

**THE PERCEPTIONS OF EDUCATORS,
LEARNERS AND PARENTS ON THE
BANNING OF CORPORAL PUNISHMENT
AT
A SECONDARY SCHOOL LEVEL**

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PUNISHMENT AT SECONDARY LEVEL**

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DECLARATION

I, PETRUS MKHANYISENI MDABE
The Registrar (Academic)
UNIVERSITY OF KWAZULU-NATAL

Dear Sir

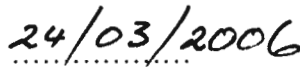
REG. NO.: 9506386
DEGREE : MASTER OF EDUCATION

Hereby declare that the dissertation titled
'THE PERCEPTIONS OF EDUCATORS, LEARNERS AND PARENTS ON THE
BANNING OF CORPORAL PUNISHMENT AT SECONDARY LEVEL,'

is the result of my own investigation and research and that it has not been submitted in
part or in full for any other degree or to any other University.



SIGNATURE



DATE

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude and appreciation towards the following people for their immeasurable and indispensable assistance and contributions:

- ❖ Dear Almighty God who guided me through in thoughts, efforts and granted me sound health, patience and perseverance that enabled me to complete this study.
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- ❖ Most of all I must thank my wife, Gertrude Buzani, for her untiring support, love, understanding and patience through all my studies.

DEDICATION

This dissertation is dedicated to

My wife Gertrude Buzani,

My children Thandeka, Ntokozo and Nhlakanipho,

In memory of my father,

Qambindaba Richard KaManyela Ogodweni, and

To my mother Rosalia Bahawukile (MaCele)

LIST OF ACRONYMS

J.S.T.C. - Junior Secondary Teachers' Certificate

P.T.C. - Primary Teachers' Certificate

R.C.L. - Representative Council for Learners

SASA. - South Africa School Act

NEPA - National Education Policy Act

H.O.D. - Head of Department

PL1 - Post Level One

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CHAPTER ONE

MOTIVATION FOR THE STUDY

1.1. INTRODUCTION

For so many years, the schooling system in South Africa has been faced with numerous problems. Some of these problems were caused by lack of proper disciplinary procedures in schools. Disciplinary measures sometimes resulted in many learner dropouts, which resulted in social problems. Punishment that was used in schools as a form of discipline, was cruel, inhumane and degrading. The way in which discipline was handled in schools sometimes violated the human rights of learners.

The researcher was part of such a schooling and disciplinary system and has been the victim of the system, both as a learner and an educator. In 1996, the South African Schools' Act (Act No 84 of 1996) prohibited the use of corporal punishment in public and independent (private) schools.

1.2. THE PURPOSE OF THE STUDY

The purpose of this study is to investigate the perceptions of educators, learners and parents on the banning of corporal punishment at a secondary school level.

1.3. RATIONALE FOR THE STUDY

Before the South African Schools' Act (Act No. 84 of 1996) was formally enacted, educators and parents would force children to do tasks by using corporal punishment as a threat. Consequently many children behaved submissively because of fear of punishment. Now that corporal punishment can no longer be used, it is of significance to investigate the perceptions of educators, learners and parents of the prohibition of corporal punishment. It would also be

important to investigate how educators (in the absence of “stick”) cause learners to do various tasks at school as expected. The success of this study will, hopefully, become the solution the problems experienced in schools, which negatively impact on the culture of learning and teaching. It is hoped that this study will also make a significant contribution to the prevailing debate on corporal punishment..

Documentation of this study will also inform both National and Provincial Departments of Education on the effect of banning corporal punishment. Findings of this research will assist the Department of Education on the future planning and policy- making concerning discipline in schools.

Lastly, this study opens new avenues to be explored by other researchers within and across disciplines and fields.

1.4. THEORETICAL FRAMEWORK

This study is based on Skinner’s behavioural psychological and reinforcement theory (Duminy and Sohngë 1981:15). According to this theory, learning can be predicted and controlled through the use of stimulus, which cause specific behaviour. Such behaviour itself produces an outcome of response. Skinner’s theory regards punishment as a particular behaviour of an individual.

Skinner’s main argument against the use of punishment is that, it is ineffective in the long run. According to Skinner’s theory, punishment simply suppresses behaviour and, when threat of punishment is removed, the rate with which the behaviour occurs, returns to its original level (Hergenhahn, 1976: 103).

Skinner’s theory also corresponds with the traditional assumption, which is based on the old school of thought that values the use of corporal punishment to raise children.

The old expression that says: “spare the rod and spoil the child”, therefore, cannot be divorced from this theory.

1.5. CRITICAL QUESTIONS

This study seeks to answer the following questions:

- 1.5.1. What are the perceptions of educators, learners and parents on the banning of corporal punishment?
- 1.5.2. Why do educators, learners and parents have these perceptions?
- 1.5.3. What is the relationship between corporal punishment and human rights?
- 1.5.4. What are some of the alternatives used instead of corporal punishment?

1.6. DEFINITION OF KEY TERMS

1.6.1. PERCEPTION

According to Morgan and King (1982: 252), the term “perception” refers to the way the world looks, sounds, feels, tastes or smells. A person’s perceived world is the world of his immediate experience; therefore forming the cornerstone of perception. Perception is stimulated and cast by what takes place around people. By implication, perception is also a psychological process.

Straton and Hayes (1993: 139) define perception as “the process by which we analyse and make sense out of incoming stimuli”. Psychological value judgement is therefore part of perception. Since the mind is not a passive receiver of stimuli, there is a reciprocal interaction between the mind and stimuli. Morgan and King (1982: 252) believe that, “part of

what we perceive comes through our senses from the object before us, another part always comes out of our own.”

Perception is, therefore, shaped by experience but is never a sum total of it. It is regarded as the process by which an organism receives stimuli, or extracts certain information about the environment. Learning, thinking, together with perception, have traditionally been referred to as the cognitive process since they all deal, to some extent, with problems of knowledge. It is a superset, which subsumes the subsets of learning, memory and thinking in the total act of information extraction. Perception refers to the means by which the information a person acquires from the environment, is transformed into experiences of objects, events, sounds, tastes, etc. (Forgus and Melamed, 1976: 1-3; Wolfgang, 1988: 67).

Perception is not a momentary final product, but a process extended in time and culminating in conscious representation and meaning (Hentschel, Smith and Dragnus, 1986: 5). Person perception may be defined as the forming of judgements about other people, particularly those that concern people as social beings, and this perception may also refer to “the ways people react and respond to others, in thought feeling and action” (Cook, 1979: 23)

According to Cook (1979: 97) there are often major individual differences in how stimuli are perceived and interpreted. Perceivers may differ in:

- ❖ What they pay attention to;
- ❖ How they label or categorize what they have observed, and
- ❖ What inferences they draw from the categorized person, behaviour or situation.

The perceptual world is far too complex to be perceived in its entirety. The perceiver must select where to focus his attention. Much of the time the perceiver’s purposes, values and expectations play a significant role in attention.

Perceivers differ markedly in how they label and code the appearance and behaviour of other people. It appears that our purposes, values and expectations, lead us to code and label events in our own way. Perceivers vary in what aspects of people situations and behaviour they pay

attention to, and their own needs, values, purposes and past experiences also affect how they code or describe these things. Finally, perceivers may also differ in what kinds of influences they draw from the information they have (Cook, 1979: 97).

Perception is, therefore, shaped by experience but is never a sum total of it. In this study, perception is used to refer to educators', learners' and parents' psychological value judgements-based emotions.

1.6.2. EDUCATOR

According to the National Education Policy Act 27 of 1996, “educator” means any person who teaches, educates or trains other persons at an education institution, or assists in rendering education services, or education auxiliary or support services provided by, or in an education department, but does not include any officer or employee as defined in Section 1 of the Public Service Act of 1994 (Proclamation No. 103 of 1994).

1.6.3. LEARNER

The South African Schools' Act (Act No. 84 of 1996) defines “learner” as any person receiving education or obliged to receive education in terms of this Act.

1.6.4 PARENT

The South African Schools' Act (Act No. 84 of 1996) defines parent as follows:

- (a) “the parent or guardian of a learner
- (b) the person legally entitled to custody of a learner,
- (c) the person who undertakes to fulfil the obligation of a person referred to in (a) and (b) towards the learner’s education at school.”

1.6.5. BANNING

According to The South African Oxford School Dictionary (1996), banning refers to “forbidding something officially that must not be done or used.”

1.6.6. SECONDARY SCHOOL LEVEL

This is an educational level between primary and tertiary educational levels. In the Republic of South Africa Secondary Schools are divided into junior and senior secondary phases (Schalkwyk 1988: 123). These are also referred to as senior secondary schools or high schools. They may start from grade seven or eight up to and including grades ten or twelve.

1.7. VALIDATION

Validity is generally concerned with the extent to which an instrument measures what it is supposed to measure (Ary, et al, and 1996: 262). To strengthen the validity of the instrument, in this case, the pilot study was conducted to test the validity of the questionnaires. Furthermore, to strengthen content validity, a follow-up control interview was conducted with educators and learners who were excluded from completing the questionnaires.

1.8. DELIMITS OF THE STUDY

The study is only focused on the two circuits of Umlazi District that is, Umbumbulu and Phumelela Circuits. In addition, the study is subjected to the following constraints:

- (a) The study focuses on secondary educators and learners. Therefore, study has excluded a bulk of primary school educators and learners.
- (b) Only twelve secondary schools at Umlazi District were used to measure the sample.

1.9 CONCLUSION

In this chapter motivation for the study is discussed. The purpose and the rationale for the study are highlighted. The theoretical framework which explains the theory on which the study is based, is also discussed. Critical questions which the study seeks to answer, are listed. Key terms have been defined for elucidation purposes. Lastly, delimits for the study are discussed.

The following chapter deals with a literature review on the subject of corporal punishment as a form of discipline.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

The South African Democratic Government brought about many changes in our society. Amongst the changes that had an impact on education, was the banning of corporal punishment in all schools under Section 10 (1) (2) of the South African Schools' Act (Act no. 84. of 1996). Although much literature exists on corporal punishment in education, little is known of how South African educators deal and engage with the issue of disciplining the learners.

The literature that is available on this subject presents many diverse views on punishment. From the psychological point of view punishment produces negative results, whereas, other authors view punishment from a contrasting perspective. Punishment is regarded by authors as a means of maintaining discipline, order and reinforcement of codes of conduct.

2.2. DEFINITION OF PUNISHMENT

Bean (1981) defines punishment as “the infliction of an ill suffered for an ill done.” This definition is supported by Grupp (1971) when defining punishment as a retributive, deterrent and reformatory process. Clearly, all these definitions have one common element which becomes dominant, that is, infliction of pain on the person being punished.

2.3. PUNISHMENT AS A FORM OF DISCIPLINE

Most authors see punishment as a form of discipline. According to Alfonso et al (1975: 75) “punishment is a form of discipline, which is used as a corrective measure to restore disciplined behaviour.”

