



TOWARDS EFFECTIVE MANAGEMENT OF LEARNER ILL-DISCIPLINE: THE CASE OF SERISHA HIGH SCHOOL IN MPUMALANGA PROVINCE

ROSE MABASA declare that this mini-dissertation hereby submitted by me for the degree of Masters in Public Management (MPM) at the University of Venda has not previously been submitted for a degree at this or any other university or institution and that I am the sole author of the work in design in execution and that all references to other persons has been duly acknowledged.

By

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A mini-dissertation submitted to the School of Management Sciences, Oliver Tambo Institute of Governance and Policy Studies at the University of Venda, in partial fulfillment of the requirements for the degree of Master of Public Management.

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2010

DECLARATION

I, TINTSWALO ROSE MABASA declare that this mini-dissertation hereby submitted by me for the degree of Masters in Public Management (MPM) at the University of Venda has not previously been submitted for a degree at this or any other university or institution and that it is my own work in design in execution and that all reference material contained therein has been duly acknowledged.

Signature: Mabasa Date: 02-09-2011

ABSTRACT

The current 1996 Republic of South Africa Constitution (referred to as the Constitution in the study) is an important legal instrument that has brought about democracy in the country. It must be celebrated forever. Chapter two of the Constitution is the Bill of Rights. The aim of the study is to establish whether superior courts are succeeding in enforcing the South African government's obligation not to violate the right to just administrative action.

Both primary data and secondary data were collected when conducting the study. In conducting the study the researcher observed a number of ethical principles such as informed consent. The main finding of the study is that South African superior courts are succeeding in enforcing the government's obligation not to violate the right to just administrative action. This appears clearly from the judgments in the cases decided by these courts.

DEDICATION

I dedicate the mini dissertation to my beloved children, Tsatsawani Baloyi; Musa Baloyi; Nana Baloyi; Nunuza Baloyi; and Sungu Baloyi. I dedicate the mini dissertation also to my sisters Maria Nghonyama; Annah Mabasa; and my brothers Sunday Mabasa and John Mabasa. I further dedicate the mini dissertation to my lovely mother, N'wa-Hasani Tsatsawani Mgivisa Mjimu Mabasa and my late Father Hatlani Phineas Mgivisa Mjimu Mabasa.

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ACKNOWLEDGEMENTS

I acknowledge the grace and mercy of Almighty God in making it possible for me to complete the mini dissertation. I would like to thank Advocate Life R. Maluleke who supervised the study. The supervision and guidance that he gave throughout the study was outstanding. I thank my pastor V.V Hlungwane who encouraged me to study. I give thanks to Miyelani Leonard Nghonyama who also encouraged me and gave me strong support. I also thank the University of Venda in the financial support that I got under its work study program which made it possible for me to complete the mini dissertation.

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CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

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CHAPTER ONE INTRODUCTION AND BACKGROUND TO THE STUDY

1.1. INTRODUCTION

Education is fundamental to the quality of life of a nation in any society. Primary schools constitute the bedrock of learning. Secondary schools are at the intermediate phase that serves as the nexus to tertiary education for ultimate acquisition of skills to enable learners to meaningfully serve society and contribute to nation-building.

South Africa is one country that takes its rightful position with dignity among other nations because of its commitment to an authentic educational process and the concomitant task of effectively managing this process within schools. As Winter and Bellows (1981: 121) noted, schools are the most conscious societal instruments through which nations strive to achieve the over-arching objectives of transmitting desired values, information, and norms. It is always essential that discipline be maintained at schools so that learners pursue their studies with vigor; focus; seriousness of purpose; and industriousness. The challenge facing most schools in South Africa is that of ill-discipline among the learners especially after the advent of democracy. Serisha High School in Mpumalanga Province of South Africa is one institution of learning that has been identified for investigation in order to determine whether there is a need to resuscitate corporal punishment as an instrument for maintaining discipline among its learners.

