Laurette who in 1792 was expelled from Westminster College for condemning its use in the school magazine, Robert Owen, who in his famous experimental school in New Lanark, vehemently opposed any form of corporal punishment (Newell, 1972: 15).

The objective of this research is to show that despite the efforts of the Schools Act of 1996 to prohibit corporal punishment, it is still prevalent in schools, Amaqadi included. A recent report in the **Daily News** states that: -

Although corporal punishment in schools was abolished in 1997 under the new constitution, a Daily News investigation has found a group of schools in South Africa still physically punishes its pupils (**Daily News**, 18 March 1999).

One may be forced to ask why this situation, i.e. corporal punishment, persists. Part of the answer lies among the students themselves. This study and precisely the chapter on findings will reveal that students still hold the view that corporal punishment is a good and effective form of punishment. This comes as no surprise if one considers the fact that teachers and parents of Amaqadi still perceive corporal punishment as the solution in dealing with misbehavior. The primary aim of this study is to highlight the way in which students and teachers have responded to the prohibition of corporal punishment and to make sense of how have the students and teachers perceive these changes. Incidences of

corporal punishment at this school and teachers' and students' responses provided the rationale and motivation for the researcher to conduct this study.

Through the use of findings from the questionnaires, interviews, the researcher's observation and the researcher's real life experiences at Amaqadi C.P. School, this research project aims to show how students and teachers contribute to the continuation of corporal punishment. Not only is corporal punishment condoned at Amaqadi C.P. School, literature has revealed that elsewhere in the Republic of South Africa it is still widely used and teachers believe it to be best and just. The publication - **The Teacher** (1999: 4) surveyed perceptions on the issue and the proponents of corporal punishment said: -

If I had my way, I would re-introduce corporal punishment. I have an internal Arrangement with teachers at my only son's school - Vryheid High School - If they feel he has done an act that warrants he should be given a slap, they should do so. [MEC for Education in KwaZulu Natal Eileen KaNkosi-Shandu] (**The Teacher**, 1999:1).

I'm in favor of corporal punishment. The crime rate in our country stems from the lack of discipline in the youth of today ... but there is no doubt this is the only deterrent in a society where many teachers currently fear their parents [Trishna Singh, a matriculant] (**The Teacher**, 1998:18).

In most African schools it doesn't do much harm unless the teacher over does it. It is also part of the students traditional upbringing ... Personally, I found that corporal punishment helped to discipline me and also enhanced my results [Bongani Petrus Phakathi, an Educator] (**The Teacher**, 1999:19).

The above point is echoed in the perceptions of the students of Amaqadi according to their responses to questionnaires (chapter 4). This is the view also held by most parents and teachers at Amaqadi C.P. School.

Parents often wonder to what extent they should punish their children and most of them resort to some forms of deprivation, if not to the actual infliction of pain. Children occasionally test the limits to see what degree of punishment behavior they can get away with (Cherian, 1989: 96).

Before and after the abolition of corporal punishment some schools had shifted from corporal punishment and experimented with other forms of discipline. But these schools constitutes a minority and a recent study (Morrell, 1999) found that corporal punishment continues in most schools except in the middle class, suburban, and formerly white elite schools. In my school corporal punishment is used depending on the teacher and the nature of the misbehavior or incident.

It is proper at this point to distinguish between corporal punishment and discipline as the two are intertwined and overlap throughout this thesis. According to the Concise Oxford Dictionary (1996) corporal punishment is: -

Punishment inflicted on the body especially by beating.

Beating takes many forms and the site chosen for inflicting pain ranges wide. According to Holdstock, (1994: 6):

The site chosen for inflicting the pain ranges from the ears, face, the side and back of the head to the chest, legs the backs of the knees, calves, thighs, the back, hands, knuckles and even feet ...The weapons used to inflict pain include leather straps, riding crops, planks, sticks, quince canes, open hands, balled fists, fan belts, ordinary belts, sjamboks, rulers, chalkboard dusters, window openers, leather thongs, aerials, hosepipes, strips of tyres and water pipes...Pinching and hair pulling occur frequently , as do ear pulling and ear boxing . Being kicked, slapped, and punches have also been reported, as have being flung against the wall, being made to do exhausting physical exercises (frog jumping, crouching on the heels with the arms stretched out in front, holding stones above the head) and being verbally abused.

With corporal punishment the body is being punished.

A recent example of corporal punishment in South Africa was repeated in the press: -

The child in this case, let's call her Kerry, had been whacked twice with a paddle, a piece of polished wood about 50cm long, 4cm wide, and 5mm thick, which is used routinely by the school staff to hit the children (**The Daily News**, 18 March 1999).

Discipline, according to the Oxford Concise Dictionary, (1996), is:

A control or order exercised over people especially children.

This control or order can be detention, being shouted at, given extra homework, garden work, periods of silence, community service, writing out lines, discussing the issue with the class and or teacher, leaving the class, fetching a parent, etc.

At Amaqadi C.P. School discipline and corporal punishment are not distinguished. Both are applied but depend on the teacher, the nature of misbehavior, the number of learners who are involved, their ages, their gender, and the teacher's gender. But many teachers have criticized the banning of corporal punishment. Some teachers believe that giving detention is a viable form of punishment but others do not because it is time consuming and many teachers are not prepared to stay at school after hours.

Many teachers at Amaqadi C.P. School are not sure how to control students without resorting to corporal punishment. The good news, on the other hand, is that elsewhere in South Africa there are educators who manage to control their classes without a cane: -

Maria Malaza, doesn't believe in corporal punishment: - In our situation, we don't use corporal punishment at all. But our governing body says we don't discipline the kids properly. They say we must stand at the gate and beat the students when they

are late (**The Teacher**, 1992:12).

Northern Cape teacher, Gail Ward, has been a teacher for 27 years: -

I have never used corporal punishment, and I don't have discipline problems. I try to be very human teacher. I make a lot of jokes so they relax and are open to me. But I am firm When I want to be (**The Teacher**, 1999: 12).

THE RATIONALE FOR THE STUDY OF CORPORAL PUNISHMENT

The South African Schools Act no.27 of 1996, the National Education Policy Act and Section 12 of the constitution all make it a criminal offence to use physical violence against students. The new constitution also states that - It is everyone's right not to be treated or punished in a cruel, inhuman or degrading way. Although corporal punishment has been declared illegal, alternative ways to punish have not been prescribed.

The state of discipline at Amaqadi C.P. School provides educators, parents and students with a dilemma. Many feel that without corporal punishment it is impossible to maintain discipline in the school. Some argue that the lack of discipline undermines a healthy teaching and learning environment, while others are adamant that the use of corporal punishment constitutes violence, is inhuman, degrading and is not conducive to a healthy school environment. Some believe that corporal punishment is the right thing, sanctioned by God.

As a teacher at Amaqadi C.P., where this research was conducted, I will focus on broad problems and issues such as: -

- Firstly has corporal punishment really ended at Amaqadi C.P. School? i.e. is the school adhering to the Act of 1996?
- Secondly, what disciplinary alternatives have been developed to replace corporal punishment-have other ways of disciplining students been introduced?
- Thirdly, how are students with disruptive behavior presently being handled or disciplined or punished, now that the Act stipulates that corporal punishment is illegal?
- Fourthly, how have teachers parents and students reacted or responded to the illegalizing of corporal punishment and have their attitudes towards corporal punishment changed?

The KwaZulu Natal MEC for Education, Mrs Eileen KaNkosi-Shandu has vehemently opposed the banning of corporal punishment. In March she said: -

The government is acting on delegated power from society, not absolute power. It must make norms but if these norms go against what the society wants, then the government must listen...Who should they (the government) listen to if they don't listen to the owners of children, the parents (**The Teacher**, 1994: 4).

Although there is no hard evidence to support her view that the majority of stakeholders

in education want the cane brought back, certain voices (teachers, parents and many students) are clamoring for its return. Much of their argument stems from the perception that a good beating is a time tested way of instilling obedience in student as where alternative ways to discipline like detention, suspension and the like, apparently have little effect as deterrents on students behavior.

There is also the influence of the Bible in the Old Testament. The Proverbs say: -

Do not hold discipline from a child, if you punish with a rod he will not die. Punish him with a rod and save his soul from death. Foolishness is bound in the heart of a child, but the rod of correction shall drive it far from it. Chasten thy son while there is hope and let not thy soul spare for his crying.

Africans have been greatly influenced by the Bible; hence we believe that corporal punishment is biblically sanctioned. Many parents thus slavishly follow the teaching of the bible that justifies corporal punishment.

Discipline and corporal punishment were and remain key concerns in African cultures, particularly in Zulu culture. Respect and obedience is the cornerstone of children's upbringing. *Inqolobane yesiZulu* says this about respect and upbringing of children among the Zulu-speaking people: -

Izingane zazazi ukuthi kumele zibahloniphe abadala, zenze lokhu okufunekayo kuphela, ngaphandle kwalokho zitholwe yisibhansubhansu (Nxumalo, 1966:132).

[Children knew that elders should be respected, they would do what was expected of them otherwise they would be given corporal punishment].

The above states that every elder is a parent and can / will mete out punishment should the need arise. *Inqolobane yesiZulu* further states: -

Inhlonipho kaZulu ithatha wonke umuntu omdala njengomzali (Nxumalo, 1966,133).

[With respect in the Zulu culture every elder is regarded as a parent].

Zulu culture is renowned for its proverbs and idioms, which advise on how to govern the lives of children. The few that come into mind are: -

Umuthi ugotshwa usemanzi. [The tree must be bent while it is still young & wet.]
Zibanjwa zisemaphuhu. [Catch the bird while it is still chick.]

The above stress that children need a parent to guide, discipline and even punish them when they are still young. Parents who condone misbehavior in children are ruining a child's future. Hence a stick was / is considered to be a necessary tool for molding children's behavior. But African or Zulu society has over the years been influenced and changed by colonialism, urbanization, schooling, industrialization, etc. These have had a profound effect on their cultures. The way of life of Africans has had to adapt to the new ways by fusing them with the old ways.

DESCRIPTION OF RURAL EDUCATION - EDUCATION FOR BLACKS

This section locates Amaqadi School in its historical context. Amaqadi C.P. School is a rural school for Africans. Historically rural areas have been very poorly provided with education. A brief history to contextualize education follows.

Schooling of blacks was embarked upon in the early 19th century through the intervention of the overseas missionary societies that involved themselves with undertaking educational activities among blacks. Various missionary societies like the London, Wesleyan, American Board, etc, are the well knowns.

According to Behr: -

The extent of missionary participation in black education up to the end of the first quarter of the present century can be gauged from the fact that there were then 2702 mission schools with an enrollment of 215956 pupils as against 68 state schools, with the enrollment of 7710 pupils (Behr, 1972: 161).

The above figures cover the whole of South Africa. State participation in the education of blacks was very slow to develop. The government made very little provision for the black education. It was not until 1939 that a Department of Education was established. In Natal the Council of Education controlled black education. Its duty was to establish, maintain, appoint teachers, frame regulations and authorize the payment of grants to mission schools. It also laid down a curriculum for Black schools.

The majority of schools in Natal in the period between 1850 - 1950 were state-aided schools, although there were also farm, mine and factory schools, established by their owners. These were on their properties for the education of the workers' children. These schools received financial aid in respect of teachers' salaries and schoolbooks and in the case of farm schools also subsidies for building and school equipment. In all of this black kids in the rural areas were largely neglected.

The implementation in 1955 of the Bantu Education Act (1953) was characterized by racial inequalities. Urban and rural schools were established. Urban schools existed in townships and peri-urban areas. These were relatively well resourced, adequately staffed, while those in rural areas were under staffed, under resourced in terms of building, electricity, water, books and educational equipment.

According to Ardington (1989: 97) Conditions and governance of rural black schools was provided in a very haphazard and unplanned fashion. In farm schools the authority is the farm owner or manager - a non-educationist. There was no structure for the representation of the views of the community served by the school. The teaching staff, professionals as they are, were also excluded. Most of the teachers were more likely to be unqualified or under qualified. Qualified teachers normally would seek employment in urban areas because of availability of transport, accommodation, etc. Ardington rightly summarizes the plight of rural schools where she states: -

They (teachers) have no authority within their schools and are dependent

in almost every respect on the school manager, whether in regard to educational policy, the control of funds, the provision of facilities or even their own accommodation (Ardington, 1989:107).

This was the case before 1994 and things have changed, but many schools are still in the same position.

Rural Black schools and their students suffer from a poorly developed transport system.

Many potential pupils live long distances from the nearest school and very little public transport is available even for those who can afford it (Gaganakis, 1982: 37).

In 1988 Krige found in that: -

75% of Natal 5-15 year olds are within 5 km of a junior primary school and 75% within 10 km of a primary school (Krige, 1988).

In short, many students in rural schools are still required to spend long periods getting to schools despite the recommendation that:

No pupil up to standard 2 (Grade 4) level should be required to walk more than 2km to school and those older pupils should not have to walk more than 3km

It was discovered in the research project that in 1999 many black students from Amaqadi C.P. walked a distance of fifteen kilometres to and from the nearest High school, i.e. Myeka High School. As if this distance is not long enough, they must cross the Umngeni River twice on foot (no bridges) to reach this High School.

Apart from the shortage of classrooms in rural schools those potential learners who do find a place suffer from a shortage or total absence of a number of other facilities which children in urban schools have in abundance. Many schools in rural areas have no access to clean, piped water, very few have electricity or telephones. This means that they cannot make use of technical aids like tape recorders, computers and television sets, laboratories, etc, even if they could afford them. Most rural schools lack money when it comes to purchasing books or stationery.

The student - teacher ratio is also much worse in rural schools than in urban schools and this is a contributory factor to the perpetuation of corporal punishment. The position of many rural schools is hardly one that would attract well-qualified and committed teaching personnel. They are generally required to teach multi-standard classes in poor facilities (Ardington, 1989: 50).

The government of the ANC has been attempting to address the racial and rural -urban inequalities since 1994 through a teacher redeployment and rationalization process. Its efforts have been uneven and unpredictable. At Amaqadi C.P. School the current enrollment is 216 pupils and the teaching staff is nine teachers, principal included. By the time the process is completed the ratio will be 216:5. The school has seven grades in all.

This ratio does not bode well with the culture of learning and teaching. The principal attends meetings every second or third day of the week, and has responsibility for the general management and administration of the school. As if this is not enough, outcomes based education is in its infancy and teachers are required to attend workshops for a day or more to familiarize themselves with the new system. This often leaves just three teachers to attend to seven grades.