2.4. DISTINCTION BETWEEN DISCIPLINE AND PUNISHMENT

According to Wilson (1971: 79), discipline is seen as educative order. The word ‘discipline’ refers to the kind of order involved in trying to reach appropriate standards, or follow appropriate rules for engaging in a valued activity. ‘Punishment’ is the infliction of a pain which is right that one should suffer, not for breaking the rules of a particular system of control, but for moral wrongdoing, or in other words, for faults of discipline.

When distinguishing discipline from punishment, Engelbrecht and Lubbe (1979), both maintain that the most important function of discipline is to teach the child to make correct use of his/her freedom. As a result, the child will progress towards self-discipline. Discipline is a much broader concept than punishment, which is merely an act, or an application of discipline.

Moore (1999: 416) regards discipline as an important aspect of classroom management, which perennially appears as the major concern for teachers, parents, administrators and learners. Discipline should not be viewed as primarily concerned with punishment. Punishment involves the consequences of misbehaviour, whereas discipline deals with the prevention of classroom misbehaviour as the consequence of disruptive actions.

2.5. THE NEGATIVE EFFECTS OF PUNISHMENT

Cronje, et al. (1985) maintain also that excessive discipline, especially when it is severe corporal punishment, can so humiliate the child or juvenile that he/she becomes hostile towards his parents and in the long run feels few or no bonds with the family. Such excessive discipline usually includes immoderate restriction of the child's or juvenile's freedom, preventing him/her from developing a feeling of independence and self-confidence and causing problems in his/her intercourse with others, even with his/her friends, and with integration into the community. This type of unbalanced discipline does not allow the child to develop into a balanced person.

Jennings (1979) also agrees that beating children is abhorrent in itself and ineffective in changing behaviour. Any case of severely punitive reaction merely confirms the child's feeling of rejection and may strengthen the attitudes, which motivate his/her disruptive behaviour.

When opposing the use of punishment, Carlson (1976: 12) argues that however relative the theory and however varied the instrument of punishment, punishment still remains a brute social fact.

2.6. THE POSITIVE EFFECTS OF PUNISHMENT AS A FORM OF DISCIPLINE

Although punishment forms part of discipline, discipline in itself should not be viewed as being negative. Discipline is necessary for every human being in order to fit in society. Through discipline the child realizes the necessity for order in the world around him/her and that to maintain a certain order, some behavioural patterns are abhorred whilst other patterns are praised. Some teachers argue that discipline is a means of teaching a child self-control and self-direction, which sharpens his/her conscience regarding what is deemed right and wrong. (Msomi 1986: 37-39)

The discipline of a school depends upon an acceptance by teachers, parents and children of a common framework of values and expectations. The various groups involved in this framework will make it their own only if they have an opportunity to talk about, and think through, the aspects which are not usually part of their thinking (Jennings 1979: 19).

Rich (1982: 59) declares that “punishment, of whatever type, is best justified whenever persistent misbehaviour leaves no alternative, whenever it is combined with positive statements of expectations and reminders about rules, and only after the learner has been told what specific behaviour he/she is being punished for.”

2.7. WHEN AND HOW TO ADMINISTER PUNISHMENT

To make certain when punishment is used to best effect, Capel et al (2000:115-116), make the suggestion that a teacher must avoid punishing the whole class for the behaviour of one or a few pupil(s). The teacher has to make it clear which pupil(s) are being punished and specific reasons they are being punished. Further the punishment should always be given fairly and consistently and in proportion to the offence. Idle threats should not be made to pupils, by terrorising them with punishment that cannot be carried out. In order to increase appropriate behaviour, to the offender should be informed of any positive aspect of the behaviour being punished, and then further explain the appropriate behaviour.

Moore (1999: 437- 438) perceives verbal reprimands as the most common consequence for curbing disruptive behaviour. To achieve best results, such verbal reprimands should be administered privately rather than publicly. This is done in order to avoid confrontations with the offending students.

Moore (1999) also suggests other forms of punishment, such as loss of privileges, detention, and in-school suspension, a technique which involves removing recalcitrant students from a class and placing them in a special area, where they proceed with their school work.

2.8. THE INTERNATIONAL SCENARIO CONCERNING CORPORAL PUNISHMENT

According to Oliva and Pawlas (2001: 206), the debate surrounding corporal punishment has raged ever since children were herded into institutions called “schools” and “schoolmasters” first whipped out the “hickory stick.” Whereas only two states in the U.S.A. prohibited corporal punishment in the 1970’s, today twenty-seven states, and considerable number of localities ban this form of punishment by state statute, state regulation, or school board action. Spanking is usually a last, desperate effort before suspension, expulsion, or transferral of a child. Whether it is effective is highly questionable. Oliva and Pawlas (2001: 206) confirm their view of corporal punishment when they say: “Of all the discipline techniques, corporal punishment distinguishes itself as having the fewest assets and greatest number of liabilities.”

Moore (1999: 439) is against the use of corporal punishment as an option for the following reasons: First of all, it is illegal in most states for teachers to administer corporal punishment. Secondly, middle and secondary students are too old for corporal punishment. Moreover, corporal punishment often fails to address the long-term problem. In short, corporal punishment has proven to be ineffective, and other techniques usually are more effective when dealing with older students. Lastly, corporal punishment may lead a teacher to become the victim of open accusations of brutality and consequent legal investigations.

2.9. CONCLUSION

This chapter has dealt with literature on punishment and discipline. The chapter highlights the distinction between discipline and punishment, and the positive and negative effects of punishment. The chapter also elaborates on how and when to administer punishment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The purpose of this chapter is to discuss the methodology implemented to collect data that is analysed in chapter four.

3.2. PERMISSION TO CONDUCT RESEARCH

The permission to conduct research was requested in writing from the Circuit Office Managers of Umbumbulu and Phumelela Circuits. Permission was granted. (Refer to appendices (I), (ii) and (iii).

3.3. THE RATIONALE FOR USING QUALITATIVE RESEARCH APPROACH

Burgess (1985) suggests that researchers should not rigidly apply methods of investigation, but need to consider theoretical and substantive problems involved, and be flexible in their research. Therefore, researchers who have utilised a qualitative approach in their investigations have tended to use a range of methods, skills, styles and strategies. These have been based upon social interaction with those whom they study, observation of people, situations and events, formal and informal interviewing, and the collection of documentary materials. The use of this approach has, therefore, been very useful to the research during data collection, because this enabled the researcher to use a flexible range of techniques, methods and theories.

3.4. THE SUITABILITY OF QUESTIONNAIRES AND INTERVIEWS AS DATA COLLECTING TOOLS FOR THIS STUDY

Data required for this study was collected by posing questions to the respondents using questionnaires aimed at the respondents whether they be educators, learners or parents, and also by interviewing educators.

Dane (1990) who asserts that gathering data from respondents using questionnaires and interviews supports this method as one of most effective ways of data collection.

Behr (1988) and Van Dalen (1979) view a questionnaire as a research tool that remains one of the best available instruments of data collection from a widely- spread population.

Arguing in favour of an interview as a data collection tool, Black (1982) and Babbie (1986) assert that an interview is an alternative method of collecting survey data. Rather than asking respondents to read questionnaires and send their own answers, researchers employ interviewers to ask the questions orally and record the respondents' answers. Interviewing is typically done as a face to face encounter.

3.5. APPEARANCE OF QUESTIONNAIRES AND INTERVIEW SCHEDULE

Frankel and Wallen (1990) and Cohen and Marion (1989) agree that the appearance of the questionnaire is of vital importance. How the questionnaire is visually presented to the interviewees is of importance in encouraging them to respond. They state further that the most important rule to follow is to ensure that the questions are spread out and follow an uncluttered format. A visually compressed layout does not stimulate interest. A larger questionnaire with plenty of space for questions is more encouraging to the respondents. Babbie (1986) states that the layout of an interview schedule should look like that of a questionnaire. The researcher, therefore, prepared the questionnaires and interview schedule in accordance to this view.

3.6. DRESS CODE OF THE INTERVIEWER

Babbie (1986) makes a pertinent statement regarding dress code. He states that, as a general rule, the interviewer should dress in a fashion similar to that of the people he/she will be interviewing. Sudaman and Bradburn (1983) and Caplovitz (1983) comment that an interviewer dressed in a manner that reflects wealth, will probably have difficulty in eliciting co-operation and responses from poorer respondents who may share his contention. On the other hand, the poorly dressed interviewer will have similar difficulties with wealthier respondents.

For these studies educators, learners and parents were involved, and the researcher therefore did not encounter any difficulty because he is also an educator who is familiar with the psychological impact of dress code.

3.7. DESCRIPTION OF THE POPULATION

The study was conducted in the Province of KwaZulu Natal (SA) in the Umlazi District which is part of eThekweni Region (see appendix (viii) for the map illustrating regions and districts). Two Circuits from the District were chosen for the research, namely Umbumbulu and Phumelela (formerly known as Umlazi North and Umlazi South Circuits). From each Circuit secondary schools were randomly selected. The rationale for using these two circuits is based on the fact that they are a favourable mixture of urban, semi-urban and rural schools. This enhanced the validity and reliability of the study, as respondents from all these areas form the target population.

The discussion on sampling below, further clarifies the point on the selection of schools.

3.8. SAMPLE SELECTION

In order to obtain the perceptions of educators, learners and parents on the banning of corporal punishment in secondary schools, samples of stakeholder groups in the population were selected. According to Wallen and Fraenkel (1991: 136) the advantages of cluster sampling are that it can be used when random sampling of individuals is difficult or impossible. This method is easier to implement in schools, and it is frequently less time-consuming.

Arguing about sampling, Sibaya (1989) contends that when sampling, the researcher tries to understand a segment of the world on the basis of observing a smaller segment, namely, a sample.

To ensure the validity of the study, the researcher considered a number of factors, one of which is the method of selecting representatives. Leedy (1980), and Fraenkel and Wallen (1990) highlight the importance of representatives.

Gay (1976) and Mulder (1989) recommend a sample of 10 percent as a minimum representative sample for a small population. The 10 percent sample for a small population is further confirmed by Walizer and Weinir (1978), who state that such a sample has the lowest risk, is more accurate and has a high level of significance.

For this study, it is necessary to include schools from both rural and urban areas. Umlazi; KwaMakhutha; Isipingo and Amanzimtoti, represent the urban areas, whereas Umbumbulu and Folweni represent the rural areas. Therefore the samples chosen adequately covers the characteristics of these two backgrounds.

Umbumbulu Circuit has sixty-two secondary schools and Phumelela Circuit has thirty-two secondary schools. The total number of schools in these circuits is more than ninety. Isaac and Michael (1983: 96) argue that when it is not economically feasible to collect and analyse

large sample data, small samples will be appropriate. They state further, that small-sample statistics assure the researcher of acceptable reliability in estimating sampling error before making decisions about the collected data. In order to conform with this statement, the researcher has chosen nine rural secondary schools from Phumelela Circuit. Owing to the population size of the stakeholders to be researched, a minimum of 10 percent per group, that is, educators, learners and parents were selected. Because of the diversity and size of the population, the researcher used random and clusters sampling. The procedures of sampling are discussed below.