1.2. STATEMENT OF THE RESEARCH PROBLEM

Discipline will always remain an indispensable prerequisite for schools to succeed in their challenging task of transmitting desired values, information, and norms to the learners. Be that as it may, South African high schools have grown into bloody

battlefields of mayhem, vandalism, commotion and disorder. Floodgates of anarchy in the secondary schools appear to have been opened by the abolition of corporal punishment as an instrument for combating misconduct on the part of learners. According to Wolhouter, van der Walt & Potgieter (2009: 40), "research on the problem of poor or inadequate discipline as it has manifested in South African schools and also in the wider society during the past decade or two has shown that the disruptive situation in society and in schools can be partly explained by a lack, or an insufficient supply of social capita in the broader South African society and in schools particularly." Many educators and community leaders, who the researcher had the opportunity to meet, are calling for the resuscitation of corporal punishment in schools. Serisha High School in Mpumalanga Province of South Africa is one institution of learning that has been identified for investigation in order to determine whether there is a need to resuscitate corporal punishment as an instrument for maintaining discipline among its learners.

1.3. AIM

The aim of the study is to determine whether there is a need to resuscitate corporal punishment as an instrument for the maintenance of discipline among learners at Serisha High School.

1.4. OBJECTIVES

The objectives of the study are the following:

- To determine whether the measures that are currently used for maintaining discipline among learners at Serisha High School are effective in combating misconduct among the learners; and

- To determine whether the abolition of corporal punishment at Serisha High School has been conducive to the maintenance of discipline among the learners?

1.5. RESEARCH QUESTIONS

The study has the primary question as well as the secondary questions.

1.5.1. Primary Question

The primary question of the study is the following:

- Is there a need to resuscitate corporal punishment as an instrument for the maintenance of discipline among learners at Serisha High School?

1.5.2. Secondary Questions ok

The secondary questions of the study are the following:

- Which measures that are currently used for maintaining discipline among learners at Serisha High School effective in combating misconduct among the learners?
- Has the abolition of corporal punishment at Serisha High School been conducive to the maintenance of discipline among the learners?

1.6. BASIC ASSUMPTIONS

Quantitative studies involve the testing of hypotheses According to Brynard and Hanekom (1997: 19), a hypothesis is a suggested, preliminary, yet specific answer to a problem which has to be tested empirically before it can be accepted as a concrete answer and incorporated into a theory (Bless & Higson-Smith, 1995: 37).

However, since current study is not quantitative but qualitative in nature, a hypothesis is not applicable to it. Instead the study is conducted on the basis of a working assumption that can be stated as follows:

- Abolition of corporal punishment causes high levels of ill-discipline at Serisha High School.

1.7. DEFINITIONS OF TERMS AND CONCEPTS

For the purpose of the study unless the contrary intention appears, the concepts and expressions below shall have the meaning attached thereto.

Current South African Constitution: This means the 1996 of South Africa Constitution; and

Gender and Number: Words importing the masculine gender include females. This means that where the personal pronoun, he, is used in a statement, this includes she, unless the context dictates otherwise. Words in the singular number include the plural and words in the plural number include the singular.

1.8. LIMITATIONS OF THE STUDY

The study is qualitative in nature and case study is its research design. Case studies have a lot of shortcomings. The shortcoming (limitation) of a case study is that its findings apply to that study only. The findings of the current case study are on the impact of the abolition of corporal punishment at Serisha High School. The findings of the study are therefore not applicable to other schools.

1.9. STRUCTURE OF THE STUDY (MINI-DISSERTATION)

The study is having the following five chapters:

- **Chapter one** that is dealing with the identification; definition; and explanation of key issues that are investigated in the study. The chapter is covering a number of aspects such problem statement; research questions; proposition;

the rationale, importance, and relevance of the study; and the limitations of the study are among the issues that are dealt with in chapter one of the study;

- **Chapter two** of the study tries to find some tentative answers to the questions that are laid down in chapter one. In order to find some tentative answers to the questions that are laid down in chapter one, the literature that is relevant to the research questions is reviewed;
 - **Chapter three** of the study is dealing with the research methodology that was followed when conducting the study.
 - **Chapter four** is concerned with the presentation, analysis and interpretation of the data that was collected from the key informants; and
 - **Chapter five** provides the conclusion and recommendations of the study.
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CHAPTER 2 LITERATURE REVIEW

2.1. INTRODUCTION

In the absence of discipline, school management is bound to be a superfluous and frivolous exercise. In order to determine whether there is a need to resuscitate corporal punishment as an instrument for the maintenance of discipline among learners at Solomon Maelula High School, it is indispensable to conduct a literature review. The purpose of literature review is to find some tentative answers to the research question. To this end, Leedy and Ormrod (2005: 64) maintain that the literature review describes theoretical perspectives and previous research findings regarding the problem at hand.