The distance between rural schools is so great as to discourage movement of teachers to meet their counterparts from other neighboring schools. To attend a workshop or meeting during the day simply means not going to school at all on that day. Under-qualified teachers are far from teachers' centres, colleges of education or universities where they can upgrade their qualifications and teaching methods. As Gaganakis say: -

Because of the distance between rural schools, they exist in a very isolated environment. There is very little or no contact with other surrounding schools (Gaganakis, 1982: 51).

DESCRIPTION OF THE SCHOOL:- AMAQADI C.P

The school, Amaqadi C.P., is this year celebrating its sixtieth anniversary. It was founded in 1939 and was then called Amabedlane, which is the name of the nearest mountain. It is situated in the Botha's Hill District, in the Nyuswa Reserve, in the Valley of Thousands Hills, in the Ilembe region. The chief of the tribe, Amaqadi, is Mzonjani Ngcobo.

The school is eight kilometers beyond the existing bus and taxi routes. There is no bus or taxi to transport students and teachers to and from the school. This is the reason there are no students from outside Amabedlane vicinity at the school. Teachers have to organize their own transport.

Mr. Raphael Mgeyane, a Roman Catholic Preacher, founded the school in the area. He succeeded by getting the backing of the church and the community. There was no other school in the area at this time. The nearest primary school was Nyuswa H.P., about ten kilometres away. The nearest High School was Siyajabula High School about twelve kilometres away. Learners from local and neighbouring kraals walked between three and four kilometres to Amaqadi C.P.

Classes were held in open air under an Umthombo tree, depending on the weather. The parents paid its first teacher, Mr Mthiyane, a local. A year later he left teaching to work on the Johannesburg mines. The curriculum was very elementary with emphasis on reading and writing.

After the departure of Mr Mthiyane, a female, Miss Dladla, was appointed within the community. Upon her appointment she approached the Catholic Mission Society in the area to help build a school. The mission promised to help and in 1949 built one large thatched, mud and wattle daub classroom. The mission provided textbooks and teachers' salary. Pupils had no uniform at this time. Boys wore *amabheshu* and girls wore *izigege* and *amabhayi* (loincloths).

In 1953, the Bantu Education Act was passed in parliament. It was described as the

watershed in the control of educational services for Blacks in the country. (Behr, 1984: 181).

This Act transferred the control of Black schools run by missionary societies to the central government. Therefore Amaqadi C.P. became a state school like most schools. In the same year the school was extended by one classroom. This was to cater for the Standard three and Standard four pupils. It was also in this year that the school changed its name from Amabedlane to Amaqadi, because the community believed that the name change would show their involvement in establishing the school.

According to the provisions of the Act 47 of 1953: -

The minister may subsidise any school established or maintained by any Black authority, or any Black Council, tribe or community (hereinafter called a community school.)

The school came to be known as Amaqadi Community School, because of the stipulation of Act 47 of 1953. The Act further states: -

The minister may assist in the establishment or maintenance of any such school.

Amaqadi Community School, for the first time in its existence, received a consignment of furniture; textbooks and the teachers were to be paid directly by the state.

The Bantu Education of had a profound effect on Black Education, not only on Amaqadi Community School, but also on most state schools. It amongst other regulations prescribed: -

The courses of instruction to be given in schools, decide upon the medium of instruction, condition of service of teachers, conditions of admission and ensuring that Advisory Boards on Black Education are established (Behr, 1984:184).

School hours for sub-standards were to be limited to three hours a day .In this way both the teacher and the classroom would be able to serve two different groups of pupils each day. This came to be called the Platoon System.

The curriculum was devised by the central government in consultation with the Eiselen commission of 1951. The commission proposed: -

Two types of Primary Schools, viz.: A Lower Primary School for pupils between 7-10 years of age, from substandard A to Standard 2 (Behr, 1984: 186).

The curriculum included instruction in English, Afrikaans, History, Mother Tongue and subjects like Handwork, Agriculture and Gardening. After completing Standard Six at Amaqadi students who wanted to pursue further education either had to travel the ten kilometres to Siyjabula or squat near the High School. Sadly, for the Amaqadi Community, unto this day the situation they were in 1953 is still largely unchanged.

The population of the Amaqadi district is not large. During the 1995 National Census the members were estimated at 1000. Out of that number a quarter are males and the rest are women and children. Most males are migrant workers in Botha's Hill, Hillcrest and Pinetown. A few work in Durban and Johannesburg. The households are left entirely in the care of mothers, grandparents, aunts or older daughters. To supplement the family income, females are involved in community projects, such as garden and bead work projects. Very few females are wage earners; those that are in formal employment do mostly domestic work.

Women are responsible for childcare and a wide range of domestic chores. The School governing body is female dominated. The womenfolk are the people who discuss school matters and attend meetings. Teachers liaise with them whenever there is an issue to tackle at school. They are also responsible for discipline at home. Teachers also call upon them to keep contact with the school in relation to their children in school. They are very responsive in matters pertaining to their children and the school.

The Chief, Mzonjani Ngcobo, lives very far from the community of Amaqadi; - in fact he lives at Indwedwe. His role in the school is very minimal. The only interest he has shown in the school was to promise to build a secondary school in the area, which did not materialize. His work is mostly carried out by *Induna* uMthiyane.

The size of the Amaqadi community is decreasing, largely due to two factors, namely migration and faction fights. Firstly, many families are leaving the area to live closer to towns and cities where work is to be found. When a parent secures accommodation in the city the family follows, to get access to better living conditions and better resourced schools. Secondly, there is a low intensity faction fights taking place in the area. This fighting has its origins in the power struggle between the youth and *abanumzane* [elders] of the tribe. The authority of the chief and *abanumzane* is seriously undermined by the youth in socio-political matters. The youth, composed of students, workers and the unemployed have been heavily influenced by the politics of the cities. The absence of authority in the tribe and at home seriously affects the learners. The females, as the sole guardians at home, are unable to cope. Occasionally the school gets cases of misbehavior from outside the school, in which case the school is unable to act.

CHAPTER TWO

LITERATURE REVIEW

Introduction

A number of authorities have investigated the subject of corporal punishment, discussing the effects and ethics of it. This part of the research project is divided into four subheadings which are firstly, historical background which discusses the move towards the abolition of corporal punishment; secondly, the gender theories which investigate the effects of corporal punishment on gender relations; thirdly, the psychological effects of corporal punishment; and fourthly, the human rights theories which analyze the effects of corporal punishment.

It is regrettable that here in South Africa there is very little literature that deals with corporal punishment. Research has revealed that most of the literature available on our shelves is located within a European context, especially United Kingdom.

Most of the quotations are of English origin but do have bearing on the situation in South Africa. To me personally this suggests that this area still needs a lot of investigation. The present study is a modest contribution to this project.

1. Historical Background of Corporal Punishment

Debate currently centres on the abolition of corporal punishment in our schools, following the South African Schools Act no.27 of 1996. It is over four years since the Act was legislated, but corporal punishment is still administered.

A literature search reveals that the issue of the abolition of corporal punishment dates back to the seventeenth century when in 1669 there was published the children's petition which described the suffering of children - more especially in England (Newell, 1972:13). It had little effect until, in 1698-9, a pamphlet entitled *Lex Forxia* appeared, directed to parliamentarians and at society members from the Reformation of Manners, which was clearly a Revised Version of the petition. Its aim was to persuade an MP to promote a bill to control the use of corporal punishment (Newell, 1972). In these times corporal punishment was abundantly used in England without control. Commentaries stressed the frequency and brutality of punishment in many of the English schools. But these comments were unsuccessful.

It was the introduction of compulsory school attendance by Act of English Parliament in 1870 that paved the way for the control of corporal punishment. The London School Board, on 21 June 1871, developed regulations regarding corporal punishment. The

regulations stated: -

Every occurrence of corporal punishment shall be formally recorded in a book kept for the purpose. Teachers shall be prohibited absolutely from inflicting such punishment. The head teacher shall be held directly responsible for every punishment of the kind inflicted in the school (Newell, 1972:16).

The above were the first tentative steps towards the regulation and control of corporal punishment. The first regulation dealt with what is commonly known in South Africa as the corporal punishment book, where every detail of punishment is recorded. The second regulation prohibited all teachers in training or assistant teachers from practicing corporal punishment. The third one gave the principal the sole mandate to exercise corporal punishment as the only authority directly responsible for punishment. It should be noted that the regulations above applied to London Schools only.

Teachers were uneasy about these regulations, as they are still today, simply because there were no regulations for alternatives to corporal punishment: -

The Board received constant petitions, letters and memoranda from the teacher's associations, calling for amendments to the regulations, and drawing attentions to the difficulties of maintaining discipline in the schools (Newell, 1972: 16).

But not all teachers were in favour of retaining corporal punishment. A petition from the Greenwich District Teachers in 1879 stated that the infliction of corporal punishment was the unpleasant part of the teachers' duties, and that they desired to do without it if at all possible.

The teachers who were for the retention of punishment put up a fierce protest. They protested that: -

Under common law, the teacher had the same power of restraint and correction as the parent while the former acted in loco parents...The parent might also delegate part of his authority, namely, the power of restraint or correction, to a schoolmaster or tutor... (Newell 1972.19).

The same could be said in the contemporary context of South Africa of the KwaZulu-Natal MEC for Education where she says: -

The government is acting on delegated power from the society, not absolute power. It must make norms, but if these norms go against what the society wants, then the government must listen... Who should they (government) listen to if they don't listen to the owners of the children - The parents? (**The teacher**, 1999: 4).

Teachers further protested that

The board's regulation seriously impaired the power of restraint and correction recognized by law as necessary in the management of children and the interpretation put upon the law and the board's regulations tended to weaken the hands of teachers responsible for the proper government of schools (Newell, 1972: 18).

The above reveals that teachers are in a dilemma, trying to respect the law of the country and on the other hand trying to instill discipline in children. The above is true in South

African schools, Amaqadi C.P. School included. Corporal punishment has been legally prohibited, but how do teachers cope or handle students with wayward and disruptive attitudes?

After a lot of protests and petitions Poland stopped corporal punishment in 1800. Poland was followed by Sweden in 1979 and thereafter Finland, Denmark, Norway and Austria. In England the situation continued unchanged long after it had died out in the rest of Europe.

The significant approach to the abolition of corporal punishment came with the establishment of STOPP (Society of Teachers Opposed to Physical Punishment) in 1968. The Society's aim was the abolition of the corporal punishment in all types of schools in England and Wales. STOPP saw the abolition of corporal punishment both as an end in itself and as a focal point in the improvement of relations within schools.

The use of the cane in British State Schools was only abandoned in 1987, after a long and a bitter struggle in British Parliament and courts, as well as in the European Court of Human Rights (Pete, 1994: 298).

The situation in South Africa, though similar in many respects to England is far from over. In our country there are two types of schools, namely state schools and independent or private schools. Some independent schools contend that it is a teacher's right to use corporal punishment because it is a, vital element, of their Christian religion. With this perception in mind they took the Minister of Education to court in August 1999. They claimed that the provision should be ruled, unconstitutional, and, invalid, to the extent that it prohibited the use of corporal punishment in independent schools. The Judge ruled in favor of the Minister of Education when he finally concluded that: -

Whipping, whether judiciary imposed or imposed in schools, is a violation of the constitutional right to be free from all forms of violence, not to be tortured and not to be treated or punished in a cruel or degrading way (Julia Sloth-Nielsen, 1999: 26).

The judge further dismissed the idea of religious belief by stating: -

Even if a court could find that religious belief or culture did support the idea of corporal punishment in schools, to allow it would be to sanction the practice of a religious or cultural belief in direct contravention of the Bill of Rights, which is not permitted (Julia Sloth-Nielsen, 1999: 27).

Even parents are not spared from the findings of the court. The core issue is that the nature of the punishment decides its undesirability, rather than who administers it, with what instrument and how. Any whipping by courts, schools or even parents constitutes a breach of the constitutional right to human dignity.

Though corporal punishment was prohibited by the 1996 SASA, Steve Pete, predicts, that: -

Whatever the future of corporal punishment in South Africa and abroad, it will

probably always remain something of an enigma (Pete, 1994:306).

2. Psychological Theories

Corporal punishment has been a controversial issue for some time now. It has been argued that it humiliates and leaves a negative psychological effect on the child. Those who are against it insist that there is no evidence that it ever worked. On the other hand practitioners argue that it has a good correctional effect and does little psychological or physical damage.

Muthal Naidoo *et al* insist that corporal punishment is not pleasant. They says: -

...this form of punishment can have serious psychological consequences (Myburgh, 1996:10).

Harsh discipline or punishment tends to have a negative effect on student performance. Holdstock goes further and says:-

Students also developed a fear of school and of teachers (1995: 345).

This implies that the students fear a teacher who punishes frequently and as a result students will show a negative attitude towards school or schoolwork.

Not all authors agree with the above. Gluckman contrasts this view with that of a well-known educator - Montessori. She says: -

Corporal punishment must be seen in a positive light, seeing it helps the one being educated to realize his potentialities. The educator must accept that the child is born with a tendency to evil, but is capable of great good. Corporal punishment can help the child to learn the right awe and fear that is necessary for the forming of a conscience. It brings him to God (in Potgieter, 1984).

This claim is based on the view that hitting a child helps him or her to realize his potentialities and that a child is helped to learn the right fear, which will bring one closer to God.

People of this persuasion believe that the innate nature of humankind is not trustworthy.

The individual is not regarded as having the potential to develop self-discipline unless he or she is forced to behave appropriately. Perhaps this mistrust is an expression of the attitudes adults have about themselves and of the externally enforced discipline to which they have been exposed to as children (Holdstock, 1978: 345).

Teachers and parents tend to rely on their power to try to instill discipline in their pupils

and children. Because they (parents and teachers) themselves were brought up in this way, they have a strong belief that by disciplining and punishing children they are setting children in the accepted way.

On the other hand there is consensus among psychologists that violence breeds violence and aggression breeds aggression. Meier seems to have captured the essence of the negative effect of corporal punishment where he says: -

Aggression is a behavior that is learned very early and even in life and is learned very well. The roots of much family violence and even much international violence can be traced back to violence child-rearing and pedagogic procedures (in Suzukuma and Riak, 1984: 19-20).

The above stresses that the child who has experienced the use of physical punishment will tend to become, as an adult, someone who likes to use force to solve problems or arrive at his or her set goals.

Holdstock concurs with the above quotation when he says: -

Punishment doesn't prevent aggressive behavior of children, but it actually causes aggressive behavior. Nearly 100% of children whose parents use physical punishment commit violent acts against other children, as opposed to only 20% of children whose parents have not used physical punishment (Holdstock, 1985: 355).