3.9. THE USE OF CLUSTER AND RANDOM SAMPLING OF EDUCATORS, LEARNERS AND PARENTS

Hichock and Hughes (1989) define random sampling as a procedure where the sample is chosen purely from on identified segment of the population. According to Fraenkel and Wallen (1990), random sampling is based on probability theory. Therefore, it assumes that each individual, or element within a target population, has an equal chance of being chosen, to be interviewed or to fill a questionnaire.

They contend that the basic idea of random sampling is that the individuals selected are similar every way to the ones who are not selected and that bias should not enter the selection process.

Clusters of schools had been taken from the two circuits. Two alphabetical lists of all secondary schools were drawn from the circuits, that is, Umbumbulu and Phumelela.

From these alphabetical lists of schools a random selection was executed. Every tenth school's name was selected. This gave the researcher a total of nine schools from Umbumbulu Circuit and three from Phumelela Circuit.

From each of the clusters of learners and educators, lists were drawn up and individuals randomly selected. From the list of learners given, every 40th learner name was selected, and from the list of educators given at each school, every fifth educators' name was selected. The researcher, therefore, interviewed a total of twenty educators and administered three hundred questionnaires to learners.

3.10. SAMPLING OF LEARNERS

It has already been indicated that permission was obtained from the Education Department to conduct research at the schools. Prior arrangements were facilitated with schools' principals to prepare educators and learners to respond to questionnaires.

On arrival at each sampled school, the researcher requested lists of Grade 12 learners.

The rationale for selecting Grade 12 learners only was based on the assumptions that they were senior learners and that they would, therefore not be disadvantage language barriers when responding to questionnaires. It was also assumed that these learners had been part of schooling before 1996, which marks the banning of corporal punishment. Obviously time limitations system made it impossible to question every learner at the school.

3.11. SAMPLING OF EDUCATORS

From the list of schools selected from the two circuits only 10 percent were to be interviewed. In each of the schools visited, an alphabetical list of educators was drawn up. The procedure was that when a total number of educators were obtained from the list every fifth name was selected until the required number, which is 10 percent was realised. The remaining educators were not interviewed, but, however, given questionnaires to complete on their own.

3.12 SAMPLING OF PARENTS

Parents were not interviewed, but the questionnaires were sent to them via the learners. The parents for Grade 11 were selected by using the prepared lists. For every 10th learner from the list, a questionnaire was administered to his/her parents.

3.13. THE PILOT STUDY

Before preparing the research plan, it is advisable and helpful to implement the proposed procedures on a few control subjects. Fraenkel and Wallen (1990), state that, once the questions to be included in the questionnaire or interview schedule have been compiled, the researcher is advised to use a small group similar to the respondents in a trial situation. According to Isaac and Michael (1983: 34) a pilot study often provides the research worker with ideas, approaches, and clues not foreseen prior to the pilot study. Such ideas and clues greatly increase the chances of clear-cut findings in the main study.

Furthermore, Martin Loubser and Van Wyk (1996: 90) recommend the use of a pilot study, and further, reinforce the point that is very useful to detect a weakness in the instrumentation design and to provide a sound base for determining and refining the instrument of validation.

The researcher conducted the pilot study at the school where he teaches. This involved the administering of questionnaires to twenty-five educators, sixty learners and twenty-five parents. Such an exercise assisted the researcher to evaluate questions and scrutinize them for ambiguity, the suitability of language and the scope to elicit honest responses.

Recommendations and suggestions were then made on points of misinterpretation and on questions that were not specific.

3.14. THE ADMINISTRATION OF THE QUESTIONNAIRES TO EDUCATORS, LEARNERS AND PARENTS

Permission had been obtained from the District Manager and Principals to conduct research (see appendix (xi)). The researcher made appointment in person, or telephonically with the relevant heads of schools to specify the actual dates that would be suitable for the research to be conducted.

On the day of appointment, the researcher arrived at to the schools as per agreed time to administer questionnaires to educators, learners and parents. A special venue was arranged for this process. Educators and learners were dealt with separately. The procedure for selection was done as outlined under sampling previously (3.9 and 3.10). The scope of the research and the importance of the research were made known to both groups. Both groups were given an opportunity to raise any questions that they may have had relating to the research. Questionnaires were given to the respondents to be completed in the presence of the researcher. This was done in order to assist those who were unclear of any aspect of the questionnaire. In some instances the participants required assistance. The time span allowed for the answering of the questionnaire was approximately 5 minutes for the educators, and 10 minutes for the learners.

To allow parents to complete their questionnaires, Grade 11 learners, who were involved in the completion of questionnaires, were requested to take questionnaires home to their parents. Time was set for the collection of those questionnaires. To control these questionnaires, each questionnaire was given a sequence number on top. 76 percent of the questionnaires were returned. Out of 120 questionnaires dispatched, 91 were returned.

3.15. CONDUCTING INTERVIEWS WITH EDUCATORS

On the day of the appointment, the researcher also conducted interviews with educators who were not selected to complete the questionnaires. Each educator was interviewed

individually. For each and every interview conducted, the researcher introduced himself to the interviewee, and explained the procedures to be followed in the interview.

Most interviews took approximately 20 minutes to be completed. As mentioned before, the researcher interviewed twenty educators. The interview schedule and an audio-cassette recorder were used as tools for the collation of data during interviews. Before the interviews started the machine was tested to ensure its audibility.

3.16. CONCLUSION

In this chapter, a detailed description of the research method used in the research study is given. The research tools, which were used to collect data, are described. These tools took the form of questionnaires for educators, learners and parents as well as interview schedule as well as the interview schedule for educators. An audiocassette recorder was used to record responses of the interviewees. The way that sampling has been done, has also been discussed in this chapter.

The following chapter presents an analysis and interpretation of data from which conclusions will be drawn, and on the basis of which recommendations will be made.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. INTRODUCTION

In this chapter, the research findings are presented. The research data is analysed in terms of responses from educators, learners and parents.

It should be remembered that, among others, the aim of this study is to investigate the perceptions of educators, learners and parents on the banning of corporal punishment at secondary level. Only twelve secondary schools from Umbumbulu and Phumelela Circuits were used for conducting research. Others, including primary schools, did not form part of the sample (refer to 1.8 and 3.9). A literature study highlighted the impact of corporal punishment when it is applied in a school situation.

In this chapter, the results of an investigation are presented, discussed and interpreted. All the findings are analysed in order to try and seek probable solutions on the study under investigation. Responses from questionnaires are categorized into three, i.e. educators, learners and parents. Responses from the interview schedule for educators will be dealt with after the questionnaires.

4.2. PRESENTATION AND ANALYSIS OF DATA

Presentation and analysis was based on twelve schools, which were samples from Umbumbulu and Phumelela Circuits. These schools were randomly selected as indicated in sample selection (3.8).

4.2.1. ANALYSIS OF RESPONSES TO THE QUESTIONNAIRES FOR EDUCATORS

4.2.1.1. BIOGRAPHICAL DETAILS

Table 4.1: Educators' Respondents by Gender

Gender	Frequency	Percentage
Males	61	41
Females	89	59
TOTAL	150	100

The above table indicates that there are 59 percent of females who are respondents as against 41 percent of males. These figures therefore show that females are in the majority in secondary schools as well as in the teaching profession.

TABLE 4.2: Educators' Respondents by Age Group

Age (yrs)	20-30	31-40	41-50	51-60	Over 60	TOTAL
Frequency	37	52	47	12	2	150
Percentage	25	35	31	8	1	100

The above table reflects that 25 percent of respondents are between 20-30 years, 31 percent between 31-40, 31 percent between 41-50 years, 8 percent between 51-60 and 1 percent over 60 years.

The majority of respondents, therefore, are between 31 and 40 years of age. This suggests that the majority of educators are probably in their middle age. This may further suggest that such academic educators are still healthy and energetic enough to carry out and ensure that discipline should prevail in schools, especially at secondary schools level.

The table also shows that the second majority group is between 41-50 years. This represents the mature age group which is still capable of implementing and adopting new strategies and policies in the field of education. This group have been in the teaching profession for more than 14 years as shown in Table 5. They understand the secondary learners' behavior, therefore, and they know how to deal with them in terms of discipline and punishment.

TABLE 4.3: Educators' Respondents by Marital Status

Marital Status	Married	Single	Divorced	Separated	Cohabitation	Widowed	TOTAL
Frequency	46	59	18	12	12	3	150
Percentage	31	39	12	8	8	2	100%

The above table reflects that 39 percent of the respondents are still single. 31 percent are married, 12 percent divorced, and 8 percent live in separation, 8 percent are cohabiting and 2 percent widowed.

TABLE 4.4: Educators' Respondents by Professional Qualifications

Professional Qualification	Frequency	Percentage
Diploma	45	30
Degree	41	27
Post-graduate Diploma	49	33
Post-graduate Degree	15	10
Other Qualifications	-	-
TOTAL	150	100%

From the table above, it is clear that most of the educators at secondary schools hold post-graduate diplomas. This percentage, i.e. 33 percent, indicates that educators still place much value on education. Table 4 also indicates that 30 percent of educators have

diplomas, whilst 27 percent hold junior degrees. Only 10 percent hold post-graduate degrees. No respondents indicated that they have other qualifications like P.T.C., J.S.T.C. etc. It is thus clear that most of the respondents are qualified to teach at secondary schools. Therefore, it may thus be speculated that they have been schooled to deal with learners appropriately at this level. The above statistics also indicate the probability that educators are able to understand all departmental policies implemented in schools.

TABLE 4.5: Educators' Respondents by Teaching Experience

Teaching experience in years	Frequency	Percentage
0-5	12	8
6-10	27	18
11-15	48	32
16-20	33	22
21-25	18	12
26-30	9	6
Above 30	3	2
TOTAL	150	100%

According to Table 5 above, the majority of respondents have 11-15 years teaching experience. The table also indicates that there were very few educators with teaching experience of above 30 years. The second majority group of respondents have 16-20 years teaching experience. The above statistics also indicate that there is a positive relationship between age and teaching experience or vice versa.

Furthermore, the statistics also show that many educators have garnered adequate experience to deal with secondary learners. Many respondents have more than five years of teaching experience in secondary schools.

TABLE 4.6: Educators' Respondents by Rank

Rank	Frequency	Percentage
PLI Educator	97	65
Head of Department	36	24
Deputy Principal	9	6
Principal	8	5
TOTAL	150	100%

The statistics indicate that the majority of respondents are PLI educators followed by Head of Departments. This scenario is true because PLI educators and HOD's interact with learners most frequently in schools. The comparison between Table 4.5 (Teaching experience) and Table 4.6 (Rank) indicates that respondents with longer experience are either holding the ranks of Deputy Principal or Principal.