The focal point of the literature to be reviewed is on the following aspects:

- The meaning and scope of discipline;
- Causes, manifestations and repercussions of lack of discipline in South African schools;
- Strategies for managing ill-discipline in South African schools;
- Historical record of the orthodoxy of corporal punishment as a means for maintaining discipline in South African schools; and
- Abolition of corporal punishment as a means for maintaining discipline in South African schools.

2.2. MEANING AND SCOPE OF DISCIPLINE

Good discipline does not come about by chance. It needs to be purposely managed. It is necessary to create a positive disciplined school environment aimed at preventing disciplinary problems. In such a system, learners experience an

educative, corrective approach in which they learn to exercise self-control respect others and accept the consequences of their actions. The term 'discipline' is derived from the Latin word '*disciplina*' which means to teach. The term could mean (1) a branch of knowledge or learning; (2) training that develops self control, character, orderliness or efficiency; (3) strict obedience to enforce obedience; (4) treatment that controls or punishes; and (5) a system of rules. Thus the term discipline may be thought as any training intended to develop moral character or produce a pattern of behavior. Discipline is thought to be a coercive mechanism by some people, while to other people it is viewed as a collaborative process of building consensus regarding accepted behavior within institutions and society (Joubert and Prinsloo, 2008: 107).

Discipline is a teacher directed activity whereby they seek to lead, guide, direct, manage or confront a learner about a behavior that disrupts the rights of others". Rogers distinguishes between preventive discipline, corrective discipline and supportive discipline. Preventive discipline is concerned with basic rights and clear rules and consequences. Corrective discipline refers to educator actions that are carried out to correct disruptive, anti-social or deviant behavior (i.e. punishment). Supportive discipline is concerned with ensuring that 'correction' is received fairly and re establishing positive working relationships with disciplined students (Joubert and Prinsloo, 2008: 107).

Although the people may use the terms discipline and punishment interchangeably, they mean quite different things. By taking a closer look at these

words and their associated meanings, the difference can be described as follows: Punishment is part of a bigger picture of an authoritarian approach to managing the classroom or school that is based on the view that learners need to be controlled by educators. Punishment focuses on misbehavior and may do little or nothing to help a learner behave better in the future. In other words, punishment is more reactive and humiliating than corrective and nurturing. Punishment is psychologically hurtful to learners and likely to provoke anger, resentment and additional conflict. Whereas discipline is used proactively and constructively, where learners experience an educative, corrective approach in which they learn to exercise self-control, respect others and accept the consequences of their actions, punishment is punitive (Joubert and Prinsloo, 2008: 107).

2.3. CAUSES, MANIFESTATIONS AND REPERCUSSIONS OF LACK OF DISCIPLINE IN SOUTH AFRICAN SCHOOLS

Conflict in the teacher-learner relationship, lack of communication and respect are important factors that contribute to discipline problems in schools (Heystek & Ke, 2009: 111). According to Wolhuter and van Staden (2009: 92-93), the causes of learners discipline problems can be grouped into learners-related factors; educator-related factors; school related factors; school-related factors; and society-related factors. However, it remains to be determined whether the abolition of corporal punishment has anything to do with widespread lack of discipline at Solomom Maelula High School.

In terms of the available literature, the ways in which ill-discipline among learners in schools within the Republic of South Africa and other countries manifests itself include the following:

- Violent and aggressive behaviour;
- Smoking of dagga;
- Carrying of dangerous weapons;
- Disrespectful behaviour;
- Disruptive and demeaning conduct;
- Stealing;
- Cheating;
- Lying and acts of vandalism (Joubert and Serakwane: 2009: 117);
- Swearing (Osthuisen & Rossouw, 2009: 74); and
- Lack of social capital (van der Waldt, Potgieter & Wolhuter, 2009: 40).