Corporal punishment may lead to the development of mutual hostilities and it erodes the possibilities of human relationships. Male students of Amaqadi C.P. have been overheard remarking that they are flogged like donkeys and this makes them feel non-human. It seems that corporal punishment is the most likely form of punishment that they associate with humiliation. Fear is another negative effect of corporal punishment. Pupils acquire knowledge by taking risks, making mistakes, trying out new ideas as well as skills. If a child is punished for every mistake that he or she makes, he or she will certainly withdraw. Learning will be interrupted. Thereafter fear of school and the teacher will follow. Murray quoted Holdstock asserting: -

... It was found that rigid discipline, punishment and teachers who were negative models, tended to produce depressed achievement scores, regardless of student potential on entry to school (Naidoo and Potterton, 1994: 6).

At Amaqadi C.P. School, I have, in my capacity as a head of department come across this fear amongst students. A grade four teacher recently (09/99) wrote to a parent about a child's truancy. The parent arrived at school to discuss the matter. I was also summoned. It finally emerged that this particular child had lost a math exercise book and was punished at school. Fearing to report the matter at home she decided to play truant. When I asked the child why did she stay away from school she said she knew that her teacher would continuously beat her for failing to produce the exercise book.

As an alternative to corporal punishment Holdstock says: -

An alternative environment-one in which there is freedom from fear, anxiety and stress - enables a child to grow intellectually, to develop confidence in his abilities and to enjoy the experience of learning (Naidoo and Potterton, 1994: 6).

The proponents of corporal punishment believe that if students are not beaten they will not do their homework, work hard or pass their examinations and tests. They strongly believe that corporal punishment is influential in children's moral development. A schoolgirl interviewed in the magazine **Upbeat** said: -

From what I have seen in class students do not do the work of a teacher who does not hit them and they do the work of the teacher who hits them every time they do not do work. So I think that corporal punishment is good for students (Mona, 1985: 6).

The above is true at Amaqadi C.P. School. On our staff we had a male teacher whom, day in and day out, carried a stick into the classrooms. He never had problems of work not done, etc, because students knew that for one mistake they would get the stick. He retired in 1998. All of a sudden all teachers are complaining about work not being done or completed.

The idea that corporal punishment is a powerful tool needed for upbringing children is uppermost in the minds many teachers and people who are left in charge of children. A South African Clergyman, the Reverend T.B. Powell, while addressing the Easy London Rotary Club stated: -

Considered that in homes and schools there should be a greater use of the rod and that discipline generally, and more particularly discipline in the home, in every South African town, was at very low ebb. Discipline had played an important part in building up a very big nation and he stressed the value and usefulness of the discipline in the old Greek State of Sparta. The youths had been thrashed, not because they had done wrong but for the good of their souls, and it had proved of great value to the boys and to the world (Julia Sloth-Nielsen. 1999: 25).

In South Africa there are people who still think in this way instead of looking for alternative ways to punishment. Unfortunately, the principal of Amaqadi C.P. School belongs to this "old school of thought". He is on record as saying that if a teacher is "afraid" of punishing children he or she must send the child to his office. It is well known that in his office a misbehaving child will get corporal punishment. The above quotation focuses on the physical aspect of human being. It ignores that a child or human being has psychological aspects that must also be considered.

3. Gender theories which investigate the effects of corporal punishment in South Africa.

Historically Black and White children, particularly boys, have been liberally beaten in South African Schools. There has been a tendency to be harsh when boys are punished and lenient when it comes to girls. Most people, i.e. teachers, parents and learners

themselves, seem to agree on one thing: Boys do need punishment!

Morrell States: -

There is no doubt that schools - their teachers, forms or organization and procedures - were an important agent in the production of specific gender values. Yet they were not alone in the creation of masculinity. Frequently overlooked is the contribution of the boys (Morrell .1994: 56).

It is true that South Africans and students at Amaqadi included have mentally set themselves a norm that beating boys is good. Going through the corporal punishment book of Amaqadi, I discovered that 99% of incidents recorded concern male students. This becomes evidently clear when one considers the early call for the unbanning of corporal punishment.

In October 1878 there was one of the first recorded formal attempts, by two women members of the London School Board, to abolish corporal punishment for girls and infants in London Schools (Newell,1972: 17).

The above attempt failed but this did not deter the women as they painstakingly attempted to have corporal punishment for girls banned. A recent study on corporal punishment conducted by Robert Morrell in High Schools of Durban reveals the belief that male teachers beat more often and more harshly than their female counterparts. Morrell says: -

There was a near universal acknowledgment that male teachers were stricter, disciplined more severely, were less tolerant and less reasonable ... Reasons given to explain the gender differences attributed to male teachers a set of gender specific behaviors: unbending, unfeeling, violent, egocentric, competitive, unsympathetic and rigid.

On the other hand the study found that female teachers were held to be understanding, reasoning, calm, sensitive, prepared to give a second chance.

These went with the perception that female teachers were prepared to abandon their formal positions of authority in order to create a climate of understanding and negotiation (Morrell, 1999: 10).

There is a strong belief among both African boys and girls that for effective classroom control schoolboys still need to be beaten. In Morrell's study one respondent an African female, 17-19 says: -

“Detention is now not that strong and since boys are not beaten the school is worse” (Morrell, 1999: 7).

This suggests that boys need to be beaten more often and harshly for their own good, and for teaching and learning to continue.

There is also an element of fear that is associated with male teachers. This became

evident where students were asked, Who should be responsible for classroom discipline? Many respondents believe that principals are viewed as the authority of the school and the father figure. Three respondents attest to this: -

- “The pupils are more afraid of him than the others. He makes the rules in the school. Without him there would be more chaos than ever.”
- “Because he is the most dignified figure in the school and being referred to him cares you before he even deals with you”
- “ He or she must be responsible for discipline because if he will become the friend of students they would not respect him and they will do what they like”
(Morrell,1999: 11).

Principalship or the position of the head of the school has largely been the domain of males. The belief that goes with the above is that a male figure invokes authority and his school is associated with strictness but with an atmosphere conducive to learning and teaching. This reminds me of what our principal at NTEE High School always emphasized to students:

No one comes into my office and comes out smiling. The principal’s office is the last place in the school where a misbehaving child would like to find himself or herself in.

The above concurs with the following statement: -

Corporal punishment has been inflicted with too great frequency...at least one half of the boys sent to him (The Headmaster) for corporal punishment were undeserving of it, but that he felt it his duty, to uphold the position and authority of the Assistant masters, to inflict punishment without enquiry (Haw and Frame, 1994: 49).

Again I will revert to my Secondary school experience. This school was well known for its academic achievement and also for its strict, authoritarian discipline. The school at that time had no storeroom and expensive educational items were kept in the principal’s office. One student was sent by our Geography teacher to collect a globe from the office. It appears that when he stepped inside, the principal was in the process of beating a couple of boys. When the principal had finished with the other boys, he turned on this classmate, bade him to bend and gave him three of the best on the buttocks. When the principal had finished, the classmate asked for the globe. He got the globe but no apology was received. The boy was told to state clearly what he wanted from the office.

Though over a period of time punishment has undergone some profound changes, beatings are still common in schools and my school Amaqadi C.P. is no exception to the rule. Male teachers are still notorious for keeping up with corporal punishment and their male counterparts show a change by abandoning their formal male authority and a ‘father figure’ in the school. Boys are beaten more often and harshly but girls in Black schools are also beaten though not as often and as harshly as the boys.

4. The Human Rights Theories which analyze the Effects of Corporal Punishment

South African Schools are subjected to the South African Schools Act, The National Education Policy Act and Section 12 of the constitution. The Bill of Rights seek to promote the rights of all South African citizens. These rights also include the rights of children. More over the constitutional court will not allow the right to freedom of religion, belief and opinion to override other important rights enshrined in the Bill of rights.

The Bill of rights states that: -

Everyone has inherent dignity and the right to have their dignity respected and protected. In essence the right to human dignity emphasizes that nobody may be treated as a non-human. Everyone is protected and respected by the constitution. The courts in connection with amongst other things, corporal punishment, have considered the aspects of the right to human dignity as guaranteed in the constitution of South Africa.

Some schools or principals of independent school are using biblical teaching to enforce corporal punishment. They claim that the Bible teaches us that God is ultimate even over the government. Parents are made to sign an indemnity form. This indemnity gives the teaching staff permission to administer physical punishment. These schools-209 of them- are affiliated to an organization called Christian Education South Africa (CESA). They subscribe to the Accelerated Christian Education (ACE)

program and administer corporal punishment according to guidelines set down by ACE. According to Graham Yoko, The Vice President of ACE South Africa, corporal punishment is something these schools are not going to give up without a fight. He justifies this by saying: -

We feel the government is stepping into an area that is not their jurisdiction (**Daily News**, 18 March 1999).

As ACE is quite aware this is in breach of the constitution. Steve Pete, Senior Lecturer in Law at the University of Natal, says: -

I believe the action taken by the CESA to be profoundly out of step with the spirit of our constitution and potentially damaging if they were somehow to succeed. Corporal punishment is a violent act, and the last thing South Africa needs at this time is more violence (**Daily News**, 18 March 1999).

The above came to the fore when a learner had been whacked with a paddle a piece, of polished wood about 50cm long, 4cm wide and 5mm thick. This paddle is used routinely by the school staff to hit children. When the newspaper published the story, Graham Yoko defended the action of the school: -

We have lodged an appeal (against the banning of corporal punishment in schools) to the constitutional court, as the law infringes on our rights to

raise our children in accordance with the Bible. The Jerusalem Bible Proverbs 23:13 reads: - Do not be chary of correction a child, a store of the cane is not likely to kill him (**Daily News**, March 18, 1999).

The affected school or teacher to be precise, was brought before the court in 16 November 1999. Again the Daily News ran a story which reads thus: -

A 47- year old woman has been found guilty of assault after she beat a child with a paddle at the Highway Christian Academy in Pinetown in March this year ...The school at which she taught has been known to advocate corporal punishment and has indicated it would appeal against the ruling.

This was a landmark victory for the constitutional court and the subscribers to the Bill of Rights. This victory emphasized that all individuals irrespective of their religion, beliefs and opinion are protected by the constitution. Corporal punishment, whether sanctioned by the Bible or people's opinion, remains unconstitutional and banned in South Africa. Though very few teachers have been prosecuted, this should serve as a warning to all teachers and Amaqadi teachers included, that the law is there to protect its learners from corporal punishment.

The judgement against CESA confirms that the core issue is that the nature of the punishment decided upon is its undesirability, rather than who administers it, what is his or her belief. This is the basic reason why beating in schools constitutes a breach of the constitutional right to human dignity, and why the judges found that corporal punishment to be unconstitutional. Therefore, it is becoming increasingly difficult to see how parents can defend corporal punishment with this line of reasoning.

This line of reasoning invokes in me the observation I make at Amaqadi C.P. with the abolition of corporal punishment in South African schools; teachers are forced to send for the parent of the learner who misbehaved. When parents are told of the misbehavior they blame the teachers. They are adamant that teachers have become very lenient with children, thus encouraging misbehavior. They (parents) insist that teachers act in *loco parentis* and since they, parents punish at home, teachers by virtue of the authority vested in them should punish at school. Teachers, because of their understanding of the Schools Act find themselves in a dilemma. Should they abide by the Schools Act or listen to the parents and face the consequences? This is the situation teachers of Amaqadi C.P. find themselves in.

CHAPTER THREE

METHODOLOGY

Introduction

This research is based on an assessment of perceptions and attitudes of teachers and students about corporal punishment in a co-educational Primary school. To meet the research methods requirement and answer the research questions, methods such as questionnaires, observation, perusal of school educational records will be used. Two approaches to data collection, qualitative and quantitative, will be used.

As Fuller and Petch note: -

There is no absolute dichotomy of qualitative versus quantitative research, but rather a continuum between the two approaches. Nevertheless, it is important to understand the underlying differences in the paradigms held by quantitative and qualitative researches (Fuller and Petch, 1975: 43).

Though the two paradigms interlock, quantitative approach is based on: -

An approach to the creation of knowledge which emphasizes the model of natural science: The scientist adopts the position of the objective researcher who collects, facts, about the social and then builds up an explanation of social life by arranging such facts in a chain of causality, in the hope that this will uncover general laws about how the society works (Finch, 86: 7).

The above paradigm is concerned with issues surrounding the most accurate way to use numbers and statistics in describing the social world. The aim of such a research project is to produce generalisable claims about human behavior.

A qualitative approach looks at the world as essentially different from the physical world. There is no one social reality, but varying interpretations held by individuals and groups. In qualitative research: -

The researcher moves freely back and forth between data collection and theoretical analysis ... This back and forth process may continue for a long time, until the researcher are satisfied that they have examined enough data to determine that the theory is accurate (Mark, 1996: 212).

The qualitative researcher therefore, seeks with people (students, teachers and parents in this study) in order to try to understand the world as they understand it. As Mouton (1986: 19) states: -

The aim of qualitative research is not to explain behavior in terms of universally valid laws or generalizations, but rather to understand and interpret the meanings and intentions that under lie everyday human action (cited in Schurink and Schurink, 1988: 30)

Different researchers draw different meanings and interpretations from different social contexts. In this particular research project, an understanding of students' and teachers' perceptions and attitudes towards corporal punishment will be generated. It is also about discussing or revealing the situation as it refers to corporal punishment at my school - Amaqadi C.P. School.

This chapter is organized in the following way:- Type of study; research site; research sample; research instruments; limitations of the study and data analysis.

1. Type of Study

A rationale for choosing the case study approach is provided by Anderson (1990: 59):-

The first major issue in case study research is to focus on the problem - what is the issue that is being investigated ...The emphasis in case study is on explanation (and thus) the major themes should relate to how things are taking place and why (Cited in Masuku, 1998: 19).

The identified problem in this study is, "The effects of educational policy change on corporal punishment in a rural school in KZN; - The case of Amaqadi C.P". The study seeks to investigate how the educational stakeholders at this school, i.e. teachers, parents and students, have responded to the policy changes, how they implement punishment and what their reasons are.

Case study methodology was chosen because of the need to use multiple research strategies to focus on micro-issues within everyday social situations in such an educational institution. Judith Bell emphasizes that case study methodology needs to suit specific purpose of the project at hand: -

An umbrella term for a family of research methods having common decision to focus on the enquiry around any distance. It is much more than just a story about or description of an event or a state. As in all research, evidence is collected systematically, the relationship between variables is studied and the study is methodically planned (Bell, 1987: 6).

This is a study which a researcher has to use to gain an in-depth understanding of the situation and the meaning of those involved, where its interest is in process rather than outcomes, in discovery rather than in confirmation.

Case study methodology was decided upon because of the significance of researching more about the effects of policy changes and practices in the school in which teachers and learners work. It also involved the collection and recording of data about a case and the preparation and presentation of the case. This involves: -

Generally, participants or non- participants observation and interviewing and probably, the collection of documentary evidence and descriptive statistics, and administration of tests or questionnaires (Bell, 1987: 6).