For the researcher, reaching diverse respondents in terms of ranks or positions in their schools suggests that their responses may probably indicate the truth. Imperically it is unlikely that all respondents would divulge untrue information concerning corporal punishment in schools.

TABLE 4.7: Educators' Respondents by Religion

Type of Religion	Frequency	Percentage
Christians	127	85
African Religion	15	10
Hindu	3	2
Moslems	5	3
Other Religions	-	-
TOTAL	150	100%

The above table reflects that most of the respondents are of Christian faith. Although most of the sampling schools were African schools, it is clear that Christianity still dominates over other religions. Very few respondents are of Hindi and Moslems faith. Religion, as a variable, had no correlation with other variables such as gender, and marital status.

4.2.1.2. EDUCATORS' KNOWLEDGE AND PERCEPTIONS

The top figures in the table represent frequency, that is, the actual number of respondents, and the bottom figures represent the percentage of respondents. If the top figures are calculated, they give the total of 150, and the bottom figures arrive at to 100 percent.

TABLE 4.8: Educators' Knowledge and Perceptions.

ITEM NUMBERS AND STATEMENTS		RESPONSES			
		YES	NO	NOT SURE	TOTAL & PERCENTAGE
1.	As an educator who is currently involved in education, I am fully informed about the South African Schools' Act No. 84 of 1996 and the Constitution, Act No. 108 of 1996.	129	6	15	150
		86	4	10	100
2.	Our school has a Code of Conduct for learners.	123	19	8	150
		82	13	5	100
3.	There is nothing wrong with corporal punishment as a form of discipline.	101	49	0	150
		82	33	0	100

4.	Our school has a fully constituted Representative Council for Learners.	141	6	3	150
		94	4	2	100
5.	The R.C.L. is fully involved in all matters concerning discipline in the school.	51	93	6	150
		34	62	4	100
6.	The level of discipline in our school is poor because corporal punishment is no longer used.	102	39	9	150
		68	26	6	100
7.	If corporal punishment is used, learners' performance and behaviour is improved.	92	52	6	150
		61	35	4	100
8.	Without corporal punishment the culture of learning and teaching will never be revived	88	57	5	150
		59	38	3	100
9.	Corporal punishment grossly violates human rights.	57	93	0	150
		38	62	0	100
10.	Learners have positive attitudes towards the use of corporal punishment in schools.	80	57	13	150
		53	38	9	100
11.	Corporal punishment produced good citizens who are also responsible people in the society.	63	69	18	150
		42	42	12	100

12.	Corporal punishment may cause disruptions in schools if it used.	95	55	0	150
		63	37	0	100
13.	In the past schools insisted on corporal punishment as a form of discipline proved to be effective schools.	84	56	10	150
		56	37	7	100
14.	New styles and strategies have to be formulated to discipline learners rather than corporal punishment.	59	85	6	150
		39	57	4	100

Table 4.8. (Item 1): The statistics provided indicate that the majority of respondents, namely 86 percent were fully informed about the South African Schools' Act (Act No. 84 of 1996) and the Constitution, Act No. 108 of 1996.

Statistics also indicate that 10 percent of the respondents are not sure about the two policies, which is suggesting that the information from the Department is not properly disseminated to all stakeholders. This group of respondents is therefore not aware of the clause of the act, which prohibits the use of corporal punishment.

Table 4.8. (Item 2) indicates that the majority of schools have a Code of Conduct for learners. Only 13 percent of schools do not have this policy. Therefore it is possible that the educators in these schools may easily violate certain stipulations of these two acts mentioned in Item 1.

Table 4.8. (Item 3) indicates that 67 percent of respondents favours the use of corporal punishment as a form of discipline. However, 33 percent of respondents disapprove of the use of this punishment in schools. It is interesting to note that zero percent of those respondents are not sure. This may possibly suggest that most educators are against the

banning of corporal punishment in schools.

Table 4.8. (Item 4) shows that most of the schools have R.C.L. where as only 4 percent do not have this structure. Only 2 percent are not sure whether this structure exists in their schools.

Table 4.8. (Item 5) indicates that in most schools the R.C.L. structures are not given the opportunity to take part in all the matters concerning discipline. There are fewer schools that involved R.C.L. structures in disciplinary matters. Only 4 percent of respondents are not sure whether R.C.L. is involved in matters concerning discipline at the school.

The above statistics may therefore suggest that this structure is not functioning in other schools, but it has surfaced in this instance because it was elected. The above transformation has not yet been implemented in all the schools within the Department of Education.

Table 4.8. (Item 6) indicates that 68 percent of respondents feel that the level of discipline is poor because corporal punishment is no longer used. Only 6 percent is not sure as to whether there is a relationship between the level of discipline and the use of corporal punishment.

The majority of educators feel that the use of corporal punishment as an external motivator helps them (educators) to maintain level of discipline. This may probably suggest that most educators feel a very necessary need for corporal punishment.

Table 4.8. (Item 7) indicates that 61 percent of respondents feel that if corporal punishment could be used, learners' performance and behaviour could be improved. However out of 100 percent, 35 percent is of the opinion that, if corporal punishment could be used, learners' performance and behaviour could not be improved. To them corporal punishment has no effect on learners' performance and behaviour. Only 4 percent of respondents are not certain whether learners' performance and behaviour could be improved if corporal punishment can be used.

From the above statistics, it is, therefore, obvious that the majority of respondents feel a strong need for the use of corporal punishment in order to improve learners' performance and behaviour. This suggests that the majority of educators prefer corporal punishment to control learners there by bringing about a state of order and discipline.

Table 4.8. (Item 8) indicates that 59 percent of respondents believe in the use of corporal punishment to revive the culture of learning and teaching. Out of 100 percent, 38 percent do not regard corporal punishment as a means of reviving the culture of learning and teaching. Only 3 percent of respondents are not sure whether corporal punishment could revive the culture of learning and teaching.

Table 4.8. (Item 9) indicates that 38 percent of respondents agree that corporal punishment violates human rights, whereas the majority (62 percent) of respondents do not view the use of corporal punishment as the violation of human rights.

It was therefore obvious that 38 percent of the respondents understand the two policies, that is, the SASA and the Constitution, especially the Bill of Rights, and 62 percent of the respondents is not aware of the consequences of the violation of these policies.

Table 4.8. (Item 10) shows that 53 percent of respondents agree that learners have positive attitudes towards corporal punishment in schools, whereas 38 percent of respondents are of the idea that learners have negative attitudes towards corporal punishment. Only 9 percent are not sure whether learners have positive or negative attitudes towards the use of corporal punishment in schools.

The above statistics indicate that the majority of educators would use corporal punishment. It is assumed that the remaining 38 percent of educators, who believe that learners have negative attitudes towards the use of corporal punishment, are the same educators who believe that corporal punishment violates human rights.

This group is very sensitive about the use of corporal punishment because they understand South African Schools' Act and the Constitution, Act No. 108 of 1996.

Table 4.8. (Item 11) shows that 42 percent of respondents agreed that corporal punishment produces good citizens who are socially responsible. The majority of these respondents, that is, 69 percent disagree with the above statement in item 11. Only 12 percent of the respondents are uncertain whether it is corporal punishment, which produced good, socially responsible.

Table 4.8. (Item 12) indicates that the majority of respondents agree that corporal punishment might cause disruptions in schools if is used. Only 37 percent of respondents disagree that such punishment may cause disruptions in schools. There are no respondents who are uncertain whether corporal punishment may cause disruptions in schools if used.

When comparing item 12 with item 11, the majority is aware of the negative impact of corporal punishment on learners, although they lack the understanding of South African Schools' Act No. 84 of 1996 and the Constitution Act No. 108 of 1996.

Table 4.8. (Item 13) indicates that 56 percent of respondents believed that there is a positive relationship between corporal punishment and scholastic effectiveness. The group of respondents who disagree with this statement is 37 percent. Only 7 percent are not sure whether or not schools, which proved to be effective, are those which insisted on corporal punishment as a form of discipline.

It is interesting to therefore note that the majority of these educators understand that scholastic effectiveness is influenced by various factors.

Table 4.8. (Item 14) indicates clearly that 39 percent of respondents were of the idea that there is a need for new styles and strategies. These have to be formulated to discipline learners rather than insisting on corporal punishment. The respondents who are against this

idea are in the majority, that is, 57 percent. Only 4 percent are not sure whether or not new strategies and styles should be formulated.

The above analysis suggests that the majority of educators still maintain that corporal punishment should be used rather than resorting to other forms of discipline.

4.2.2. ANALYSIS OF RESPONSES TO THE QUESTIONNAIRES FOR LEARNERS

4.2.2.1. BIOGRAPHICAL DETAILS

TABLE 4.9: Learners' Respondents by Residential Areas

Area	Frequency	Percentage
Umbumbulu	108	36
Folweni Township	54	18
Umlazi Township	30	10
KwaMakhutha Township	72	24
Isipingo	36	12
Other Areas	-	-
TOTAL	300	100%

The above table reflects the number of respondents for learners according to residential areas. As already mentioned in 3.8, Umbumbulu and Folweni Township represent the rural areas whereas Umlazi, KwaMakhutha Township and Isipingo represent the urban areas. In this dissertation therefore, 54 percent of the respondents were taken from rural schools and 46 percent of the respondents came from the urban schools.

TABLE 4.10: Learners' Respondents by Gender

Gender	Frequency	Percentage
Males	126	42
Female	174	58
TOTAL	300	100%

The above table indicates that the majority (58 percent) of respondents were females and 42 percent were males. This was not done by design as the sample was selected randomly.

TABLE 4.11: Learners' Respondents by Respondents by Age Group

Age in Years	Frequency	Percentage
12-15	-	-
16-18	264	88
19-20	36	12
Above 21	-	-
TOTAL	300	100%

The statistics provided in the above table indicate that the majority of respondents fall in the age group which is between 16 and 18 years of age. Very few (12 percent) of these learners are between 19 and 21 years of age. No respondents fall in the groups 12-15 years since the samples are taken from Grade 12 learners. The statistics indicate that there are no respondents above the age of 21 years, which means that respondent above 21 years have either passed Grade 12 or have failed and have therefore left school.

When comparing table 4.9 to table 4.11, it is obvious that most of the learners in the group of 19-21 years are from Umbumbulu. This may be due to the fact that in rural areas schools do not consider an age restriction when admitting learners.

TABLE 4.12: Learners' Respondents by Religion

Religion	Frequency	Percentage
Christians	249	83
African Religion	21	7
Hindu	6	2
Moslem	24	8
Other	-	-
TOTAL	300	100%

This Table indicates that 83 percent of the respondents are Christians, 7 percent belong to African Religions, and 2 percent are Hindi and 8 percent Moslem.

The above statistics reflect that Christianity is the most prevalent religion. If Table 4.12 is compared to Table 4.9, the respondents residing at Isipingo (formerly an Indian settlement) are mostly Hindi or Moslem. Religion was included in the questionnaire because some religions appear to support the use of corporal punishment as a prerequisite for a child's upbringing.