According to de Wet and Jacobs (2009: 52), lack of discipline may, for example, lead to educator stress and burnout; inability to care about learners; and high educator turnover and undermining of instruction.

2.4. STRATEGIES FOR MANAGING ILL-DISCIPLINE IN SOUTH AFRICAN SCHOOLS

Discipline strategies employed by educators in their classrooms include the following:

- Assertive discipline strategy: Assertive discipline focuses primarily on rewards and punishments. Implementation of this strategy involves the development of a clear classroom discipline plan that consists of rules which learners must follow, positive recognition that learners will receive for following the rules and consequences that result when learners choose to ignore or not follow the rules;
- Logical consequences strategy: This model is based on the notion that learners' misbehaviour is an outgrowth of their unmet needs. In terms of this strategy, when educators see evidence that learners are pursuing mistaken goals, they should in a

friendly and non-threatening manner point out the fact by identifying the mistaken goal and discuss the faulty logic involved with the learners;

- Teacher effectiveness training: The thrust of this strategy is found in the fact that the educators have to teach learners to regulate and manage their own behaviour rather than employing power-based or control-oriented strategies (Joubert & Serakwane, 2009: 120-121).

Joubert and Serakwane (2009: 120-121) recommend the strategies that can be used to address the problem of ill-discipline in schools as follows:

- Benchmarking against best practices;
- Internal workshops: Individual schools need to hold internal workshops where educators could come together to find and share better discipline strategies on discipline; and
- Skills development programs: Skills development programs need to be developed and be rolled out to build the capacity of educators in the effective use of pro-active discipline strategies rather than control-oriented strategies.

Pro-active discipline strategies include the following:

- Creation of a good educator-learner relationship;
- Empowerment of learners and responsibility training: This involves the empowering of learners to take intelligent decisions, to accept consequences of their decisions and to be equipped to make better decisions in the future;
- Character development and inculcation of values: Inculcation of values develops character and thus enables learners to be able to distinguish between right and wrong;

- Involvement of family and other structures in behaviour management effort;
- Adoption of democratic teaching style;
- Development of self-discipline (Joubert and Serakwane (2009: 123-125); and
- Using the philosophy of redemptive discipline (Botha & Oosthuizen, 2009: 28).

2.4.1. Disciplinary Hearing as a Strategy for Managing Discipline

According to Joubert and Prinsloo (2008: 122), the legal framework that provides for discipline in South African schools requires that appropriate disciplinary procedures must be followed when disciplining learners. The legal framework requires that a disciplinary hearing of a learner must follow a due process. A disciplinary hearing takes place when very serious misconduct occurs. The principal of the school must refer the problem to the school governing body. The school governing body must make arrangements for a disciplinary hearing. It has to guarantee the learner a fair hearing, otherwise, its decision may be challenged. This requires that the principles of natural justice must be followed.

In the case of **Turner v Jockey Club of South Africa** 1974 (3) (SCA) the South African Supreme Court of Appeal stated that principles of natural justice do not require a domestic tribunal such as a disciplinary tribunal to follow the procedure and to apply the technical rules of evidence observed in a court of law, but they do require such a tribunal to adopt a procedure which would afford the person charged a proper hearing by the tribunal; an opportunity of producing his evidence; and an opportunity of correcting or contradicting any prejudicial statements or allegations made against him. The tribunal is required to listen fairly to both sides

and to observe the principles of fair play. In addition to what may be described as the procedural requirements, the fundamental principles of justice require a domestic tribunal to discharge its duties honestly and impartially. They require also that the tribunal's finding of the facts on which its decision is to be based shall be fair and *bona fide*. This means that the tribunal has the duty to act honestly and in good faith.