The above aptly sums up the case study methodology of this study and the next

subsection will provide an understanding on the aspects of the research site.

2. The Research Site

Amaqadi C.P. School is an ex-Department of Education and Culture, rural school, in the Valley of Thousand Hills, about twenty-five kilometres from Pinetown. It was formerly administered by the KwaZulu Government but now falls under The KwaZulu-Natal Department of Education.

The school offers instruction to pupils from Grade 0 to Grade seven. In 1998 Grade eight was introduced for the first time in the area. It was not a successful venture for two reasons: - Firstly, the Department of Education failed in its promise to supply resources especially textbooks, and teachers had to borrow essential documents like syllabus and guides from other schools and from their friends. Because of the poor economic background of many families, many students could not afford to buy their own textbooks. Secondly, teachers from the senior phase were over-stretched by teaching an extra Grade. Not a single teacher is qualified to teach in the secondary phase. The Department of Education, especially the Mpumalanga circuit, had promised to supply two teachers but reneged on its promise.

The academic qualifications of Amaqadi teachers leaves much to be desired. With the principal who hold a degree in Administration, and the researcher who has a Bachelor of Education degree, teachers qualification, range from standard eight to teachers diplomas. The school is composed of nine teachers, of whom three are males and six are females. The school management is male dominated. The principal and the acting Head of Department are both males. This has a great influence on the running of the school and its discipline. This influence is discussed in chapter four.

The governing body, however, is female dominated. It comprises of one male who is the secretary and three females. This is not because of the implementation of gender equity policy but because the area is female dominated. Most men are away on migrant labour and those who are unemployed or underemployed show very little interest in the affairs of the school.

3. The Sample Population

The researcher decided upon doing the research on Grade seven students because they are the oldest most mature learners in the school. They are Zulu speaking Africans, whose culture dictates that children be brought up under the rule of the stick and respect of parents. Their ages range from ten to sixteen years and this suggests that they have been schooling for a period of five or more years. Of the twenty-six students surveyed, nineteen were admitted in 1994, according to the admission book. Both genders i.e. boys and girls were given the questionnaire because the researcher wanted to get the perceptions of both sexes. As it is pointed out in this paragraph nineteen of the twenty-six students were at Amaqadi from Grade 1, the remainder come from different surrounding primary schools. One of them joined the school from a primary school in Clermont, the name of the school being Mcopheleli H.P School. Eight are from Umphumela Higher Primary School. This school is an area that has been beset with faction fighting.

The sample has been selected because the researcher has been teaching this group of learners from grade five and he thus understands them better and has direct observation experience of how they have been or are affected by corporal punishment or lack of it. As their Mathematics and Geography teacher and their class teachers as well, the researcher has a strong and continuous interest in these students.

4. Research Instruments

Different research instruments were employed for data collection.

As Merriman (1988: 10) stresses: -

A case study does not claim any particular methods for data collection or data analysis. Any and all methods of gathering data from testing to interviewing can be used although certain techniques are used more than others.

Drew (1980: 4) agrees with Merriman where he concludes: -

Where collection of data is involved (Notes of interviews, questionnaires, responses, articles, official reports, minutes of meetings, etc) orderly record keeping and thorough planning are essential.

A number of research instruments were used but the major one was the questionnaire - one for the students and one for the teachers. (See Appendix for Formats). Official records, interviews and personal observations of behavior supplemented this.

Because the case study is fraught with possibility of bias and over-generalization of findings, the researcher, to counteract the above, employed Bell's argument:-

An important criterion for judging the merit of a case study is the extent to which the details are sufficient and appropriate for the teacher working in a similar situation to relate to his decision - making to that described in the case study. The reliability of a case study is more important than its generalizability. Well prepared, small -scale studies may inform, illuminate and provide a basis for policy decisions within the institution (Bell 1993: 126).

(i). Questionnaires

The major tool used in this case study was the questionnaire. This was an appropriate tool because of the sensitive nature of the study researched. The questionnaires guaranteed total anonymity so that respondents could be honest in their responses. Henderson et al (1987: 28) outline the usefulness of the questionnaire:

They permit anonymity. If you arrange so that their responses are given anonymously, you will increase your chances of receiving responses that genuinely represent a person, beliefs or feelings ... They:-

- can be given to many people simultaneously
- provide greater uniformity across measurement situations (i.e.) each person responds to exactly to the same questions.

The questionnaire for students was adopted from a study undertaken by my supervisor, Robert Morrell. His questionnaire was constructed to research Grade eleven students in KZN Secondary Schools in Durban but all the questions were relevant to this study.

The above also applied to teachers' questionnaire. Though this required some modification to suit the level of teachers. Aspects like the level of development and understanding was considered in constructing a questionnaire for teachers.

Twenty-six students, i.e. the entire grade seven class, and ten teachers, the principal included, were the respondents. Each completed questionnaire was given a coding name as student 1 (stu.1) up to the last one, which is stu.26. Of the ten teachers only nine responded. One teacher went on maternity leave without leaving the questionnaire with the researcher as agreed. The same coding system was applied to the teachers' questionnaires. The first one is code Tea.1 up to Tea.9.

The questionnaires for the teachers were given to teachers at the school on 29 July 1999 and the first completed questionnaire was brought back to the researcher on the 03 August 1999. The last one came back on the 18th August 1999, after the researcher had repeatedly asked for its return. Some teachers wanted assurance that their identities would not be made known, especially to the education authorities because of the sensitive nature of corporal punishment. The researcher was able to assure those teachers that the responses would be treated in strictest of confidence.

The letter to the Department of Education offices in Mpumalanga circuit office has been forwarded by our Principal as early as March 1999 but has not yet received a reply. Our Principal, however, gave the researcher green light to continue with the questionnaires. Under these conditions teachers filled out the questionnaires.

The questionnaires for the students were first distributed in class during science periods when the subject teacher was at a workshop at the Valley Trust in Both's Hill. Students had the freedom to peruse them at their will. The second time I asked the services of the two teachers in the school to supervise the "mock" filling out the questionnaires. This was on Friday during the cleaning periods. We helped students along the way. Some were skeptical about the questionnaire; they wanted to know if the Principal would have access to them and they were assured that these questionnaires would not find their way to the principal. The researcher also assured students that the principal had given the go ahead with the questionnaires. The "mock" filling out was completed in one and half-hours.

The researcher decided on the day of the 27 August 1999 to complete all questionnaires, because two teachers from grade seven were due for a language workshop on this day. The researcher and two other teachers helped in this process. This is when I realized that students had a problem in articulating themselves in English. Though I made them aware of this I insisted that questionnaires be filled out in English. Later I realized that I should have allowed for the minimum use of Zulu, their home language. Students were

somehow excited that their “views” would be used to compile a “book” as they termed it. This last process took more than two hours to complete. All students, that is, twenty-six of them completely filled out the questionnaires.

(ii). Observation

The researcher has been a teacher at Amaqadi C.P. School for four and a half years. He has had uninterrupted access to the students and school life and also the freedom of the school. The researcher was able to “roam” around the site freely and observe corporal punishment. Participant observations allowed the researcher to participate as I sometimes beat the kids myself and observed corporal punishment at the same time. Moser et al stress: -

With this method (Participants observation) the observer joins the daily life of the group or organization he is studying. He watches what happens to the members of the community and how they behave and he also engages in conversations with them to find out how their reactions to, and interpretations with them to find out how their reactions to, and interpretations of, the events that have occurred. He studies the life of the community as a whole, the relationship between its members and its activities and institutions (Moser and Racton, 1971: 249).

Firstly as a teacher who understands that corporal punishment is illegal at schools and secondly as a researcher of this topic I found myself in a dilemma when acts of corporal punishment were carried out. I would sometimes think of intervening or stop the event or let it continue. The events became crucial in verifying data that is contained in interviews, questionnaires and the punishment book Bell (1993:108) agrees:-

Direct observation may be more reliable than what people say in many instances. It can be particularly useful to discover whether people do what they say they do, or behave in the way they claim to behave.

Observation of teachers, interactions among themselves during morning and afternoon assemblies, during tea and lunch breaks became particularly important when corporal punishment issues were discussed.

I personally observed the administration of corporal punishment at school, and recorded each event in a diary from July 1999 until November 1999 when I began with the compilation of this thesis. It should, however, be noted that informal observation began long before I began with this research project.

(iii). Interviews.

Interviews among teachers and students were informal because corporal punishment issues are complex and each affected person responds differently. I made it a point to interview a student (see chapter 4) who came into class to borrow a stick. I would make sure that my questioning or discussion was as discreet as possible.

Interviews with teachers were informal and were discussed in the staff room. The researcher initiated most of these with the teacher who had recently administered corporal punishment. With the principal, however, it was not easy as he knew that I was doing a research on the issue.

Immediately after these informal “talks” the researcher would note down the responses of the interviewee as close to his or her words as possible. Henerson et al (1987: 101) point out: -

Most people find that note taking is not really disruptive. A good thing to do is to take down only key phases and features of the respondents’ answers while you are conducting the interview. Then immediately after the respondent has left, write out the full answers immediately after the respondent has left, write out the full answers as close to the person, words as you can reconstruct.

As both teachers and students were suspicious of the research process assurance about confidentiality was always given. In addition the researcher undertook to use the information they gave solely for the purpose of this research project.

(iv). Records.

From an early stage an attempt was made to collect and sift through the written records relating to the school as an institution and records pertaining to students. The purpose was to establish the history of the school and to find out what punishment policies, if any, existed. Department circulars, PTSA meeting records and newsletters were collected. Also examined was a corporal punishment book. It is only a partial record of punishment. This is a record book where incidents of corporal punishment are recorded. In it, the date, the name of the student, age, grade, offence, punishment, person who administered it, witness and remarks are entered. It dates back as early as 1996 and three successive principals have used it.

It is, regrettable to mention at this stage that the researcher was unable to get hold of the school’s code of conduct. The South African Schools Act of 1996 requires schools to develop a code of conduct. Unfortunately, Amaqadi had not yet developed a code of conduct. On questioning the principal about it, it emerged that the drawing up of a code of conduct was delegated to a Head of Department in 1997 who got a promotion in 1998 and left without submitting it. This was a setback because the researcher had banked on it to find out how the school disciplined its students and also to see how they are expected to behave.

Nevertheless, through interactions with the above records the researcher was able to get the required information he had set out to obtain. These records will be used extensively in conjunction with other research instruments in data analysis in the next chapter.

CHAPTER 4

CURRENT DISCIPLINARY PRACTICES UTILIZED IN THE SCHOOL

A. Description of the Current Situation

Educators at Amaqadi C.P. School are aware that the South African Schools Act of 1996 prohibits corporal punishment at schools but still continue with beating. Amaqadi C.P. School has not developed a written code of conduct. The, do's, and, dont's, of the school are made known to the students through a word of mouth. The three, golden, rules of the school are: -

- (i) Late coming is not allowed
- (ii) No absenteeism
- (iii) No stealing

Students are constantly reminded of these three rules during morning and afternoon assembly.

There are several offences for which students are physically punished. Through the researcher's observations the most common offences that the students that are punished for, relate to the, three golden, rules. Also included among beating offences are truancy, lying, cheekiness, insulting language, bullying and fighting. (See record of punishment book at the back of this chapter).

The researcher, as a participant observer, witnessed and recorded many incidents where educators physically punished pupils at this school.

An incident of corporal punishment occurred at least once a week. Students were beaten in their classrooms while the researcher was in his classroom. At this juncture I find it proper to state that the researcher did not witness all incidents of corporal punishment. But some of those that he witnessed are mentioned in this study.

The severity of corporal punishment varied and was not easy to determine. It depended on four factors. They are: -

- Firstly, on the nature and seriousness of the offence,
- Secondly, on the age, maturity and the number of offenders,
- Thirdly, on the gender of educator, and
- Fourthly, the mood of the educator.

In the methodology chapter it was mentioned that the researcher kept a diary where he recorded and described incidents of corporal punishment. Because observation on its own can present an incomplete story the researcher usually followed up the observed incidents of corporal punishment with interviews.

Since the period the researcher allocated for the compilation of the thesis was between July and December 1999, the records of corporal punishment under investigation fall within this period.

The following incidents will reveal that corporal punishment varied and depended on four factors (mentioned above) but also that it is gendered in nature. On the 5th of August 1999, the following incident was observed: -

Four Grade six boys were each given four (4) strokes on the hand for missing the morning assembly and devotions. On asking them why they had missed the assembly they replied that they were completing their homework. The subject teacher, who also happens to be their class teacher, sent the boys to the principal's office for this incident. The researcher asked the teacher afterwards why he did not deal with boys himself. The response was that the principal has intervened and asked that the boys be sent to the office. The boys themselves said the teacher wanted to send them outside the classroom, hence the principals, intervention.

The following observation was made in the week of 16-20 August 1999:-

This week was the researcher's duty week. A teacher in charge in his or her duty week sees to it that the school is kept clean, verandah is swept, papers are picked up and the toilets are cleaned. Usually toilets are cleaned on Fridays. On this week precisely Thursday and Friday, the researcher was away from school on a staff development course. The boys did not carry out their duties. The principal discovered this on Monday (22/08/99) and all grade seven boys were given five

strokes on the hand and made to clean the toilets again.

Corporal punishment is not the last but the first resort at Amaqadi C.P. School. Though I would definitely not state that corporal punishment is an everyday occurrence, its frequency implies to me that at least once a week a student or more is beaten in each class. This is very likely at senior phase where five different teachers offer one or more subjects in one class. Almost every classroom has a stick or its teacher knows where he or she can get hold of one if he or she needs it. I recall one day when I got into grade four for mathematics period and found six learners weeping. The Zulu teacher has beaten them for writing their corrections on the previous exercise. I had also given them Mathematics homework the previous day and two students amongst the weeping had also not done my homework. I wonder what would have happened if I had also beaten them. The above implies that it is possible for a student to be beaten more than once a day or once a week. Again this would depend on the offence committed and the teacher(s) mood too.

All teachers from Grade one to Grade seven, the Principal included, use corporal punishment at Amaqadi C.P. School. I only exclude the grade zero teacher because I have, in my four and half years at this school, never encountered her in the act nor heard a comment from other teachers implicating her in the act. Perhaps it could be that her learners are very young and not often beaten.

The following serves to illustrate that students are also beaten for trivial offences. This

incident took place on 25 August 1999: -

Two Grade six boys had a fight after a dispute over the ownership of a ballpoint pen. This occurred in the school garden and not a single student came to report the fight to the gardening teacher. On his arrival in the garden the fight stopped. The researcher later learnt that the gardening teacher gave each of the two fighters five strokes on the buttocks. The rest of the class did not escape punishment. The principal gave each student (fighters included) a single stroke on the hand. The reason for this was the failure to report the incident.