4.2.2.2. LEARNERS' PERCEPTIONS

The top figures in the table represent the actual number of respondents and the bottom figures represent the percent of respondents. If the top figures are added together they give the total of 300 and the bottom figures add up to 100 percent.

TABLE 4.13. LERNERS' PERCEPTION

ITEM NUMBERS AND STATEMENT		RESPONSES			
		YES	NO	NOT SURE	TOTAL & PERCENTA GE
1.	A Code of Conduct is issued to all learners when they are admitted.	81	198	21	300
		27	66	7	100
2.	Our school has a fully constituted Representative Council for Learners.	183	144	3	300
		61	38	1	100
3.	The R.C.L is involved in all matters concerning discipline in our school.	126	174	0	300
		42	58	0	100
4.	Policies and other information concerning learners' discipline are communicated through the R.C.L.	132	168	0	300
		44	56	0	100
5.	Learners are not disciplined because corporal punishment is never used.	96	204	0	300
		32	68	0	100
6.	The banning of corporal punishment has negatively affected the culture of learning and teaching in schools.	84	213	6	300
		27	71	2	100
7.	Corporal punishment helps to revive the culture of learning and teaching.	30	270	0	300
		10	90	0	100

8.	Corporal punishment grossly violates a Human Rights Culture.	282	12	6	300
		94	4	2	100
9.	Corporal punishment as a form of discipline prepares learners to become law-abiding and responsible citizens of society.	102	174	24	300
		34	58	8	100
10.	Corporal punishment as a form of discipline can be replaced by other alternatives.	228	69	3	300
		76	23	1	100
11.	Learners' good performance in schoolwork has nothing to do with the use of corporal punishment.	186	105	9	300
		62	35	3	100
12.	The use of corporal punishment has caused disruptions in other schools (especially secondary schools).	174	126	0	300
		58	42	0	100

Table 4.13.(Item 1) indicates that 27 percent of respondents agree that the Code of Conduct for Learners is issued to all learners when they are admitted, whereas the majority, (66 percent) disagreed. These statistics, therefore, indicate that most of the schools do have a Code of Conduct, but it is not issued to all learners at the time

Table 4.13.(Item 2) shows that the majority of schools had fully- constituted Representative Council for Learners. Only 38 percent of respondents indicate that their schools do not have this structure and 1 percent is not sure about the existence of this structure.

The existence and functioning of this structure, therefore, ensures that learners are aware of their rights and responsibilities as learners.

Table 4.13.(Item 3) indicates that most the schools do not involve R.C.L. in all matters concerning discipline whereas 42 percent of respondents agree that this structure was given a role to play in disciplinary matters.

The fact that there were no unsure respondents indicates they understand what discipline entails. The above scenario also contradicts the information depicted in items 2. It is therefore obvious, that in some schools where these structures existed, they are non-functional.

Table 4.13.(Item 4) indicates that 44 percent of respondents agreed that policies and other information concerning learners' discipline are communicated through the R.C.L. The majority (56 percent) of respondents disagreed. Therefore the information provided here corresponds with the information in item 3.

Table 4.13.(Item 5) shows that the majority of learners do not see the banning of corporal punishment to have an impact on the level of discipline. It is of interest to note that most of the "YES" responses were from urban schools, which suggests that the environmental background have an influence on human behaviour.

Table 4.13.(Item 6) indicates the majority do not agree that the banning of corporal punishment has negative impact on the culture of learning and teaching.

Only 2 percent of the respondents are not sure whether or not the banning of this type of punishment has positively or negatively affected the culture of learning and teaching in schools.

Table 4.13.(Item 7) indicates that 10 percent of the respondents agreed that corporal punishment helps revive the culture of learning and teaching. The majority, that is, 90 percent, disagreed that this type of punishment helps to revive the culture of learning and teaching. The responses in this item correspond with the responses in item 6. Therefore it is

obvious that most of the learners are against corporal punishment. The fact that there are no learners who are unsure indicates that all learners have definite opinions on corporal punishment.

Table 4.13.(Item 8): In this item, 94 percent of respondents believe that corporal punishment violates a Human Rights Culture, whereas 4 percent do not regard the use of corporal punishment as the violation of Human Rights. Only 2 percent are not sure whether or not this type of punishment grossly violates Human Rights Culture.

Table 4.13.(Item 9): The statistics shows that 34 percent of the respondents view corporal punishment as a form of discipline which prepares learners to become law-abiding and responsible citizens. The majority of respondents, that is, 58 percent, do not concur with that idea. Only 8 percent of the respondents were not sure whether or not corporal punishment, as a form of discipline, prepares learners to be law-abiding and responsible citizens of society.

The above statistics, therefore, suggest that most of the learners favour the banning of corporal punishment because they believe that it has negative impact on their lives.

Table 4.13.(Item 10) indicates that 76 percent agree that corporal punishment as a form of discipline could be replaced with other alternatives, whereas 23 percent of the respondents disagree with that idea. Only 1 percent was not sure whether or not this type of punishment could be replaced by other alternatives.

The above scenario explains itself that other alternatives to punishment must be employed as most of the learners are against this corporal punishment.

Table 4.13.(Item 11): Statistics here indicate that 62 percent of the respondents were of the idea that learners' good performance in schoolwork has nothing to do with the use of corporal punishment, whereas 35 percent of the respondents felt that learners' good performance in schoolwork is boosted by the use of corporal punishment. Only 3 percent were not sure

whether or not there was a relationship between corporal punishment and learners' good performance in schoolwork.

The above statistics, therefore, indicate that the majority of learners believe that corporal punishment does not help to improve the learners' performance in schoolwork, and that the existence of this type of punishment makes no difference in their schoolwork performance.

Table 4.13.(Item 12) indicates that 58 percent of respondents agreed that the use of corporal punishment has caused disruptions in other schools, especially in secondary schools, whereas 42 percent of those respondents disagreed that the use of corporal punishment caused disruptions in schools, especially in secondary schools.

The above statistics therefore indicate that corporal punishment may cause problems that may result in malfunctioning of schools.

4.2.3. ANALYSIS OF RESPONSES TO THE QUESTIONNAIRES FOR PARENTS

4.2.3.1. BIOGRAPHICAL DETAILS

TABLE 4.13: Parents' Respondents by According to Residential Areas

Area	Frequency	Percentage
Umbumbulu	52	57
Folweni	28	31
Umlazi	6	7
KwaMakhutha	1	1
Isipingo	2	2
Other Areas (Lamontville)	2	2
TOTAL	91	100%

The above table indicates the number of respondents (parents) according to residential areas. As already mentioned in 3.8, Umbumbulu and Folweni in this study represent rural areas whereas Umlazi, KwaMakhutha and Isipingo represent urban areas. It must be noted again that out of 120 questionnaires sent out to parents, only 91 were returned, i.e. is 76 percent.

Therefore, the above table reflects 88 percent of respondents were from rural areas and 12 percent from urban areas. Based on this information, it was therefore impossible to make a valid judgment.

TABLE 4.15: Parents' Respondents by Gender

Gender	Frequency	Percentage
Males	19	21
Females	72	79
TOTAL	91	100

The above table indicates that 21 percent of respondents were males and 79 percent were females.

TABLE 4.16: Parents' Respondents by Age Group

Age (years)	20-30	31-40	41-50	51-60	Over 60	TOTAL
Frequency	4	34	41	8	4	91
Percentage	4.3	37.3	45	10	4.3	100%

The above table indicates that the majority of respondents were 41 to 50 years of age followed by a group of 31 to 40 years. There were very few respondents with age 20 to 30 and over 60 years.

TABLE 4.17: Parents' Respondents by Marital Status

	Married	Single	Divorced	Separated	Cohabitation	Widowed	TOTAL
Frequency	56	25	1	3	Nil	6	91
Percentage	62	27	1	3	Nil	7	100%

The statistics depicted in the previous table reflect that most of the respondents were married (62 percent). This suggests that most of the learners were subjected to proper and real discipline where parents exercise their joint effort in rearing children. Single parents were 27 percent. Widowed, separated and divorced parents were in even smaller percentages.

TABLE 4.18: Parents' Respondents by Educational Qualifications

Educational Qualification	Frequency	Percentage
Illiterate	4	4
Literate	4	4
Primary School	15	17
Junior Secondary School	37	41
Senior Secondary School	23	25
Higher Than Grade 12	8	9
Other	Nil	Nil
TOTAL	91	100%

Most of the respondents have junior secondary education, 25 percent have senior secondary education, 17 percent have primary school education, 9 percent have educational qualifications higher than Grade 12 and 4 percent of those respondents are illiterate.

The above scenario indicates that most of the parents are in a position to understand policies and regulations concerning their children's schooling. There are very few parents who are illiterate who must be guided and assisted by the school management and the school

governing body to understand the school and departmental policies concerning punishment and disciplining of learners.

TABLE 4.19: Parents' Respondents by Religion

Type of Religion	Frequency	Percentage
Christian	73	80,2
African Religion	12	13,2
Hindu	2	2,2
Moslem	2	2,2
Other Religion(s)	2	2,2
TOTAL	91	100%

The above table reflects that the majority of respondents (80,2 percent) were Christians by religion. All respondents, who indicated that they belong to an African religion, were from schools where all learners are African.

The highest percentage of parents, namely the Christians could suggests that most parents still hold the belief taken from the Bible which states that a child must be punished in order to be corrected. Most of the followers of an African religion also share the similar view that a child must be punished in order to correct his/her behaviour.

TABLE 4.20: Parents' Respondents by Occupation

Type of Occupation	Frequency	Percentage
Professional	4	4
Clerical	5	6
Sales & Related	5	6
Skilled worker	20	22
Unskilled Worker	24	26
Self Employed	21	23
Student	1	1
Other : Unemployed	11	12
TOTAL	91	100%

The above table indicates the percentage of the occupation structure of parents. The table shows that most of the respondents were unskilled works. It must be noted that occupation as a variable show no correlation with other variables such as gender, or marital status.

4.2.3.2. PARENTS' PERCEPTIONS

The top figures in the table represent the actual number of respondents and the bottom figures represent the percentage of respondents. If the top figures are numerated they arrive at a total of 91 and the bottom figures add up to 100 percent.

TABLE 4.21: Parents' Perceptions And Views.