According to Cockram (1976: 39), since an tribunal such as a disciplinary committee is not an ordinary court, it is no ground for review of its decision that the tribunal or individual acting quasi-judicially did not follow the procedure of a court of law. Therefore, unless the enabling statute lays down express rules of procedure for the tribunal to follow, the tribunal need not sit in public nor follow ordinary rules of judicial procedure. Chief Justice Sir James Rose Innes had stated long ago in the case of **Dabner v South African Railways and Harbours** (1920 AD 583: 598) that tribunals specially created to deal with disputes relating to administration or discipline are not bound to follow the procedure of a court of law". According to Baxter (1984: 546) the reason for this is that too much insistence upon the forms of procedure to which lawyers are accustomed in court may lead to an over-judicialization of the administrative process to a point of making it to lose its advantage of flexibility.

According to Cockram (1976:40-41), the disciplinary tribunals need not even decide on the evidence submitted to it, but may instead decide on the basis of the local or technical knowledge of its members. However, the exercise by the

members of the quasi-judicial tribunal of their right to import their own local or technical knowledge may operate most unfairly unless they guard against the danger of being carried away by preconceived general impressions the correctness of which they have not investigated adequately.

Although disciplinary tribunals need not follow the procedure of a court of law, they are bound by rules of natural justice. The two rules of natural justice that disciplinary tribunals and High Courts must observe are that no man should be a judge in his own cause, and that both sides to a dispute should be heard. According to Baxter (1984: 544-546), basic tenets of the rule of natural justice to the effect that both parties to a dispute should be heard are the following:

- Notice of intended action: An opportunity to be heard presupposes adequate notice of intended administrative action. The notice should also stipulate when and where the opportunity to be heard may be exercised;
- Proper opportunity to be heard: Following upon adequate notice of the proposed action, the party must be accorded a fair opportunity to present his case; and
- Adequate disclosure: In order to enjoy a proper opportunity to be heard, an individual must be given some warning of the nature of the charge against him and the circumstances upon which that charge is found.

2.5. HISTORICAL RECORD OF THE ORTHODOXY OF CORPORAL PUNISHMENT AS A MEANS OF MAINTAINING DISCIPLINE IN SOUTH AFRICAN SCHOOLS

The available literature reveals that before the advent of democracy in South Africa, teachers (educators) and people in charge of school hostels were authorized to impose

moderate and reasonable corporal punishment on children in order to maintain authority and discipline (Snyman, 1989: 131; Burchell, Milton & Burchell, 1983: 359; and Visser & Vorster, 1987: 204).

There have always been strong grounds of justification for the use of corporal punishment in South African schools before the democratic era. According to Visser and Vorster (1987: 212), any criticism against the reasonable and moderate use of corporal punishment by the teachers is naïve and wrong. It certainly does not do a child any good when he deserves corporal punishment but this is withheld because it is alleged to be physically, psychologically, pedagogically and socially undesirable. The truth is to be found in Proverbs 13 verse 24 of the Bible which states that he that spares his rod, hates his son and that he that loves him, disciplines him diligently.

2.6. ABOLITION OF CORPORAL PUNISHMENT AS A MEANS FOR MAINTAINING DISCIPLINE IN SOUTH AFRICAN SCHOOLS

The current Constitution of the Republic of South Africa (Act 108, 1996) consolidates most of the provisions of the interim constitution of 1993 that ushered in the birth of democracy in the country. The current constitution is the supreme law of the land and it embodies a bill of rights which laid the basis for the abolition of corporal punishment in South African schools. The case in point is section 12 of the current South African Constitution which protects everyone's right to freedom and security.

2.7. THE RATIONALE FOR ABOLITION OF CORPORAL PUNISHMENT IN OTHER COUNTRIES WITH REFERENCE TO THE CASE OF EX TARE ATTORNEY-GENERAL NAMIBIA: IN RE CORPORAL PUNISHMENT BY ORGANS OF STATE 1991 (3) SA (Nm SC)

In this case the Namibian Supreme Court had to consider whether the imposition of a judicially-imposed sentence of corporal punishment and the infliction of

corporal punishment in government schools in Namibia conflicted with articles of the Namibian Constitution. The court ruled that the imposition of a judicially-imposed sentence of corporal punishment and the infliction of corporal punishment in government schools in Namibia conflicted with articles of the Namibian Constitution. The comments of Acting Judge of Appeal Mahomed are very important since they reflect on the rationale for the abolition of corporal punishment not only in Namibia, but in other countries as well. The comments can be quoted as follows:

- The imposition of corporal punishment on adults by organs of the State is indeed degrading or inhuman and inconsistent with civilised values pertaining to the administration of justice and the punishment of offenders. This view is based substantially on the following consideration: Every human being has an inviolable dignity. A physical assault on him sanctified by the power and the authority of the State violates that dignity. His status as a human being is invaded. Fundamental Freedoms, which is in the same terms as art. 8(2)(a)
- The manner in which the corporal punishment is administered is attended by, and intended to be attended by, acute pain and suffering 'which strips the recipient of all dignity and self-respect. It is contrary to the traditional humanity practised by almost the whole of the civilised world, being incompatible with the evolving standards of decency. Articles and s. 1 of the
- The fact that these assaults on a human being are systematically planned, prescribed and executed by an organised society makes it inherently objectionable. It reduces organised society to the level of the offender. It

demeans the society which permits it as much as the citizen who receives it:

- It is in part at least premised on irrationality, retribution and insensitivity. It makes no appeal to the emotional sensitivity and the rational capacity of the person sought to be punished.
- It is inherently arbitrary and capable of abuse leaving as it does the intensity and the quality of the punishment substantially subject to the temperament, the personality and the idiosyncrasies of the particular executioner of that punishment.
- It is alien and humiliating when it is inflicted as it usually is by a person who is a relative stranger to the person punished and so has no emotional bonds with him.
- There is beginning to emerge an accelerating consensus against corporal punishment for adults throughout the civilised world.
- In Europe, article 3 of the European Convention for the Protection of Human Rights and Fundamental Freedoms, which is in the same terms as art 8(2)(b) of the Namibian Constitution, was interpreted to render unconstitutional an order by a juvenile court in the Isle of Man, sentencing the applicant to three strokes.
- In the United Kingdom, section 36 of the Criminal Justice Administration Act of 1914 abolished whipping for all common law offences and s 1 of the Criminal Justice Act of 1948 abolished whipping as a sentence by a court of law altogether pursuant to the Report of the Departmental Committee on Corporal Punishment.

- In Germany corporal punishment imposed by judicial authorities is regarded as unconstitutional in the light of the provisions of the German Constitution.
- In the United States the relevant constitutional provision is the 8th' Amendment which provides that excessive bail shall not be required, nor excessive fines imposed, nor **cruel and unusual punishments** inflicted'.
- The Supreme Court of Zimbabwe has unanimously held that corporal punishment for adults which in its very nature is both inhuman and degrading violates the constitutional guarantee against inhuman or degrading punishment or treatment.
- In Canada corporal punishment was abolished with the enactment of the Criminal Law Amendment Act of 1972.
- In Australia corporal punishment is no longer resorted to. Corporal punishment breeds hatred and bitterness, uproots personal dignity, and frustrates any attempt at social re-adjustment.
- Whipping is not only an assault upon the person of a human being but also upon his dignity as such.
- Corporal punishment is a brutal and degrading form of punishment.
- Juveniles also have an inherent dignity by virtue of their status as human beings and that dignity is also violated by corporal punishment inflicted in consequence of judicial or quasi-judicial authority.
- The manner in which corporal punishment is administered upon a juvenile is also intended to result in acute pain and suffering which invades his dignity and the self-respect of the recipient.

CHAPTER 3

- Such punishment is also potentially arbitrary and open to abuse in the hands of the person administering the punishment. Both the punisher and the juvenile sought to be punished are also equally degraded.
- The juvenile is also alienated by such punishment.
- Corporal punishment upon juveniles in consequence of judicial or quasi-judicial direction also has a retributive element with scant appeal to the rational and emotional sensitivities of the juvenile.