Two days later, on 27 August 1999, the researcher observed the following incident. It illustrates that not only students in the senior phase are punished but also even the lower grades are not spared punishment.

On one of my free periods, as acting Head of Department, I was collecting class attendance registers from each class teacher. In Grade two the following unfolded in my presence. The class teacher had been absent the previous day. Since there had been no teacher to supervise her kids, they were released early to go home a few remained at school, because there is no one at home. They then engaged themselves in all sorts of plays and a windowpane was broken in the school hall. Nobody claimed responsibility for the broken window. All those who had remained behind were beaten. Each received a stroke on the hand.

During a break I asked the teacher concerned if she had thought of consulting with the parents of the kids. She said that she knew that the parents would have given her the go ahead to beat the kids. This is despite the threat that the legal action against parents or teachers can be instituted. I further asked who would pay for the broken windowpane and she said she would report the matter to the principal.

The above implies that beating or physical punishment is much preferred and is deemed necessary where other forms of disciplinary action would have sufficed. It concurs with Morrell's views that: -

Amongst the reasons for the continued use of corporal punishment is the failure to specify alternative mechanism for discipline, the rebelliousness of students, ongoing belief in the efficacy of authoritarian teaching and management styles amongst teachers... (Morrell, 1995: 5-6).

That corporal punishment is in continual use at Amaqadi C.P. School should not be obscured by the fact that the next recorded incident is on 04 September 1999. In the intervening period I did not witness incidents of corporal punishment even though I heard of them. It should also be noted that boys are beaten more often than girls at Amaqadi C.P. School. To complement the above observation that the boys are beaten more often than girls, a study of the punishment record book reveals that, from 1996 to 1998 all entries made concerned boys. This punishment book was recorded by successive principals (See back pages of this chapter). The following incident also involves boys: -

The Principal punished nine boys for being absent on the closing day and

not collecting their progress record cards. All teachers had submitted the cards to the Principal on closing day. Each student was given three strokes on the hand.

In the observation diary there is but one entry where a female student is involved. It is as follows: -

A Grade four girl left her school bag behind the water tank at school on 20/10/99. The following day she is called to account about the whereabouts of her bag. She said that someone had stolen it that very morning. Her class teacher gave her four strokes on the hand for lying.

Most of the incidents described above reveal that corporal punishment at Amaqadi C.P. School is gender biased and is severe on male students. The fact that corporal punishment was prohibited in 1996 makes any case of beating - no matter the number of strokes or the seriousness of the offence - a severe incident.

The above incidents are isolated cases, which the researcher was able to pick up. He believes that there are many cases which he missed. Through interactions with other staff members and students the researcher was able to gather that students are still frequently beaten at Amaqadi C.P. School.

B. Attitudes to Corporal Punishment and Discipline in the Home

Provincial Minister of Education, Mrs Eileen KaNkosi-Shandu, who on her appointment in 1998 called for the return of corporal punishment in schools, would find solace that though corporal punishment has been declared illegal, many students are still beaten at home and at school. It might also satisfy her that 100% of students of Amaqadi C.P. School perceive change in the way that corporal punishment is administered.

At Amaqadi C.P. School, a co-educational school, respondents to the questionnaire said that there has been change because corporal punishment is no longer administered as it used to be three years ago.

The following are comments by both students and teachers of Amaqadi C.P. School.

Both sexes who commented were positive about change: -

- Female, 15-17 years: "There is less beating than before".
- Female, 13-15 years: "Some teachers bring the stick in the classroom. There is now less beating than before".
- Male, 13-15 years: "... There is less beating than before".
- Male 13-15 years: "There is less beating and much talking".

Teachers also noted that there have been changes in the last three years: -

- Male, 40 and over: “Beating is no longer administered as it used to be. Teachers are afraid of using the stick”.
- Female, 40 and over: “Since they know that they are not going to be beaten they just don’t care about school work. Their co-operation is very poor”.
- Female, 26-30 years: “There is a change. Students can do what they feel like doing because he or she knows exactly that she won’t be punished on that. Even the way they treat elders is different, they do not respect the elders”.

The responses from teachers mourn the removal corporal punishment as it denies them authority over children and is closely associated with increasing disrespect towards the elders. It is for these reasons that teachers, especially in remote rural schools, still practice corporal punishment.

That they are aware of implications of the South African Schools Act of 1996 is evident in the following response: -

- Male, 31-35 years: “According to the new constitution it has been declared illegal to punish a child and beating has deteriorated. The behavior of pupils has changed dramatically and teachers fear for their security after beating pupils. Therefore they choose not to discipline pupils through stringent measures”.

Table A (see back pages of this chapter) reveals that the majority of students (96.1%) still regard corporal punishment as the most common form of discipline, with an equal percentage indicating that shouting is common too. It should be noted that the two forms of discipline are intertwined. Before one metes out corporal punishment one has to warn or reprimand the misbehaving learner, hence the ratings of being beaten and shouted at are equal.

The responses given to explain why teachers and learners think that corporal punishment is the most effective form of discipline, provided the researcher with an idea that the other forms of discipline are new and unfamiliar among learners and teachers of Amaqadi C.P. School. Their responses show that corporal punishment or beating is most favored:-

- Male, 13-15 years: “Because after being beaten I do the work”.
- Female, 13-15 years: “Because after being beaten I join the class”.

Teachers were also in favour of beating: -

- Female, 26-30 years: “In their homes they are corporal punished by their parents . So if you as a teacher does not punish them they won’t do your work properly until you beat him. The other ways of punishment are not effective” .
- Female, 40 and over: “Beaten .This punishment is the most effective because some children are very cheeky, they want to see whether you are going to do anything to them”.
- Male 40 and over : “We use beating because it is the most common punishment . Doing gardening also is easy” .
- Male, 31-35 years : “In our culture beating is the most common punishment . The child is always punished at home for minor offences. So it comes too naturally to us to punish an offending child. The beating depends on the

seriousness of the offence and the number of times the offence has been committed”.

The above also implies that Amaqadi C.P. School teachers have not yet attempted to implement the alternative forms of discipline and still believe that a good beating won't do a child any harm.

Learners were aware of the gendered nature of corporal punishment. They generally viewed female teachers as understanding :

- Female, 10-12 years: “The female always shout at us. The male beat us with sticks”.
- Female, 13-15 years: “The female always talk to us. The male beat us and give us extra work”.
- Male, 13-15 years: “The female always shout at us. The males beat us more than females”.
- Male, 13-15 years: “The females always shout. Males use sticks always”.

The teachers' responses took the same tone as echoed by the students. Here are some of their responses: -

- Female, 31-35 years: “Males usually used sticks to discipline the children, and females shout and scold the children”.
- Male, 36-40 years: “Males quickly resort to corporal punishment while females are likely to shout at children”.
- Male, 36-40 years: “Males are vigorous and strong, while females are weak and not so strong. They tend to be soft”.
- Female, 40 and over: “Females are very considerate and believe in negotiations with the children. But the males are harsh. Especially the Principal. Once you are in his office you will be punished”.
- Female, 31-35 years: “Females like to shout in most cases while males like to talk to the child before punishment”.

In a larger study which elicited similar responses from teachers in urban and townships schools in Durban Morrell concluded: -

There was a near universal acknowledgment that male teachers were stricter, disciplined more severely, were less tolerant and less reasonable . Reasons given to explain gender differences to male teachers a set of gender specific behaviors: Unbending, unfeeling, violent, egocentric, competitive, unsympathetic, and rigid. These went with the perception that female teachers were prepared to abandon their formal positions of authority in order to create a climate of understanding and negotiation. Male teachers on the other hand were seen as being dogmatically wedded to their authority (Morrell, 1999: 10).

This also suggests that there are not many differences between primary and secondary

school teachers and also between rural and urban schools.

It is, however, important to note that not all teachers favour corporal punishment as the most effective form of punishment. Here are the responses of those who favour other forms of punishment:-

- Female, 31-35 years: “When discussing the issue with a child you get to know him or her better, and know the child, s problem”.
- Female, 31-35 years: “Children become aware of wrong things the teacher does not like. Another teacher may be more effective when he or she talks to the children. Children will feel the pain of being detained or talked to”.

The above responses go with the perception that, female teachers were prepared to abandon their formal positions of authority in order to create a climate of understanding and negotiations (Morrell, 1999:10).

C. Parental Involvement

Any school, Amaqadi included, exists within a community and that community has its own values and attitudes. The school as an important part of that community, is expected to uphold those values and attitudes. This becomes evident when parents show an interest in the affairs of the school. Teachers on the other hand are expected to keep parents informed about the activities, performances, progress and behavior of their children at school. As a teacher one has to occasionally inform the parent(s) of the child that misbehaves. In the questionnaire teachers were required to give their own responses that they get from the parents of the child who had misbehaved. Here follows the teachers' responses: -

- Female, 31-35 years: “The parents say I don't have time to come to school. I'm working. Some don't respond at all. Punish the child as you saw fit and don't call me as a parent”.
- Male, 31-35 years: “Most of the parents are conservative. Others do agree with the punishment imposed on pupils. Others do not care whether their children are punished or not. They take it as a norm that pupils must be punished at school if they have done something not in line with the rules of the school. They take the school as a place to discipline”.
- Female, 40 - over: “Parents just send a message to the teacher that they expect the teachers to punish the misbehaving child as they (parents) were punished. When we ask them to come to school very few parents come and they leave the matter to the teacher”.
- Female, 26-30:”Parents don't often comes to school. If you have reported a child to them they donut bother to come, but send the message with the child, that you must beat his or her child”.
- Female, 40 and over:” Parents (most of them) do respond. Even the child does turn over a new leaf. I think it's the best problem solving”.
- Female, 26-30 years: “Parents usually understand their children's problems. They just give the word punish them when necessary. The parents are on the

side of punishment”.

- Female, 31-35 years:” Their parents usually tell you to beat the child if he or she doesn’t want to listen and they also punish them by beating them”.
- Male, 40 and over: “The common response is that a child should be given corporal punishment. Parents who come to school give authority to teachers to effect corporal punishment”.
- Male, 36 - 40 years: “That as a teacher I should punish the child or children concerned because it is my duty to do so. I need not inform them but should punish right on the spot”.

All staff understand that parents have delegated their authority to teachers, have faith in teachers and believe that teachers should punish their children. Responses all concede that parents are aware that children are punished corporally at school and teachers have their blessings to continue with this form of punishment. It is rather doubtful that parents are aware of the South African schools Act of 1996 and if they are, would they support the teachers should legal resources be instituted against them: As Morrell observed: -

...Principals, who are required by law to consult parents in the case of serious disciplinary cases, often find that it is the parents’ insistence that some form of corporal punishment is given (Morrell, 1999: 12).

Parents of Amaqadi C.P. School learners insists that teachers should punish frequently but not severely, as long as the children will benefit from the punishment, i.e. they will grow up to be disciplined adults. Parents seem to believe that without corporal punishment there cannot be effective learning. Corporal punishment is deemed by parents to be one element of learning and teaching.

During the 1980s there emerged a powerful force within most South African Schools - The power of the student representative council.

The authority and influence of the father was rejected and the discourse of people’s education that accompanied this movement, stressed the power of SRC’s - in essence the power of students (Morrell, 1999: 14).

The above is in contrast with the researcher’s findings. Though the SRC's campaigned for the removal of corporal punishment, they have no place Amaqadi C.P. School (see Table E). The SRC’s were powerful in urban schools but in a school like Amaqadi, a rural primary school, their power or usefulness is not recognized. Perhaps the age of Amaqadi C.P. School learners also militates against the idea of the Students Representative Council.

Parents seem to endorse a system of discipline, which mirrors that of the home. They, by and large, prefer class teachers to be responsible for discipline in classrooms. Class teachers act in *loco parentis*. Teachers gave their reasons as follows to the question as to who should be mainly responsible for discipline in the school: -

- Female, 40 and over: “The class teacher, in fact, knows his or her students and must therefore be the one who administer corporal punishment and discipline the child accordingly”.
- Female, 40 and over: “The class teacher must be the one who gives punishment because the child feels satisfied if he or she is being punished by the person he has wronged”.
- Female, 26-30 years: “If the teacher is responsible in her class the whole school will be disciplined, because the teacher knows her pupils and they also know her. If it’s somebody from the other class they might not listen to him”.
- Female, 26-30 years :“I think is the class teacher because if you take the child to the headmaster, sometimes the child will hate him. But if you discipline your learner in the class as the class teacher he or she will understand you better”.

The above stresses the bond that is held to exist between the class teacher and the learner. Again teachers talk of a trusting relationship between class teachers and students. Because learners trust their class teachers when they effect discipline or punishment, this is carried out from a position of trust. The learners accept punishment lovingly from their class teacher.

Some teachers believe that a strict home environment produces well discipline children. Children brought up in such an environment are less likely to misbehave or be troublesome at school.

- Male, 31-35 years: “The first six years of a child is spent with his or her own mother. It is where discipline starts. Pupil’s behavior resembles that of their families. Although peers might influence it, if the discipline is being instilled at home, most people will behave normally. Most girls get children at younger age, so they don’t have that parental ability to instill discipline. Parents should be strong and try to discipline children”.

The above respondent stresses the power or authority that parents and home should play in the upbringing of children. He believes that if parents begin discipline early at home, the work of teachers will be half done. But if parents don’t play their part the work of teachers will be difficult.

Other respondents believe that the headmaster should be responsible and say: -

- Male, 31-35 years: “The headmaster is the only person who has the powers to do anything at school. I think he or she must get the permission from the parents”.

The above responses call for a sharing of responsibilities between the headmaster and parents. Parents should involve themselves more in the discipline of their kids not only at home but also at school. This call is supported by: -

- Female, 31-35 years: “The discipline should not be the responsibility of the principal only, it should be attached from the parents, side as well”.

A call was also made to involve the School Governing Body in disciplining the learners. The respondent believes in the SGB as it is the highest authority at the School: -

- Female, 31-35 years: “Governing Body should be responsible. Pupils should understand that parents are involved in the culture of learning”.

The Governing Body should, as the eyes and ears of the parents, play an active role in the smooth running of the school. They (SGB) should not leave school matters, corporal punishment and discipline in this instance, solely in the hands of teachers, but should discipline or punish as the “parents” of the learners..

That parents still believe in a strict, disciplined home environment is evident by a high percentage of parents who exercise discipline at home. Table D shows that 62% of children are still beaten at home. Parents, particularly mothers and other members of the extended family responsible for discipline at home, seem to believe in corporal punishment. Seventy-two (72%) of the mothers and 46% of fathers still beat their children. Sixty-two (62%) of learners confirmed that they are still disciplined at home. Other forms of discipline are exercised at home but to a lesser degree as compared to being beaten and being shouted at. The extended family members also account for discipline at home (see Table A and B). The significance of this data is that a strict disciplined home and school will produce a disciplined child.