ITEM NUMBERS AND STATEMENTS		RESPONSES			
		YES	NO	NOT SUR E	TOTAL & PERCE NTAGE
1.	As a parent who has a child at school, I am always updated about the changes in the education system that affects my child.	73 80%	9 10%	9 10%	91 100%
2.	As a parent, I am fully informed about the South African Schools', Act No. 84 of 1996 and the Constitution, Act No. 108 of 1996.	41 45%	36 36%	17 19%	91 100%
3.	Through banning of corporal punishment, discipline has been positively affected in schools.	28 31%	49 54%	14 15%	91 100%
4.	Corporal punishment helps to inculcate good behaviour in learners at schools.	70 77%	16 18%	5 5%	91 100%
5.	Effective teaching and learning can be linked to the use of corporal punishment as a form discipline.	62 68%	12 13%	17 19%	91 100%
6.	Fear and pain caused by corporal punishment is good for effective learning.	36 40%	32 35%	23 25%	91 100%
7.	Using corporal punishment creates a tense classroom situation.	28 31%	42 46%	21 23%	91 100%
8.	The banning of corporal punishment resulted in less numbers of learners dropping out of school	40 44%	33 36%	18 20%	91 100%
9.	Corporal punishment produces many delinquents in society.	28 31%	30 33%	33 36%	91 100%

10.	Corporal punishment promotes violent behaviour in children if they are regularly subjected to it.	24 26%	44 49%	23 25%	91 100%
11.	It is unacceptable to use corporal punishment as a form of discipline because Human Rights are violated.	28 31%	40 44%	23 29%	91 100%

Table 4.21(Item 1) shows that 80 percent of parents are always updated about the changes in the education system that affect their children. Only 10 percent of respondents were not sure whether or not they are updated about changes in the education system. These figures indicate that most of the schools communicate with parents to convey the information contained in some of the departmental policies.

Table 4.21(Item 2) indicates that 45 percent of parents are fully aware of the South African School's Act No. 84 of 1996 and the Constitution, Act 108 of 1996 whilst 36 percent indicated that they are not aware of those two policies. Respondents who were not sure about the existence of such policies were 19 percent.

Table 4.21 (Item 3) shows that 31 percent of the respondents are of the opinion, that through banning of corporal punishment, discipline has positively affected schools, whilst 54 percent of the respondents had a different opinion because they perceived the banning of this punishment as having had a negative impact on discipline in schools.

Table 4.21 (Item 4) shows that 77 percent of respondents were of the idea that corporal punishment helps to inculcate good behavior in learners .The above figures, therefore, indicates that most parents still believe that corporal punishment helps to correct behavior in learners at school, whilst very few parents (18 percent) do not regard this punishment as the way to inculcate good behavior .

Only 5 percent are not sure whether or not such punishment helps to inculcate good behavior in learners at school.

Table 4.21 (Item 5) indicates that the majority of parents i.e. 68% are of the opinion that effective teaching and learning could be linked to the use corporal punishment as a form of discipline, whilst 13 percent was against the idea. Therefore, the responses to this item were related to the responses for item 4, although parents who were not sure made up 19 percent when compared to 5 percent above.

Table 4.21 (Item 6) indicates that 40 percent of the respondents perceive fear and pain which is caused by corporal punishment as being good for effective learning. Only 35 percent of these respondents are against this perception. These responses also correspond with responses for items 4 and 5 because parents show that they favour the use of this type of punishment.

Table 4.21 (Item 7) indicate 31 percent of the respondents are of the opinion that using corporal punishment creates a tense classroom situation whilst 46 percent deny that the situation becomes tense in class through the use of corporal punishment. It is, therefore, obvious that most parents still value the use of this punishment type.

Table 4.21 (Item 8) shows that most parents agree that the banning of corporal punishment resulted in less numbers of learners dropping out of school. Respondents who deny that fewer learners are dropping out of school owing to the banning of corporal punishment, were 36 percent. Only 20 percent of parents are not sure whether or not the banning of corporal punishment has had an impact on the drop-out rates at schools.

Table 4.21 (Item 9) indicates 31 percent are of the idea that corporal punishment produces many delinquents in society whereas 33 percent do not share this idea. Only 36 percent of these respondents, are not sure whether or not corporal punishment is the cause many of the delinquents in society.

Table 4.21 (Item 10) indicates that 26 percent are of the opinion that corporal punishment promotes violent behaviour in children if they were regularly subjected to it. In contrast 49 percent of those respondents do not perceive corporal punishment as being responsible for promoting of violent behaviour in children who are subjected to it.

Table 4.21 (Item 11) shows 31 percent of the respondents are of the opinion that it is unacceptable to use corporal punishment as a form of discipline because Human Rights are violated, whereas 44 percent are against this opinion. Only 25 percent are not sure whether or not it is unacceptable to use corporal punishment as a form of discipline because Human Rights are violated. To sum up the perceptions of parents concerning the banning of corporal punishment, it is obvious that most of them do not have the idea what the two policies, i.e. South African Schools' Act (Act No. 84 of 1996) and the Constitution (Act No. 108 of 1996), entail.

4.2.4. ANALYSIS AND INTERPRETATION OF DATA FROM INTERVIEW SCHEDULE FOR EDUCATORS.

The previous sections of this chapter have already dealt with analysis and interpretation of data from questionnaires designed for educators, learners and parents. The section that follow deals with the analysis and interpretation of data collected from educators' interviews, using the critical incident technique. This technique is useful for dealing with open-ended questions where the respondents do not choose from a predetermined set of answers.

Individual interview items elicited varying responses from educators. The researcher grouped all responses which spoke to one item and then determined a percentage of educators who made similar responses based on the total sample of responses

Interview Item 1.

Question: Does your school have a Code of Conduct for learners?

In response to this question all educators (100 percent) indicated that their schools has a Code of Conduct for learners, and 95 percent indicated that it is a written policy document, whereas 5 percent indicated that it is known but not a written document.

Interview Item 2.

Question: Does your school have a Representative Council of Learners (RCL)?

Respondents who indicated that their schools have a Representative Council of Learners were 85 percent, but 15 percent of those respondents indicated that they still use a prefect system. Most of respondents from rural areas indicated that they don't have such structure.

Interview Item 3.

Question: if your answer to 2 is "YES", how was it elected?

Out of 100 percent respondents 65 percent indicated that this structure was elected by means of a balloting system. The Teacher-Liasing officers co-ordinated the election process and these officers were assisted by class educators. Some 35 percent of respondents confessed that educators elected the members of the Council because they doubted the learners' integrity in the election process.

In other rural schools where the R.C.L. did not exist, educators indicated that the school Governing Body and members from the parent component, were not eager to discuss school matters with learners because they believed that a child should be on the receiving end.

Interview Item 4.

Question: Is the Representative Council of Learners involved in all matters concerning discipline?

About 60 percent indicated that learners were involve in all matters concerning discipline whilst 40 percent confessed that learners were invited to the meeting only if there was a

crisis.

Interview Item 5.

Question: As an educator who is currently involved in a teaching profession, are you fully informed about South African Schools' Act, Act No. 84 of 1996 and the Constitution, Act No. 108 of 1996?

All respondents (100 percent) indicated that they knew of these two policies although some of them indicated that they were not clear about other sections of those two policies. They also agreed that they were aware about the section of SASA, which prohibits corporal punishment.

Interview Item 6.

Question: If your answer to no.5 is "YES", what is your opinion on the banning corporal punishment?

In response to this question 60 percent of educators indicated that the banning of corporal punishment affected the level of discipline in schools. They were also of the opinion that the banning of corporal punishment has caused laziness among learners. Learners were no longer performing up to the required standard because they were aware that they would not be punished as painfully as they might have in the past. This group of educators stated that learners are now very rude and disobedient because other forms of punishment have no effect.

Generally, this group of educators indicated that they were against the banning of corporal punishment.

Interview Item 7.

Question: If your answer to number 5 is "NO", do you use corporal punishment as a form discipline?

The responses to this question were very revealing because 65 percent agreed that they were still using corporal punishment. Only 35 percent of educators admitted that they were no longer using this punishment type.

Interview Item 8.

Question: If you are still using corporal punishment, are you aware that it is illegal?

The group of educators, who admitted that they were still using corporal punishment, also agreed that they were aware that it was illegal but they were compelled by parents to use such a form of punishment.

Interview Item 9.

Question: How do you rate the level of discipline at this school?

The group of educators who admitted that they use corporal punishment indicated that the level of discipline in their schools was good because that type of punishment was feared by most of the learners. The group of educators who indicated that they did not favour the use of corporal punishment stated that discipline was good although this type of punishment was not applied.

Interview Item 10.

Question: What factors do you think contributed to the type of discipline mentioned above?

The educators who stated that the level of discipline was good, were divided into two groups. The first group who favour corporal punishment who believe that it is a contributory factor to this standard of discipline, and the second group who indicated that discipline was good because learners exhibited a high level of commitment and they also have good relations with them. Parental involvement and changing attitudes towards learning and teaching were also contributory factors to good discipline.

Only 10 percent of educators indicated that the level of discipline was low because of external factors such as violence in the surrounding communities and a lack of parental involvement in school matters.

Interview Item 11.

Question: In your opinion, do you think corporal punishment has a positive effect on the performance and behaviour of the learners?

In response to this question 62 percent of educators are of the opinion that corporal punishment has a positive effect on the performance and behaviour of learners. Only 38 percent of educators have a different opinion. They indicated that this type of punishment has no positive effect on the performance and behaviour of learners.

Interview item 12.

Question: Is it true that without corporal punishment the culture of learning and teaching will never be revived at schools?

The majority indicated that it is true that culture of learning and teaching will never be revived without using corporal punishment because they believe that it motivates learners. Since mostly African educators were interviewed, a majority stated that it is impossible to use other alternatives such as detention because most African schools in rural areas in particular, lack facilities to exercise such punishment properly.

Interview Item 13.

Question: Does corporal punishment violate human rights? If your answer is “YES”, how are the rights violated?

In response to this question, 42 percent of educators who admitted that corporal punishment violates human rights, and also revealed that it undermines the self-esteem and confidence of children who have learning or behaviour problem and / or difficult home circumstances and

it contributes to negative attitudes to school. They stated further that it humiliates learners.

Interview Item 14.

Question: If corporal punishment is used as a form of discipline, learners always show positive attitude towards it? YES / NO.

All educators confessed that most learners show a negative attitude towards corporal punishment. Therefore, it is questionable why educators still use it when learners' attitude is negative towards it.

Interview Item 15.

Question: Do you agree that corporal punishment produced good citizens who are also responsible in the society? In response to this question, 34 percent of the respondents agreed that this type of punishment helps to produce good citizens who are responsible in the society. This group of educators state that most of the leaders who are in highest positions today are a product of this system of education which insisted on this type of punishment. Those educators also indicate that they believe they are what they are because their teachers punished them. In contrast to this group, 66 percent, which is the majority, agree that corporal punishment produces good citizens who are also responsible.

Interview Item 16.

Question: Is it true that schools which insisted on the use of corporal punishment as a form discipline proved to be effective?

The majority agree that school effectiveness is boosted by use of corporal punishment.

Interview Item 17.

Question: What other alternatives can you suggest that may be used as a form of discipline rather than corporal punishment?

Most of educators suggested verbal warnings, and the giving of manual work to be done after school hours. As already mentioned, other educators from rural schools were against detention arguing that it needs proper facilities and that it demands time, patience and more responsibilities from educators. Other educators also indicated that certain privileges should be withdrawn from learners, such as disallowing a learner to participate in sporting activities for a certain period.