Table E reveals that 12% of children believe that members of Governing Body should be responsible for discipline at school. The low percentage is not surprising considering the age of students of Amaqadi as well as the responsibilities and duties of the SGB. Parents of Amaqadi themselves are less likely to consult the Governing Body . Table E still emphasizes the point made earlier in this chapter that parents believe that teachers act in *loco parentis* and should be responsible for discipline at school.

The findings, responses and tables reveal that children are still beaten at home and parents expect the teachers at school to beat the children. Students also believe that corporal punishment is necessary for teaching and learning.

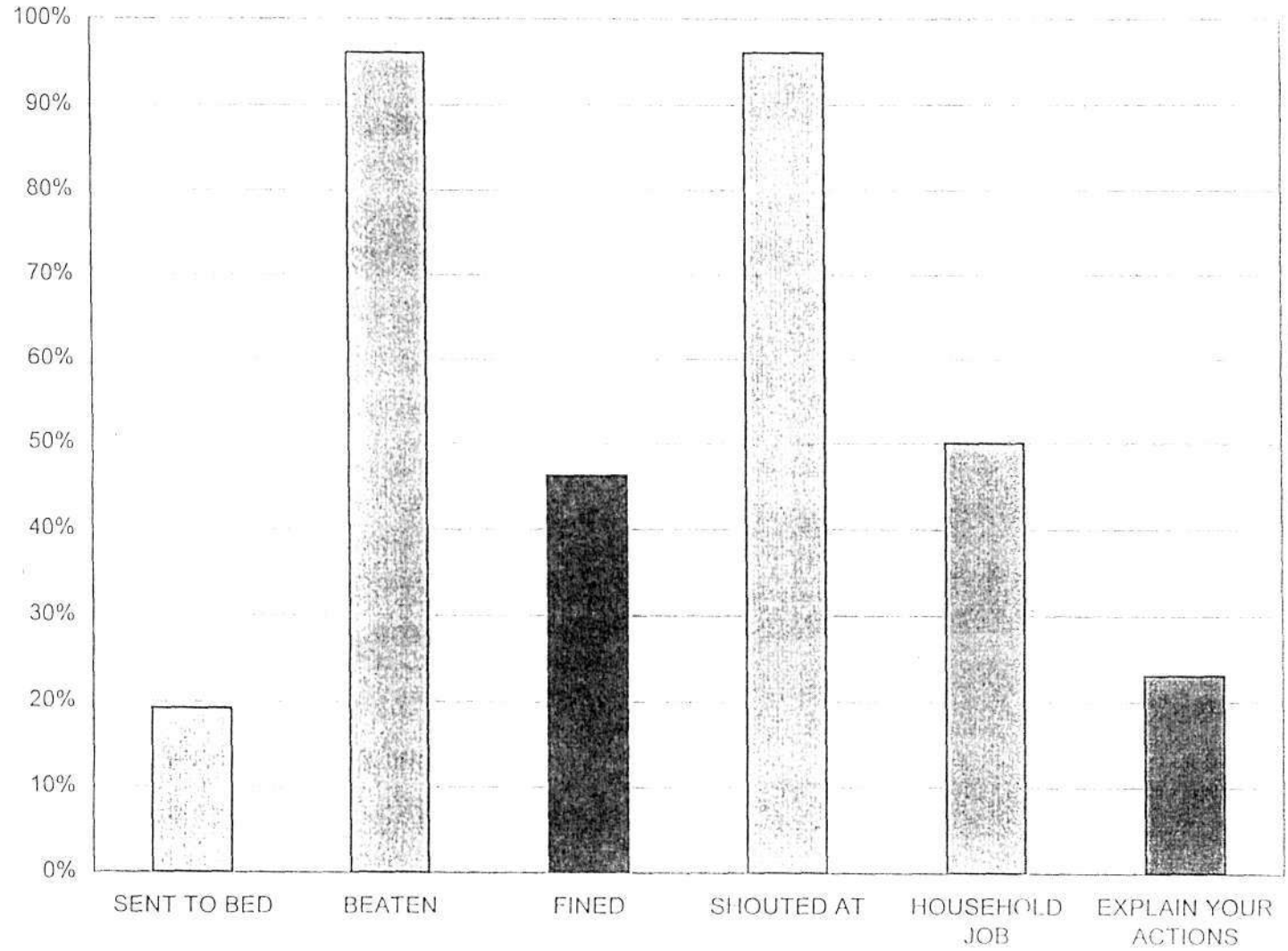
Male teachers are mainly responsible for most incidents of corporal punishment at this school. Female teachers on the other hand, are ready to negotiate though they have not altogether abandoned corporal punishment.

Questionnaire responses also reveal that unless alternative forms of punishment are clearly outlined by the

Ministry of Education corporal punishment will continue despite the threat by the Education Department to institute legal proceedings against teachers who disregard the South African Schools Act of 1996.

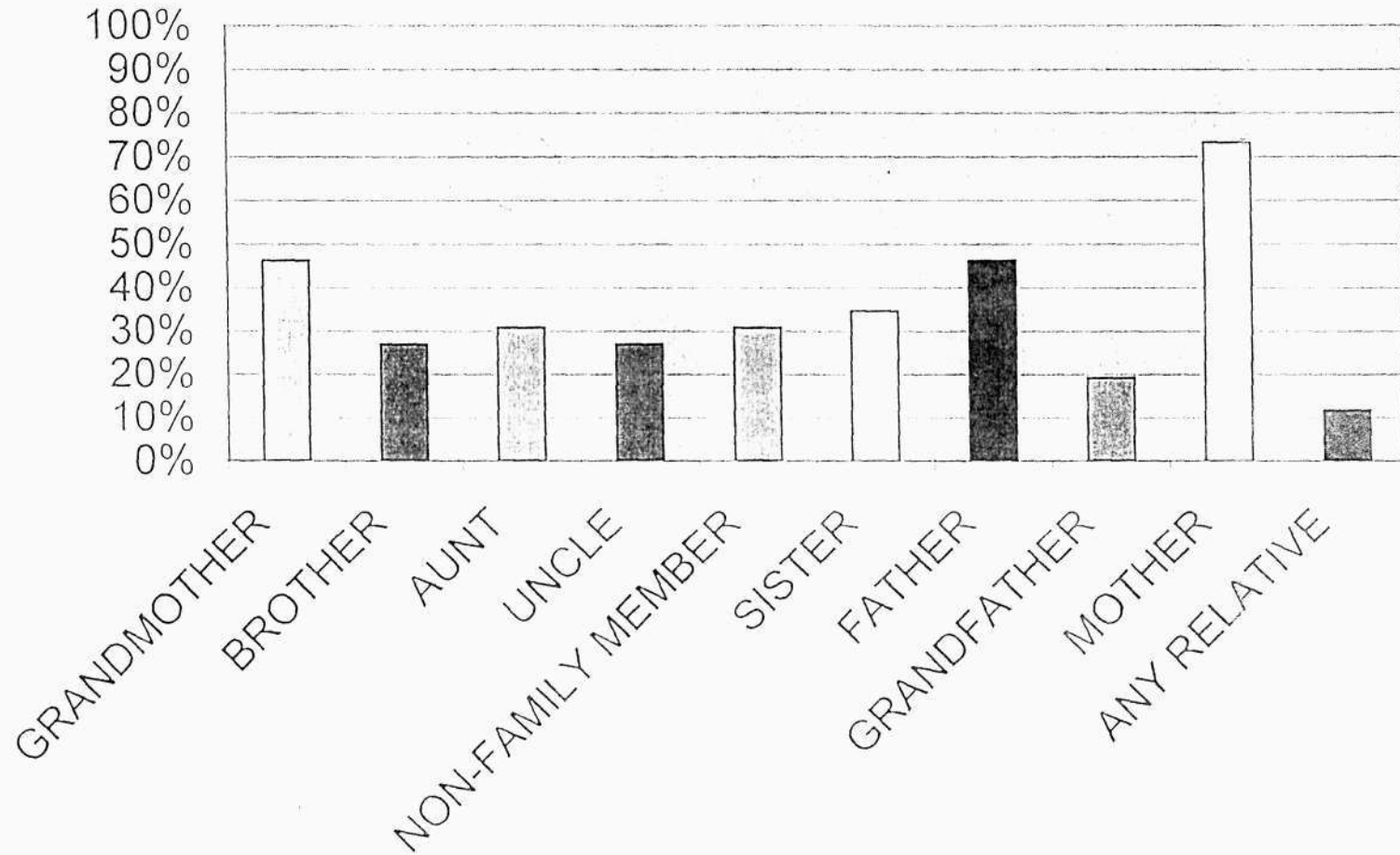
PERCENTAGES OF MOST COMMON FORMS OF DISCIPLINE AT HOME

TABLE A



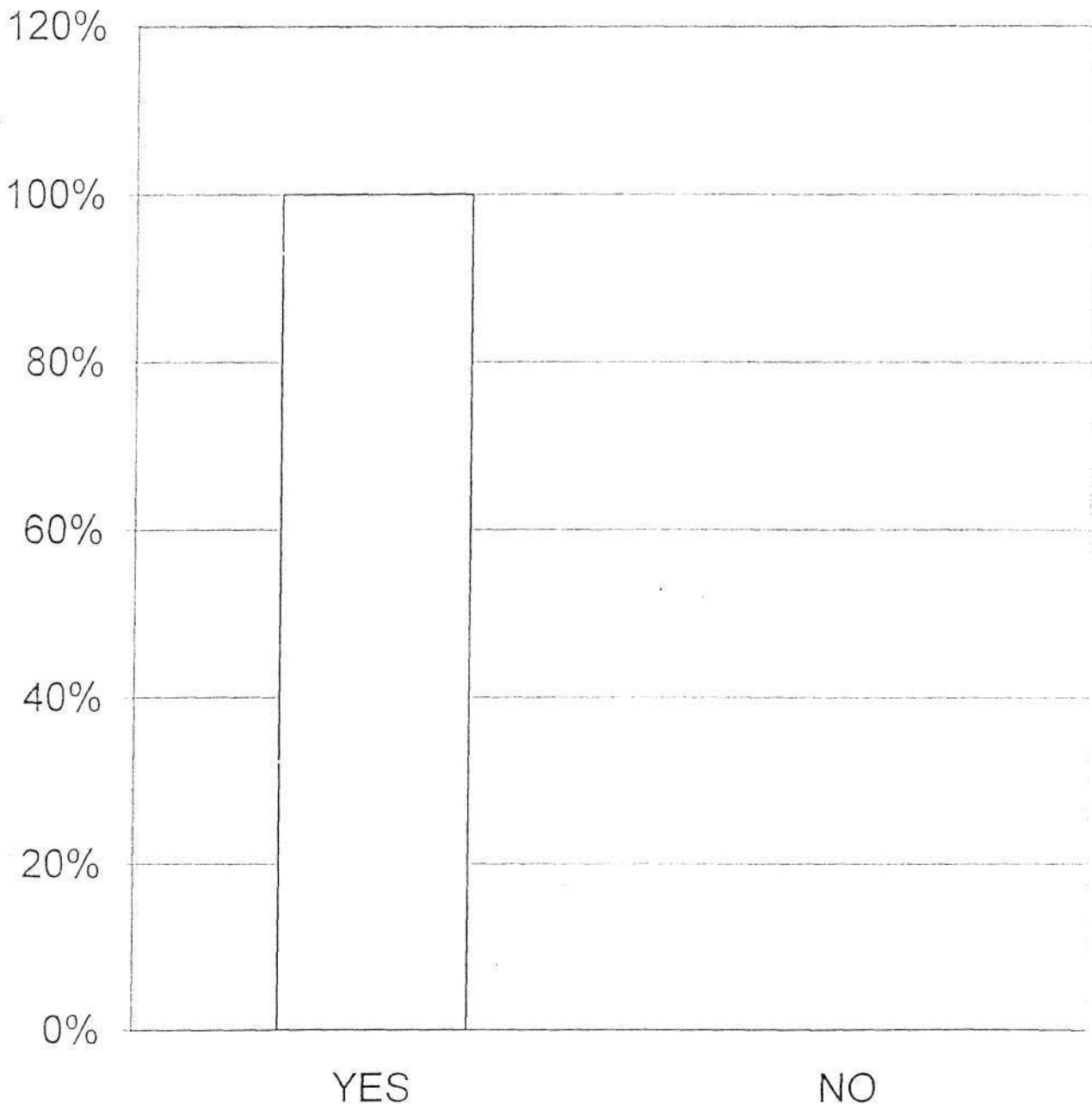
PERCENTAGE OF PERSON RESPONSIBLE FOR BEATING AT HOME

TABLE B



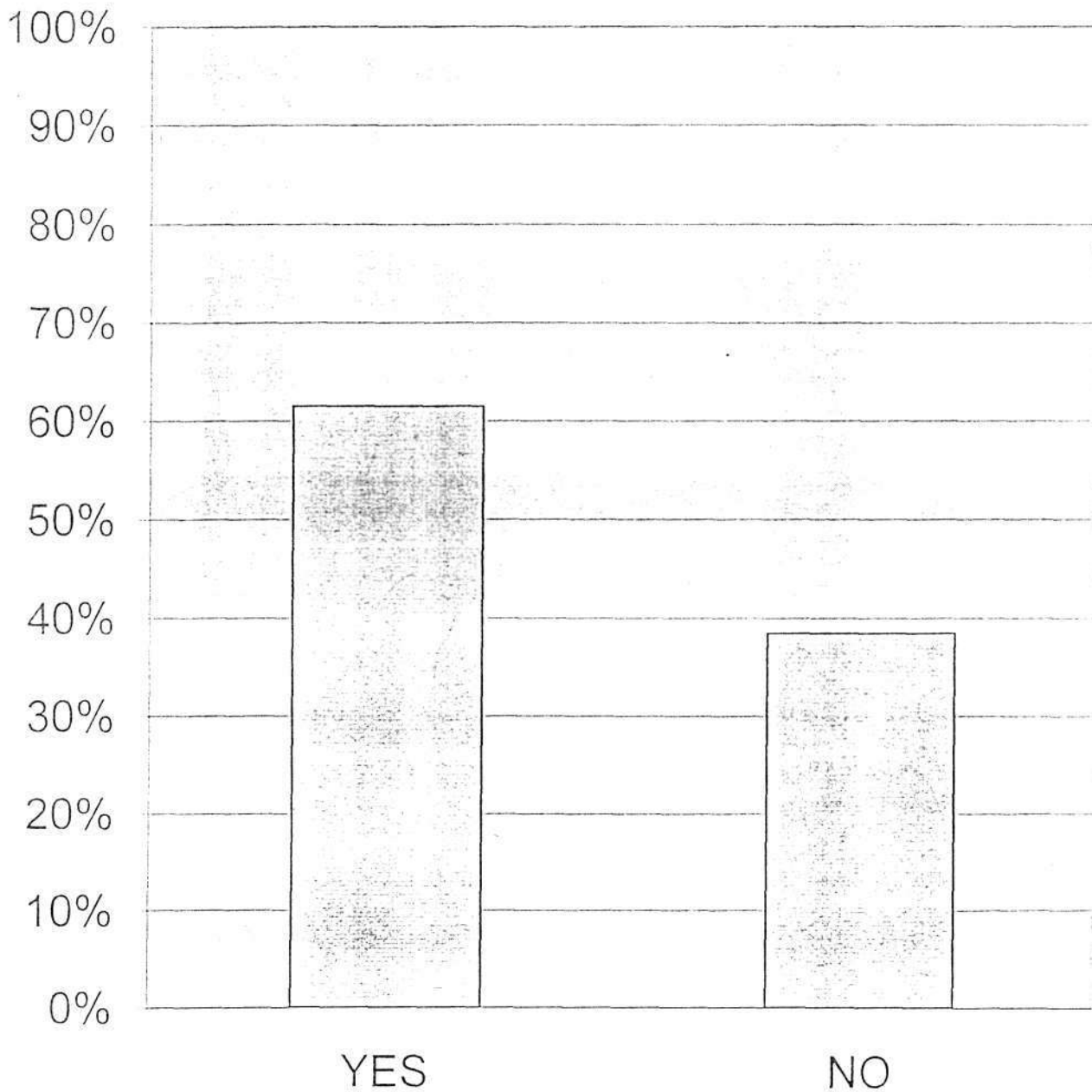
PERCENTAGE OF "YES" AND "NO"
RESPONSES TO CHANGE IN WAY
PUNISHMENT IS GIVEN AT SCHOOL.

TABLE C



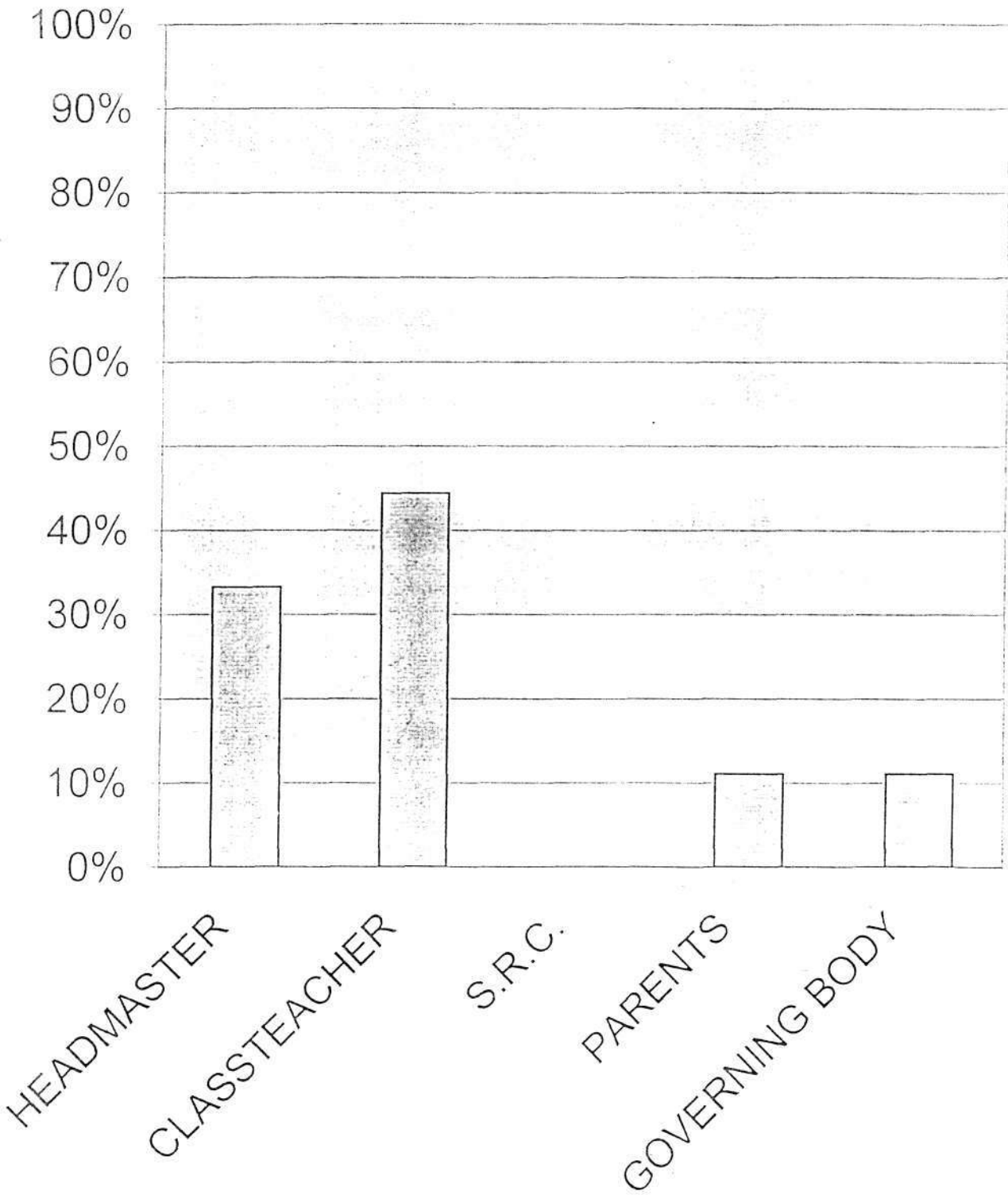
**PERCENTAGES OF YES AND NO
RESPONSES TO: ARE YOU STILL
DISCIPLINED AT HOME.**

TABLE D

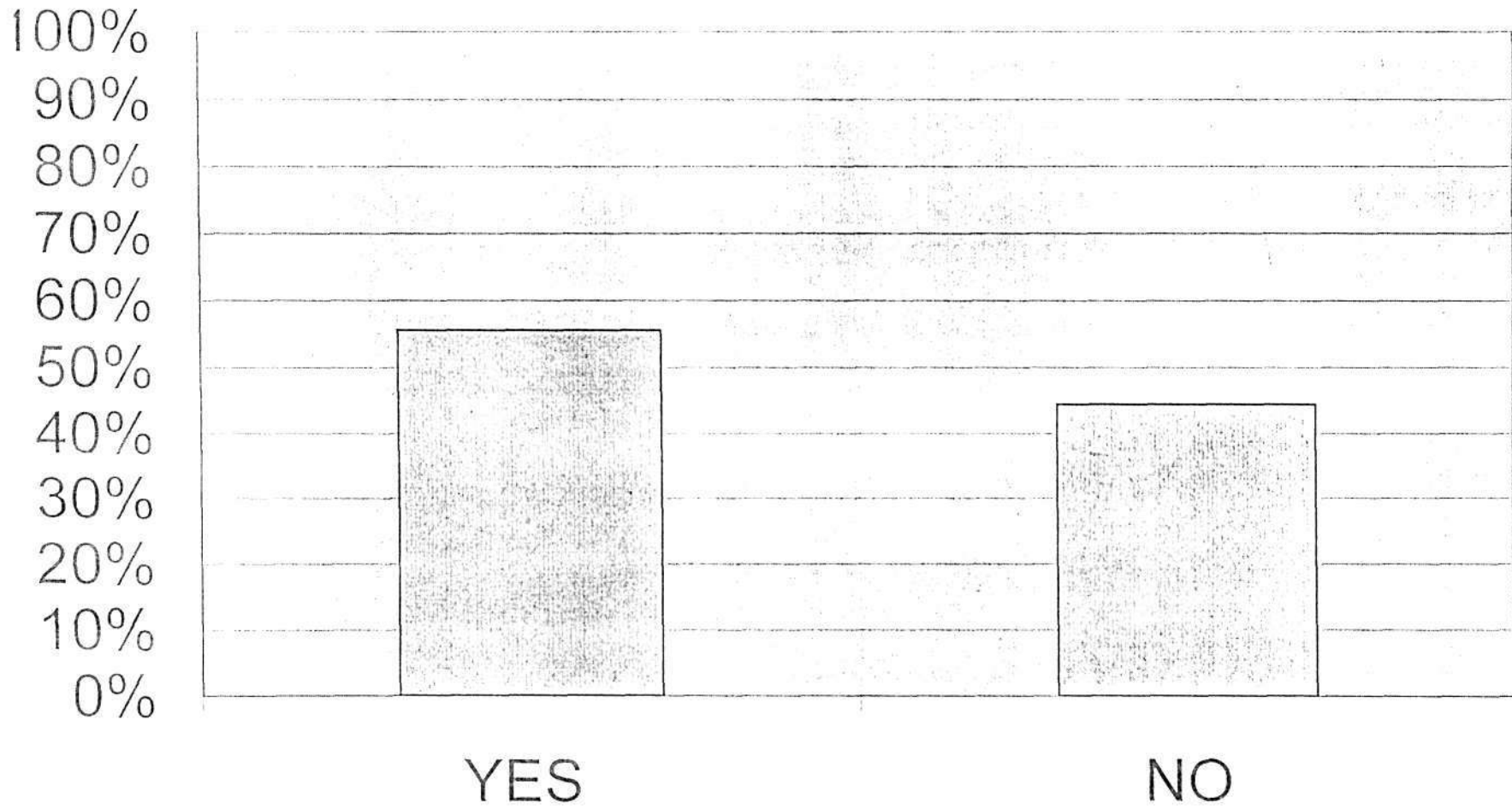


PERCENTAGE OF PERSON RESPONSIBLE FOR
DISCIPLINE AT SCHOOL.

TABLE E



PERCENTAGE OF YES AND NO RESPONSES TO DO MALE AND FEMALE TEACHERS
DISCIPLINE DIFFERENTLY.
TABLE F



CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS.

This research project is a case study of a poorly resourced rural Primary School. It has attempted to do a number of things: to assess the effects of Educational Policy change on the practice of corporal punishment, to investigate the degree of change in the manner that discipline is exercised, how students, teachers and parents of Amaqadi C.P. School perceive corporal punishment and how they experience it.

It has made findings on a number of important issues of school governance. It has revealed that corporal punishment is frequently used at Amaqadi C.P. School. It showed that some students are beaten at least once a week, though the researcher believes that this could be higher because corporal punishment may have been administered in classrooms that he was unable to detect.

With the help of observations, interviews and questionnaires, this study has revealed that corporal punishment at Amaqadi C.P. School is now less severely applied than before. If one considers that corporal punishment has been illegalized then every incident of beating is nevertheless a serious incident.

The findings also revealed that all teachers from grade One to grade Seven, including the Principal, are responsible for physically beating the students of Amaqadi C.P. School. This occurs even though teachers are quite aware that legal action can be instituted against them for beating learners. Thus far, however, no teacher has been prosecuted for using corporal punishment.

All students at Amaqadi C.P. School are beaten except the grade zero learners because one of the factors that influence the use of corporal punishment is the age of the learners. Both boys and girls are beaten, but the beatings are gendered in nature - boys are beaten more frequently than their counterparts. The proof of the above is provided in the punishment record book (see appendix A).

There are various reasons for being beaten at Amaqadi C.P. School. These range from lateness, truancy, talking in class, swearing, destruction of property, drinking alcohol, cruelty, smoking, poor work, disobedience, cheekiness, lying, not able to answer in class, stealing, lack of neatness, not performing well in class to fighting.

Though there are various results of corporal punishment, students of Amaqadi C.P. School concede that corporal punishment urges them to obey in class and is an effective component of learning and teaching. Teachers believe that corporal punishment is a time-tested way of instilling discipline in students.

This case study not only focused on Amaqadi C.P. School but also traced the calls to illegalize corporal punishment internationally as well as locally. It revealed that the noble intentions of South African Schools Act policy makers do not always translate well into school structures. This is because the contexts of the 1996 Act is seen by teachers as

depriving them of the authority that they have over students and this will lead to indiscipline among students.

The study also revealed that the imposition of the 1996 Act is premature at Amaqadi C.P. School because teachers, students and parents are in favour of the continued use of corporal punishment. It arrived at the above through observations, interviews and responses from questionnaires given to teachers and students. The responses from these questionnaires speak volumes about the feeling and experiences of teachers and students about this pertinent issue of corporal punishment.

The research project did not confine itself to the school location only but cast its net as wide as the home and the community where students live. The community and the home expect that children be beaten at school as they are at home. This is exactly what the school does. These expectations have an impact on the students and their education.

Other forms of discipline such as detention, being shouted at, extra homework, garden work, periods of silence, writing out lines, community service, exclusion from the class, discussing the issue with the teacher or the class, are new and unfamiliar at Amaqadi C.P. School and are not at all preferred by teachers, students and parents.

The main findings can be explained by two factors: - Firstly, is the unavailability of alternative forms of corporal punishment. Though the government has urged schools to develop their own codes of conduct, the investigated school was found to have not heeded this call. Secondly, teachers, parents and students still believe in the efficacy of corporal punishment.

This thesis has also revealed that the trend in international laws and the Bill of Rights is to regard children as individuals with human rights. If corporal punishment is bad for other students elsewhere in the countries of the world, then it is likely to be bad for students of Amaqadi C.P. School. If it is bad for humans, then it is also bad for children because they are also humans.

Provincial Minister of Education Mrs. Eileen KaNkosi-Shandu has sown confusion among teachers, parents and learners when she openly declared her support for the reinstatement of corporal punishment in schools. Her utterances have led to the belief that beating is lawful at home and schools. This bolstered support among teachers for corporal punishment.

Although the National Government does not prescribe how to deal with misbehavior at school, the following recommendations appeared in recent publications, notably the **Teacher** and **The Daily News** in 1999.

Alternatives to Corporal Punishment

Design a code of conduct with your students.

1. Get your students to talk about why we need rules if learning is to take place.
2. Discuss why certain behaviors are unacceptable.
3. Then prioritize with your students which unacceptable behaviors are the most problematic and decide on appropriate punishment for these.
4. Once the code of conduct in your class has been finalized, ask students to write up the code.
5. Post the code of conduct in your classroom in a visible place. Review your code of conduct regularly with your students. Don't only refer to it in crisis.
(**The Teacher**, March, 1999)

The Daily News also put forward its own recommendations, titled, "When Your Teacher Spansks You". It raised the following: -

If you have a problem with a teacher inflicting corporal punishment, here are some steps you can take.