4.3. CONCLUSION

This chapter presents a comprehensive picture of perceptions of educators, learners and parents on the banning of corporal punishment. Generally, the educators' and parents' responses revealed that they are against the banning of corporal punishment. It must be also mentioned that learners have opposite perceptions about the banning of corporal punishment. When considering the learners' responses, it is obviously, most of the learners hate this type of punishment.

The following chapter will deal with conclusion and recommendation.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1.INTRODUCTION

The focus of the previous chapter was essentially to analyse and classify each question from the research data in a logical and coherent manner so as to provide a basis on which to investigate the perceptions of educators, learners as well as parents especially at secondary school level. This chapter is, therefore, intended to summarize briefly the findings and offer recommendations.

Analysis and interpretation of data, reveals that stakeholders, i.e. educators, learners and parents, have different perceptions on the banning of corporal punishment as a form discipline at schools. The main problem at present is how to change the mindset of all stakeholders to value the stipulations of the policies concerning the issue of corporal punishment.

5.2. AIMS OF THE STUDY

The aims of this study were mainly to investigate the perceptions of educators, learners and parents on the banning of corporal punishment. Whilst the perceptions of those stakeholders were being investigated, the study also investigates their knowledge of policies concerning prohibition of corporal punishment.

As already mentioned in paragraph 1.5, the study seeks to address certain questions, viz. What are the perceptions of educators, learners and parents on the banning corporal punishment? Why do educators, learners and parents have these perceptions? What is the relationship between corporal punishment and human rights? What are some of the alternatives used instead of corporal punishment?

5.3. FINDINGS

The following findings were drawn after the researcher had analysed the data.

5.3.1. THE EDUCATORS' UNDERSTANDING OF POLICIES.

In terms of the analysis of the responses from educators, it is clear that educators are aware of the existing governmental policies such as SASA, NEPA and the Constitution Act 108 of 1996 but their level of understanding of these policies is very limited. Most of the educators are not yet convince because they still hold a belief that corporal punishment help to motivate and correct misbehaving learners.

The school Act (SASA) makes it clear that corporal punishment may no longer be administered to a learner in public and private schools as a means of punishment. Obviously, the act does not state any condition or addition, which provide room for condoning educators to violate the act to greater or lesser extent.

In addition to section 10 of South African Schools' Act, Section 12 of the constitution states that everyone has the right not to be punished in a cruel, inhuman or degrading way. It is therefore interesting to note that the majority of educators are aware that the Human Rights are violated through the use of corporal punishment.

Educators are also not keen to apply other alternatives to corporal punishment because they fear that they may not be successful. This kind of fear therefore has a negative impact on their eagerness to change their attitude. When educators were responding during the interviews, some admitted that they are what they are because their teachers used corporal punishment during their days of schooling.

5.3.2. THE LEARNERS' PERCEPTIONS.

Generally, the responses from learners indicate that most have a negative attitude towards corporal punishment, and so they welcome the banning of this punishment type. The findings of the study also reveal that learners are fully aware that Human Rights are being violated through the use of corporal punishment.

5.3.3. THE PARENTS' UNDERSTANDING OF POLICIES CONCERNING CORPORAL PUNISHMENT.

Most of the responses indicate that parents are against the banning of corporal punishment. It is noteworthy that the majority of parents are aware of the policies prohibiting corporal punishment in schools, but they seem not to understand their legal implications.

The parents' responses also indicate that parents are not aware of the negative results of using this type of punishment. It is important, also, to mention that most parents do not understand that administering corporal punishment is a violation of Human Rights' culture.

5.4. RECOMMENDATIONS.

5.4.1. RECOMMENDATIONS DIRECTED AT A SCHOOL.

The school should have a School Governing Body to administer school governance and ensure that all stakeholders are involved in the running of the school. This structure has to ensure that these stakeholders also adopt the Code of Conduct for learners that has been drawn up by educators, learners and parents. Such activity will eradicate all forms of indiscipline.

The school should also have a policy which is transparent, fair and realistic so that learners know exactly what may and may not be done. This will ensure that the school environment is

orderly and safe

The school management, together with the School Governing Body, must take a leading role in cascading information concerning governmental policies to all parents. Every parent should be well informed about policies such as SASA, NEPA, the South African Constitution and the African Charter on the Rights and Welfare of the child and others that affect education.

5.4.2. RECOMMENDATION DIRECTED AT LEARNERS.

It is recommended that there should be frequent communication between educators and learners to address issues of interest between them. Constant contact between them should be kept so as to minimize disciplinary problem and help educators to monitor learner behavior closely.

It is also recommended that a learner is furnished with a policy on school discipline. This may help to avoid a defensive situation where anyone would claim that he or she did not know what he or she was doing against the rules and regulations of the school. A school policy should be accompanied by the Code of Conduct for learners which explains clearly the sanctions against those who transgress school rules.

It is recommended that every secondary school should elect one or two educators who will liaise with the Representative Council of Learners (R.C.L.) on disciplinary matters. These educators should also organise workshops for learners to build capacity on school governance. Such workshops will inform learners how to be involved in matters concerning discipline in their school.

5.4.3. RECOMMENDATIONS DIRECTED AT EDUCATORS.

It is recommended that educators should keep abreast of policies regulating their conditions of service. This will help them to understand the legal implications involved in these policies, thus avoiding being involved in lawsuits.

Educators must allow democratic transformation to become part of their daily lives in order to avoid stressful and anxious situations that may come across in schools.

It is also recommended that educators should always exhibit a professional work ethic. This kind of behaviour will not only influence other educators, but will also encourage learners to copy the correct behaviour from educators. As a result, minimum disciplinary problems will be experienced in schools.

Lastly, there should be an in-depth research conducted on corporal punishment as a disciplinary measure by educators in the Department of Education.

5.4.4. RECOMMENDATIONS DIRECTED AT THE DEPARTMENT OF EDUCATION.

The Department of Education must ensure that all the schools are furnished with books that provide guidelines for alternatives to corporal punishment. Thereafter, ways and means should be devised to monitor closely whether educators make use of these books.

The Department should give support to schools when in-service workshops for educators are conducted on policies regulating their conditions of service.

The Department should appoint specialist educators, especially in secondary who will counsel learners. These specialists will also conduct research to investigate the causes of misbehaviour among learners. This will help to minimize situations where schools may unknowingly be the cause of the problems.

The Department of Education should appoint specialist educators, especially in secondary schools who will counsel learners. These specialists will also conduct research to investigate the causes of misbehaviour among learners. This will help to minimize situations where schools may unknowingly be the cause of the problems.

5.5. CONCLUSION

The study has attempted to answer the research questions concerning the banning of corporal punishment. However, the study does not cover all aspects of discipline and as punishment in schools. Some of the areas concerning punishment and discipline have remained unravelled by this study. Therefore, this study was silent about the relationship between discipline and corporal punishment. It has also said nothing about the extent to which punishment influences learner-educator relationship. A further study also needs to be conducted on the causes of misbehaviour in learners.

Finally, the study gives a challenge to all educators, learners and parents to devise new strategies to deal with disciplinary problems in schools.

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APPENDIX 1

P.O. Box 23699
ISIPINGO
4011
08 October 2001

The District Manager
KZN Department of Education and Culture
Umlazi North District
Private Bag X03
UMLAZI
4031

Dear Sir

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT
SECONDARY SCHOOLS**

I am registered for Master's Degree in the faculty of Humanities of the University of Durban-Westville. My topic is:

**THE PERCEPTIONS OF EDUCATORS, LEARNERS AND
PARENTS ON THE BANNING OF CORPORAL PUNISHMENT AT
SECONDARY LEVEL**

This letter therefore serves as a request for your permission to administer questionnaires and conduct interviews at secondary schools in your district. The whole process will involve educators and learners in certain schools chosen as part of the sample for my research study.

Hoping that my request will be favourably considered.

Thank you.

A handwritten signature in black ink, appearing to read 'P.M. Mdabe', is enclosed within a hand-drawn oval.

P.M. Mdabe

REGISTRATION NUMBER: 9506386

APPENDIX 2

P.O. Box 23699
ISIPINGO
4011
08 October 2001

The District Manager
KZN Department of Education and Culture
Umbumbulu District
Private Bag X1022
UMBUMBULU
4105

Dear Sir

**REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT
SECONDARY SCHOOLS**

I am registered for Master's Degree in the faculty of Humanities of the University of Durban-Westville. My topic is:

**THE PERCEPTIONS OF EDUCATORS, LEARNERS AND
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Hoping that my request will be favourably considered.

Thank you.

A handwritten signature in black ink, appearing to read 'P. Mdabe', enclosed within a hand-drawn oval.

P.M. Mdabe

REGISTRATION NUMBER: 9506386

APPENDIX 3

P.O. Box 23699
ISIPINGO
4010
17 September 2001

The District Manager
Umlazi South District
PRIVATE BAG X03
UMLAZI
4031

Dear Sir

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT SECONDARY SCHOOLS

I am registered for Master's Degree in the Faculty of Humanities of Education of the University of Durban-Westville. My topic:

PERCEPTIONS OF EDUCATORS, LEARNERS AND PARENTS ON THE BANNING OF CORPORAL PUNISHMENT AT SECONDARY SCHOOL LEVEL

This letter therefore serves as a request for your permission to administer questionnaires and conduct interviews at secondary schools in your district. The whole process will involve educators and learners in certain schools chosen as part of the sample for my research study.

Hoping that my request will be favourably considered

Thank you.



P.M. Mdabe

REGISTRATION NUMBER: 9506386

APPENDIX 4

QUESTIONNAIRE FOR EDUCATORS

NUMBER

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SECTION A

BIOGRAPHICAL DETAILS

Answer the following Question by crossing [X] the appropriate number for the answer.

1. GENDER.

MALE	FEMALE
01	02

2. AGE

20 - 30	31 - 40	41 - 50	51 - 60	OVER 60
01	02	03	04	05

3. MARITAL STATUS.

MARRIED	SINGLE	DIVORCED	SEPARATED	COHABITATION	WIDOWED
01	02	03	04	05	06

4. PROFESSIONAL QUALIFICATIONS.

DIPLOMA	01
DEGREE	02
POST - GRADUATE DIPLOMA	03
POST - GRADUATE DEGREE	04
OTHER / SPECIFY	05

5. TEACHING EXPERIENCE.

0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30	OVER 30
01	02	03	04	05	06	07

6. RANK.

PL I EDUCATOR	01
H.O.D	02
DEPUTY PRINCIPAL	03
PRINCIPAL	04

7. RELIGION.

CHRISTIAN	01
AFRICAN RELIGION	02
HINDU	03
MOSLEM	04
OTHER / SPECIFY	05

SECTION B

EDUCATORS' KNOWLEDGE AND PERCEPTION

Answer the following questions by making a "X " under "YES or NO" or NS (not sure).