- Tell the teacher that what he or she is doing is wrong and is contrary to the constitution . Tell them not to do it again .
- If this does not work, go to the principal immediately and complain.
- If this does not work, go with your parents to the School Governing Body. They are bound to help you but, if this does not work,
- Go to the Department of Education and take legal action. Remember that no teacher has the right to hit you (**Daily News**, 17 August 1999).

There is a need for a slow and careful change in punishment practice. Parents need to be educated about the negative effect of corporal punishment. Teacher, students and the school Governing Body need, as a matter of urgency, to address this thorny issue before legal action is taken or a learner is injured at Amaqadi C.P. School. This area itself requires some research, but at least there is a place to start. The route followed by former white, single sex girls, school, where such mechanisms (alternatives to the use of corporal punishment) have been in place for some time, can provide a helpful starting point.

Nobody is going to come from outside the Amaqadi C.P. School with a blue print on ways to discipline learners. This will be achieved through the efforts of the teachers, students and parents of Amaqadi C.P. School who understand their school environment

better than anybody, it is they who will effect these changes and hopefully, they will do so before an injury is reported or a teacher is hauled before the court and charged.

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Appendix A

DATE	PUPILS NAME	CLASS	AGE	OFFENCE	PUNISHMENT	ADMINISTERED BY	WITNESS	REMARKS
6.9.96	NGCOBO WISEMAN	STD IV	16	GAMBLING	4 LASHES	M. J. NYOKA		
6.9.96	MAGCABA SBONISO	STD III	13	GAMBLING	4 LASHES			
19.9.96	MAJOLA BONFACE	SSB	9	ABSENTEEISM	3 STROKES			
19.9.96	EMMANUEL MAGUBANE	SSB	9	TRUANCY	3 STROKES			
23.9.96	NGCOBO CAIPHUS	STDII	11	LATENESS	2 STROKES			
11.10.96	VILAKAZI MICHAEL	STDII	12	TRUANCY	3TROKES			
					1997			
DATE	PUPILS NAME	CLASS	AGE	OFFENCE	PUNISHMENT	ADMINISTERED BY	WITNESS	REMARKS
12.3.97	DLADLA ENOCK	STD 2	10	ABSENTEEISM	4 STROKES	M. J. NYOKA		
12.3.97	NGCOBO MAXWELL	STD 2	11	ABSENTEEISM	4 STROKES	M. J. NYOKA		
16.8.97	MBOKAZI NKOS'KHONA	STD 3	13	BULLYING	3 STROKES	M. J. NYOKA		
16.8.97	MKHIZE EMMANUEL	STD 3	14	BULLYING	3 STROKES	M. J. NYOKA		
16.8.97	SHOZI MCABANGELENI	STD 3	11	BULLYING	3 STROKES	M. J. NYOKA		
16.8.97	MAJOLA ELIAS	STD 3	13	BULLYING	3 STROKES	M. J. NYOKA		
16.8.97	NGCOBO WELCOME	STD 3	14	BULLYING	3 STROKES	M. J. NYOKA		
					1998			
11/02/98	KHUZWAYO MANDLA	GRADE 8	18	SMOKING	5 STROKES	S.DEENANATH		
11/02/98	PHEWA BONGUMUSA	GRADE 8	16	SMOKING	5 STROKES	S.DEENANATH		
11/02/98	MAJOLA ELIAS	GRADE 7	16	SMOKING	5 STROKES	S.DEENANATH		
02/06/98	ZUNGU MTHOKOZISI	GRADE 5	11	BROKE A WINDOW PANE	2 STROKES	S.DEENANATH		
31.09.98	SIBISI VINCENT	GRADE 8	17	TEARING A REPORT CARD	5 STROKES	S.DEENANATH		
19.10.98	1. MAJOLA ZAMANI	GRADE 8	16	DRUNK ON AN EDUCATIONAL TOUR	5 STROKES	M. J. NYOKA		
19.10.98	2. SHANGASE THULANI	GRADE 8	18	DRUNK ON AN EDUCATIONAL TOUR	5 STROKES	M. J. NYOKA		
19.10.98	3. DLADLA SBONGAKONKE	GRADE 8	18	DRUNK ON AN EDUCATIONAL TOUR	5 STROKES	M. J. NYOKA		
19.10.98	4. MEYIWA ELPHAS	GRADE 8	18	DRUNK ON AN EDUCATIONAL TOUR	5 STROKES	M. J. NYOKA		

Appendix B

QUESTIONNAIRE FOR TEACHERS AT AMAQADI C.P. SCHOOLS.

Dear Teacher

With the permission of the Provincial Department of Education in Mpumalanga Circuit, I am doing research on Corporal Punishment in schooling. This is an issue of concern to Educators for a number of reasons: The lack of discipline undermines a healthy teaching environment, the use of violent forms of discipline may also undermine a healthy teaching environment. As a student at the University of Natal – Durban, I have taken an interest in this important issue and I am conducting a research titled, “The effect of Education Policy change on Corporal Punishment at Amaqadi C.P. School.” In order to get a more representative sample, I have concentrated my research into this school. It would help me very much if you filled out this Questionnaire. All details are confidential.

Thank You

A. BIOGRAPHICAL DATA

Please tick the appropriate box.

1. Age

20-25 yrs	26-30 yrs	31-35 yrs	36-40 yrs	40 and over
-----------	-----------	-----------	-----------	-------------

2. Sex

Male	Female
------	--------

3. Race

African	Coloured	Indian	White	
---------	----------	--------	-------	--

4. Main Home Language

Afrikaans	English	Xhosa	Zulu	Other
-----------	---------	-------	------	-------

5. Grades which you teach in School. (Please tick all those classes that you teach)

1	2	3	4	5	6	7	
---	---	---	---	---	---	---	--

6. Type of School.

Co-educational	Single-sex
----------------	------------

B. SCHOOL DISCIPLINE

7. What is the most common type of disciplinary problem that you face at school ?
(Number the most common, as number 1; the second most common as number 2
and so on)

Lateness	Staying away from school	Talking in class	Swearing	Destruction of property	Drinking alcohol
Smoking	Cruelty	Disobedience	Poor work	Cheeky	Late coming
Lying	Not able to answer in class	Lack of neatness	Stealing	Not performing well in sport	Failure to do home work

8. Which do you find to be the most effective form of punishment (Number the most effective as number 1; the second effective as number 2;and so on)

Detention	Being shouted at	Beaten	Given extra homework
Garden work	Periods of silence	Community service	Writing out lines
Discussing the issue with the teacher	Discussing the issue with the class	Exclusion from class	Other

Please explain why you think these are most effective forms of punishment

--

9. Do male and female Teachers use discipline differently?

Yes	No
-----	----

10. If yes, what are the differences?

--

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

Yes	No
-----	----

12. If yes, what are the differences?

--

C. ATTITUDE TOWARDS DISCIPLINE

13. When you have to impose discipline, which of the following feelings do you feel after you have beaten a student? Please tick no more than two of the boxes.

Angry	Ashamed	Sad	Happy	Proud	Tough	Justified	None of these
-------	---------	-----	-------	-------	-------	-----------	---------------

14. When you have to impose discipline, which of the following feelings do you feel after you have shouted at a student. Please tick no more than two of the boxes.

Angry	Ashamed	Sad	Pleased	Happy	Proud	Tough	Justified	None of these
-------	---------	-----	---------	-------	-------	-------	-----------	---------------

15. After you have given detention? Please tick no more than two of the boxes.

Angry	Ashamed	Sad	Happy	Proud	Tough	Justified	None of these
-------	---------	-----	-------	-------	-------	-----------	---------------

16. After you have ordered students to do given garden work? Please tick no more than two of the boxes.

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
-------	------	-----	-------	-------	-------	---------	---------------

17. After you have given extra homework? Please tick no more than two of the boxes.

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
-------	------	-----	-------	-------	-------	---------	---------------

18. After you have told the class to be silent? Please tick no more than two of the boxes.

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
-------	------	-----	-------	-------	-------	---------	---------------

19. After you have discussed the issue with the student/s? Please tick no more than two of the boxes.

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
-------	------	-----	-------	-------	-------	---------	---------------

26. Please give reasons for your answer.

Thank you for taking the time to fill out this Questionnaire. I wish again to repeat that your response will be treated as strictly confidential.

Zimisele E. Mkhize
Masters in Education Student
University of Natal
Durban

Appendix C

QUESTIONARE FOR STUDENTS AT AMAQADI C.P. SCHOOLS

Dear Student

With the permission of the Provincial Department of Education in Mpumalanga Circuit, I am doing research on patterns of Corporal Punishment in schooling. This is an issue of concern to Educators and students alike for a number of reasons: The lack of discipline undermines a healthy teaching environment, the use of violent forms of discipline may also undermine a healthy learning environment. As a student at the University of Natal – Durban, I have taken an interest in this important issue and I am conducting a research titled “The effect of Education Policy change on Corporal Punishment at Amaqadi C.P. school”. In order to get a more representative sample, I have concentrated my research into this school. It would help me very much if you filled out this Questionnaire. All details are confidential.

Thank You

A. BIOGRAPHICAL DATA

Please tick the appropriate box.

1. Age

10 – 12 yrs	13 – 15 yrs	15 – 17 yrs	18 and over
-------------	-------------	-------------	-------------

2. Sex

Male	Female
------	--------

3. Race

African	Coloured	Indian	White
---------	----------	--------	-------

4. Main Home Language

Afrikaans	English	Xhosa	Zulu	Other
-----------	---------	-------	------	-------

5. Grade in school

4	5	6	7
---	---	---	---

6. Type of school

Co-educational Single-sex

7. Home situation: Do you live with

Both Parents	Only your Mother	Only your Father	Both Grand parents
Only your Grandmother	Only your Grandfather	Uncle and / or Aunt	Other (Please specify)

8. Do you have brothers and sisters?

Yes No

9. If yes, How many brothers?

1 2 3 4 5 or more

10. If yes, How many sisters?

1 2 3 4 5 or more

B SCHOOL DISCIPLINE

11. What, in your experience, is the most common type of discipline used in school?
(Number the most common, number 1, the second most common number 2 and so on in the boxes provided)

Detention	Being shouted at	Beaten	Give extra homework
Garden work	Periods of silence	Community service	Writing out lines
Discussing the issue with the teacher	Discussing the issue with the CLASS	Other	Other

12. Which is the most effective punishment? (Number the most effective, number 1, the second most effective number 2 and so on in the boxes provided)

Detention	Being shouted at	Beaten	Given extra homework
Garden work	Periods of silence	Community service	Writing out lines
Discussing the issue with the teacher	Discussing the issue with the CLASS	Other	Other

Please explain why you think these are the most effective forms of punishment.

13. For what reasons does the Teacher discipline the class? (Number the most common, number 1, the second most common number 2 and so on)

Lateness	Staying away from school	Talking in class	Swearing	Destruction of property	Drinking alcohol
Smoking	Cruelty	Disobedience	Poor work	Cheeky	Other
Lying	Not able to answer questions in class	Lack of neatness	Stealing	Not performing well in sport	Other

14. Do male and female Teachers use discipline differently?

Yes	No
-----	----

15. If yes, what are the differences?

16. In the last three years has there been any change in the way punishment is given at your school?

Yes	No
-----	----

17. If yes, what changes have occurred ?

C. ATTITUDE TOWARDS DISCIPLINE

Which of the following feelings do you feel after you have been disciplined?

18. After being beaten? (Please tick no more than two of the boxes provided)

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
-------	------	-----	-------	-------	-------	---------	---------------

19. After being shouted at? (Please tick no more than two of the boxes provided)

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
-------	------	-----	-------	-------	-------	---------	---------------

20. After being given detention? (Please tick no more than two of the boxes provided)

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
-------	------	-----	-------	-------	-------	---------	---------------

21. After being given gardening work? (Please tick no more than two of the boxes provided)

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
-------	------	-----	-------	-------	-------	---------	---------------

22. After given extra homework?

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
-------	------	-----	-------	-------	-------	---------	---------------

23. After being ordered to be silent? (Please tick no more than two of the boxes provided)

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
-------	------	-----	-------	-------	-------	---------	---------------

24. After discussing the issue with the Teacher? (Please tick no more than two of the boxes provided)

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
-------	------	-----	-------	-------	-------	---------	---------------

25. After discussing the issue with the class? (Please tick no more than two of the boxes provided)

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
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26. After being required to do community service? (Please tick no more than two of the boxes provided)

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
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27. After being given lines to write out? (Please tick no more than two of the boxes provided)

Angry	Hurt	Sad	Happy	Proud	Tough	Wronged	None of these
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28. Who do you think should be mainly responsible for discipline at school? (Please tick only one of the boxes provided)

Headmaster	Class teacher	SRC	Parents	Prefects	Nobody
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29. Please give reasons for your answer.

D. DISCIPLINE AT HOME

30. Who is mainly responsible for discipline in your home?

Father	Mother	Both Mother and Father	Other
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31. If somebody other than your parents, please state who

32. When you were young, before you entered school, how were you disciplined in your home? (Number the most common, number 1, the second most common number 2, and so on)

Sent to bed	Beaten	Fined	Shouted at	Told to do household jobs	Asked to explain your actions	Other
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33. In relation to the most common form of discipline you received, how often were you disciplined?

At least twice a day	Once a day	Three times a week	Once a week	Once every two weeks	Once a month or less
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34. Were your brothers and / or sisters disciplined differently from you?

Yes	No
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35. If yes, state the differences

36. If you were beaten at home, how old were you when the first beating took place?

3 or younger	4 - 5 yrs	6 - 7 yrs	8 - 10 yrs	Older than 10
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37. If you were beaten, who beat you? (Tick all those who beat you)

Grandmother	Brother	Aunt	Uncle	Non-family member
Sister	Father	Grandfather	Mother	Any relative

38. How were you beaten?

With hand	Sjambok	Stick	Shoe	Cane	With some other implement
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39. Where on your body were you beaten?

Buttocks	Hand	Back	Legs	Face	Other part of the body
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40. Were you ever injured when you were beaten?

Yes	No
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41. If so, did you ever need to go to a hospital or clinic to be treated for your injuries?

Yes	No
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42. Do your parents or members of your household still discipline you?

Yes	No
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43. If so, please state which forms of punishment they use.

Sent to bed without food	Beaten	Fined	Shouted at	Told to do household jobs	Asked to explain your actions	Other
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44. Since you have attended school, do your parents punish you for any of the following?
(Tick all those that are applicable and number the most common cause of punishment number 1, the second most common, number 2, and so on)

Smoking	Late	Disobedient	Drinking	Becoming gang member
Untidy	Crime	Sex	Leaving the home without permission	Other

Thank you very much for your co-operation. It is highly appreciated.

Zimisele E. Mkhize
Masters in Education Student
University of Natal
Durban
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