STATEMENTS	YES	NO	NS
1. As an educator who is currently involved in teaching, I am fully informed about South African Schools' Act No. 84 of 1996 and the Constitution, Act No. 108 of 1996.			
2. Our school has a code of conduct for learners.			
3. There is nothing wrong with corporal punishment as a form of discipline.			
4. Our school has a fully constituted R.C.L (Representative Council for learners).			

5. The RCL is involved in all matters concerning discipline at the school.			
6. The level of discipline in our school is poor because corporal punishment is never used.			
7. If corporal punishment can be used, learners' performance and behaviour can be improved.			
8. Without corporal punishment the culture of learning and teaching will never be revived.			
9. Corporal punishment grossly violates the human rights.			
10. Learners have positive attitudes towards the use of corporal punishment in schools.			
11. Corporal punishment produced good citizens who are also responsible in the society.			
12. Corporal punishment may cause disruptions in schools if it is used.			
13. In the past, schools which insisted on corporal punishment as a form discipline proved to be effective schools.			
14. New Styles and strategies have to be formulated to discipline Learners rather than using corporal punishment.			

APPENDIX 5

QUESTIONNAIRE FOR PARENTS

NUMBER

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SECTION A

BIOGRAPHICAL DETAILS

Answer the following questions by crossing [X] on the appropriate number of the answer.

1. RESIDENTIAL AREA

UMBUMBULU	FOLWENI	UMLAZI	KWAMAKHUTHA	ISIPINGO	OTHER/ SPECIFY
01	02	03	04	05	06

2. GENDER.

MALE	FEMALE
01	02

3. AGE.

20 -30	31 - 40	41 - 50	51 - 60	OVER 60
01	02	03	04	05

4. MARITAL STATUS.

MARRIED	SINGLE	DIVORCED	SEPARATED	COHABITATION	WIDOWED
01	02	03	04	05	06

5. EDUCATIONAL QUALIFICATIONS.

ILLITERATE	LITERATE	PRIMARY SCHOOL	JUNIOR SECONDARY	SENIOR SECONDARY
01	02	03	04	05

HIGHER THAN GRADE 12 (STD 10)

06

SPECIFY :

OTHER :

07

4. Corporal punishment helps to inculcate good behaviour in learners at schools.			
5. Effective teaching and learning can be linked to the use of corporal punishment as a form of discipline.			
6. Fear and pain caused by corporal punishment is good for effective learning.			
7. Using corporal punishment creates a tense classroom situation.			
8. The banning of corporal punishment resulted in less number of learners dropping out of school.			
9. Corporal punishment produced many delinquents in society.			
10. Corporal punishment promotes violent behaviour in children who are regularly subjected to it.			
11. It is unacceptable to use Corporal punishment as a form of discipline because Human Rights are being violated.			

APPENDIX 6

QUESTIONNAIRE FOR LEARNERS

NUMBER

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SECTION A

BIOGRAPHICAL DETAILS

Answer the following questions by crossing [X] on the appropriate number of the answer.

1. RESIDENTIAL AREA.

UMBUMBULU	FOLWENI	UMLAZI	KWAMAKHUTHA	ISIPINGO	OTHER/ SPECIFY
01	02	03	04	05	06

2. GENDER.

MALE	FEMALE
01	02

3. AGE.

12 - 15	16 - 18	19 - 21	OVER 21
01	02	03	04

4. GRADE.

8	9	10	11	12
01	02	03	04	05

5. RELIGION.

CHRISTIAN	01
AFRICAN RELIGION	02
HINDU	03
MOSLEM	04
OTHER/ SPECIFY	05

SECTION B

LEARNERS' PERCEPTION

Answer the following questions by making a "X" under "YES" or "NO" or "NS"

STATEMENTS	YES	NO	NS
1. All the learners at our school are given the Code of Conduct for learners when they are being admitted.			
2. Our school has a fully constituted R.C.L. (Representative Council for learners)			
3. The R.C.L. is involved in all the matters concerning discipline in our school.			
4. The policies and other information concerning learners' discipline is communicated through the R.C.L.			
5. Learners are not disciplined because corporal punishment is never used.			
6. The banning of corporal punishment has negatively affected the culture of learning and teaching in schools.			
7. Corporal punishment helps to revive the culture of learning and teaching.			

8. Corporal punishment grossly violates a Human Rights Culture.			
9. Corporal punishment as a form of discipline prepares learners to become law- abiding and responsible citizens of society.			
10. Corporal punishment as a form of punishment can be replaced by other alternatives.			
11. Learners' good performance in school work has nothing to do with corporal punishment.			
12. The banning of corporal punishment has resulted in fewer disruptions at schools (especially secondary schools)			

APPENDIX 7



PROVINCE OF KWAZULU-NATAL
ISFUNDAZWE SAKWAZULU-NATAL
PROVINSIE KWAZULU-NATAL

DEPARTMENT OF EDUCATION
UMNYANGO WEMFUNDO
DEPARTEMENT VAN ONDERWYS

eTHEKWINI REGION
UMLAZI DISTRICT

ISIFUNDA SASETHEKWINI
UMBUMBULU CIRCUIT

eTHEKWINI STREEK
UMLAZI DISTRIK

Address Next to Magistrate's Court
Ikheili UMBUMBULU
Adres

Private Bag :X1022
Isikhwama Seposi :UMBUMBULU
Privaatsak :4105

Telephone :(031) 9150036
Ucingo 9150001
Telefoon 9150221 /2
Fax :(031) 9150189

.Enquiries
Inibuzo
Navrae SIBIYA MW

Reference
Inkomba
Verwysing

Date
USUKU
Datum

The Principal
Sompukwane Secondary School
P.O. Box 23699
ISIPINGO
4110

14 November 2001

Dear Sir

RE: YOUR REQUEST TO CONDUCT RESEARCH

1. The above mentioned subject refers.
2. The District Management has decided to allow you to conduct research in Secondary Schools of Umbumbulu as per your letter of request dated 14 September 2001.
3. Kindly note that you will need to contact principals of schools you intend visiting and explain your intentions. I am confident that our schools will co-operate with you.
4. May I take this opportunity to also wish you the best of success in your research and hope that your research will contribute positively to our educational endeavour.

Faithfully yours

CHIEF EDUCATION SPECIALIST

SOMPUKWANE SECONDARY SCHOOL

P.O BOX 995
AMANZIMTOTI
4125



TEL: (031) 900 1614

The Principal
.....
.....

Dear Sir/ Madam

PERMISSION TO CONDUCT RESEARCH

I am conducting research study entitled:

“THE PERCEPTIONS OF EDUCATORS, LEARNERS AND PARENTS ON THE BANNING OF CORPORAL PUNISHMENT AT SECONDARY LEVEL.”

I have received a permission from KwaZulu-Natal Department of Education and Culture as an authorisation to use your school as a research site. A copy of this letter is attached for your reference.

I will appreciate your permission and assistance to conduct interviews with your staff members and learners. I am pretty aware that a school as an organisation has its tight programme, my presence might cause an inconvenience of some kind, but I do feel that my deliberation will be assisting the Department of Education in some way or other.

Be assured that all information will be treated as strictly confidential.

Thank you.

Yours faithfully

P. M. Mdabe

REGISTRATION NUMBER: 9506386

APPENDIX 9

INTERVIEW SCHEDULE FOR EDUCATORS

"THE PERCEPTIONS OF EDUCATORS, LEARNERS AND PARENTS ON THE
BANNING OF CORPORAL PUNISHMENT AT SECONDARY LEVEL."

PETRUS MKHANYISENI MDABE

REGISTRATION NO.:9506386

Interview : +-20 minutes

School : _____

Educator : _____

The purpose of this interview is to investigate the perceptions of secondary school educators on the banning of corporal punishment. As you know, South African Schools Act (Act No.84 of 1996 Section 10(1) (2)) legislated prohibition of corporal punishment.

Thank you for affording me the opportunity to interview you and to state your perception on this subject.

On completion of my research I will make available the findings. I wish ~~to~~ assure you that my comments will not be personalised and the confidentiality of this interview will not be breached.

If you do not mind, *I* would like to record the interview. Would you have any objection to this?

Whilst you are responding, I will also be taking some notes. I will then be able reflect on the interview when I write up the interview report.

2.

SECTION A

BIOGRAPHICAL DETAILS

1. GENDER

MALE	FEMALE
01	02

2. AGE GROUP

20--30	31--40	41--50	51--60	OVER 60
01	02	03	04	05

3. MARITAL STATUS

MARRIED	01
SINGLE	02
DIVOURCED	03
SEPARATED	04
COHABITATION	05
WIDOWED	06

4. PROFESSIONAL QUALIFICATION

DIPLOMA	01
DEGREE	02
POST-GRADUATE DIPLOMA	03
POST-GRADUATE DEGREE	04
OTHER/SPECIFY	05

5. TEACHING EXPERIENCE

0--5	6--10	11--15	16--20	21--25	26--30	OVER 30
01	02	03	04	05	06	07

6. RANK

PL I EDUCATOR	01
H.O.D.	02
DEPUTY PRINCIPAL	03
PRINCIPAL	04

7. RELIGION

CHRISTIAN	01
AFRICAN RELIGION	02
HINDU	03
MOSLEM	04
OTHER/SPECIFY	05

SECTION BEDUCATOR S KNOWLEDGE AND PERCEPTION

1. Does your school has a code of conduct for learners? YES/NO
2. Does your school has the Representative Council of Learners (RCL) YES/NO
3. If your answer to no.2 is "YES",how was it elected?

4. Is the Representative Council of Learners involved in all matters concerning discipline? YES /NO
5. As an educator who is currently involved in a teaching profession, are you fully informed about South African Schools Act No. 84 of 1996 and the Constitution, Act No. 108 of 1996?
YES/NO
6. If your answer to number 5 is "YES", what is your opinion on the banning of corporal punishment as a form of discipline?

4.

7. If your answer to number 5 is "NO", do you still use corporal punishment as a form of discipline? YES/NO

8. If you are still using corporal punishment, are you aware that it is illegal? YES/NO

9. How do you rate the level of discipline at this school?
GOOD/AVERAGE/POOR

10. What factors do you think contribute to the type of discipline mentioned above ?

11. In your opinion, do you think corporal punishment has a positive effect on the performance and behaviour of the learners at school? YES/NO

12. Is it true that without corporal punishment the culture of learning and teaching will never be revived at schools?

Comment -----

13. Does corporal punishment violate the human rights? YES/NO
If your answer is "YES", how are the human rights violated?

14. If corporal punishment is used as a form of discipline, learners always show positive attitude towards it. YES/NO

15. Do you agree that corporal punishment produced good citizens who are also responsible in the society? YES/NO

Comment for your answer above-----

5.

16. Is it true that in the past, schools which insisted on the use of corporal punishment as a form of discipline proved to be effective? YES/NO

17. What other alternatives can you suggest that may be employed as a form of discipline rather than corporal punishment?