2.8. SUMMARY

The literature that was reviewed has revealed the following:

- The causes, manifestations and repercussions of lack of discipline in South African schools are complex and varied;
- Strategies for managing ill-discipline in South African Schools are multifaceted;
- Corporal punishment has been an acceptable means of maintaining discipline in South African schools before the advent of democracy in the country; and
- Corporal punishment has since been outlawed as a means for maintaining discipline in South African schools.

CHAPTER 3 RESEARCH METHODOLOGY

3.1. INTRODUCTION

The main idea behind this chapter is to provide details on the methodology that was followed to answer the primary question and related secondary questions of the study. The aspects relevant to the research methodology of the study that will be discussed are the following:

- Nature of the research and its design;
- Purpose of using the research design;
- Data collection and Validity
- Data analysis;
- Limitations of the research design; and
- Ethical Guidelines.

3.2. NATURE OF THE RESEARCH AND ITS DESIGN

P & DM (1996: 9) warns that the section on research methodology in respect of a study proposal and report should be in detail as possible to address issues around arbitrariness, validity and reliability. Research is not only about raising questions, its ultimate goal is to find answers to those questions. Finding answers to those questions requires a cautious choice of a method which is conducive to answering them. The overriding reason for choosing a particular research methodology must be informed by the value of such methodology as a tool for answering the key research question and concomitant sub-questions with sufficient relevance. This is because once the research methodology is not relevant or directly tied to the research question/s, it is bound to answer collateral questions leaving the

fundamental questions of the whole research exercise unanswered. Thus, the choice of a method for answering research questions must be based on what Conyers & Hills (1986: 67) call the principles of reasoning rather than simply on emotions or inspired guesswork.

Having regard to what has been laid down above, it logically follows that the methodology that was used to conduct this research project be spelled out in clear terms. In this regard, Leedy (1993: 145) lays down the following:

“A clear statement of your research methodology, with its rationale, should be an integral part of both your proposal and research report. Why? It informs your reader exactly how you intend to proceed (proposal) or proceeded (research report) and how you handled the data. It helps to explain what the nature of the data were, and what method you used to process them to arrive at your conclusions.”

Leedy (1993: 139) warns that “All research methodology rests upon a bedrock axiom: The nature of the data and the problem for research dictate the research methodology.” Thus, the methodology used in respect of this research project cannot be laid down in isolation from its main question which found explicit expression under the second chapter of the study.

Data in respect of discipline among learners at Solomon Maelula High School is available in qualitative form, that is, in the form of what Neuhman (1994: 316) calls, “... words, sentences and paragraphs rather than numbers.” This is the main reason why a qualitative study was chosen to carry out the research on the impact of abolishing corporal punishment on discipline in South African school management with specific reference to Solomon Maelula High School. A qualitative study is fit and proper to use for research which aims to find out the views of people involved in the research and their perceptions. Views and

perceptions of educators and members of the School Governing Body at Solomon Maelula High School would be solicited to determine the impact that the abolition of corporal punishment has on learner discipline within that school. Holloway (1997: 1-5) provides views which can also be regarded as the reason for choosing the qualitative study for the current research project as follows:

“Qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. ... Qualitative researchers focus on the emic perspective, the views of the people involved in the research and their perceptions, meanings and interpretations”

In the light of what is stated above, the research that was conducted assumed the character and complexion of a qualitative type of research as against a quantitative type. According to Leedy (1993: 145), qualitative research may be carried out through four main ways which are identified as follows: descriptive studies; survey studies; historical studies; and case studies. Case study was used as the research design for the current qualitative study as would be explained.

3.3. RESEARCH DESIGN AND ITS PURPOSE

The research project was in a broader perspective concerned with the discipline of learners which is a social phenomenon. In a narrower context, it focused on a specific institution, namely, Serisha High School. Thus, the appropriate research design for the research project was a case study. The reasons for having chosen the case study as research design must be specified as well. A case study was used as a research design because there is ample authority that is supporting its appropriateness in research projects aimed at gaining insight into social phenomena (e.g. discipline) and institutions (e.g. Serisha High School). Yin (1994: 2) notes that a case study contributes uniquely to our knowledge of individuals,

organisational, social and political phenomena. Thus the research project was carried out in accordance with formalities applicable to collection and analysis of case study data to answer its primary question and secondary questions respectively. According to Welman and Kruger (1999: 191), firstly, the case should be defined or demarcated, in other words, its boundaries should be determined. The case in respect of the current study can be defined as follows:

- Serisha High School is the study area. The school is situated in Mpumalanga Province of South Africa;
- There is a view that there is a problem of learner ill-discipline at Serisha High School;
- The boundaries of the case study were initially demarcated to establish, from the perspective of educators, whether problem of learner ill-discipline at Serisha High School can be attributed to the abolition of corporal punishment or not. However, later on the study was extended to include members of the School Governing Body of Serisha High School so that there could a balanced view of ideas on the subject matter of investigation.

3.5. DATA COLLECTION AND VALIDITY

The primary question and secondary questions of the case study on the impact of abolition of corporal punishment on discipline at Serisha High School could not be answered without gathering adequate and relevant data (evidence) in relation to these questions. In addition, the issue of validity was given careful consideration during the data collection phase. In respect of data that was collected, validity

means data that was representative of a true and full picture of what the researcher was attempting to investigate.

Validity has many facets. According to Bailey (1987: 67-69), there is face validity, criterion validity, and construct validity. The specific type of validity which the data collection phase of the case study research on ill-discipline among learners at Serisha High School was to satisfy is construct validity. According to Yin (1994: 34) construct validity has to do with establishing correct operational measures for the concepts being studied.

Yin (1986: 34) is of the view that the guarantee to construct validity of the data collection stage of case studies lies in the use of multiple sources of evidence, and this means the use of more than one source of evidence. Thus, in order to enhance the construct validity of the case study at hand, both primary and secondary data were collected regarding the subject matter of inquiry. According to Conyers and Hills (1986: 101) primary data are original, raw facts whilst secondary data consist of existing information collected by others which is available from secondary sources such as published books, articles, unpublished reports and files. The mechanisms which were used to gather primary as well as secondary data in respect of the research project need to be discussed.

3.5.1. Primary Data Collection Technique: In-depth Interview

In a preliminary discussion held by the researcher with the principal (headmaster) of Serisha High School, it became clear that the school is made up of the following: twenty six (26) educators which include the principal and his deputy as well as three (3) Heads of Departments. Sixteen (16) educators are of the masculine gender and

ten (10) are of the feminine gender. The school also has a School Governing Body (SGB) that has fourteen (14) members. Ten (10) members of the SGB are representatives of parents; two (2) members are teachers who represent staff; and the remaining two (2) members are students who represent learners of Serisha High School.

The twenty six (26) educators and fourteen (14) members of the SGB of Serisha High School were earmarked to serve as key informants in the execution of the case study. Thus, a purposive sampling technique was used since the informants were not just picked up at random. However, the researcher succeeded in interviewing seventeen (17) instead of twenty six (26) educators. For various reasons such as being too busy or not being available due other school commitments, the researcher could not interview the remainder of the nine (9) educators. In order to avoid a large sample for the study, the data collected from fourteen (14) educators was used. This means that data that was used emanates from the majority of the educators. The sample is therefore representative of the views of educators at Serisha High School. Eleven (11) members of the SGB of Serisha High School and this also means that the study was based on a representative sample of the members of the aforesaid SGB.

From the various key informants, primary data or oral evidence was collected using an in-depth interview. O'Sullivan & Rassel (1989: 189) maintain that an in-depth, or face-to-face, interviews allow researchers to obtain large amounts of data, perform in-depth probing, and ask more complicated or sensitive questions. The in-depth interviews were carried out on the basis of an interview guide and responses of the

key informants were recorded in writing on the interview guide. According to Goode & Hatt (1952) an interview guide is one form of the questionnaire which allows flexible and alternative wording of questions when that is needed.

3.5.2. Secondary Data Collection Technique: Documentary Study

Secondary data for the purposes of the research project was collected through the study thereof. According to Bailey (1987: 291), the basic advantage of document studies is that it allows research on subjects to which the researcher does not have physical access, and thus cannot study by any other method. The documents that were used as sources of secondary data in conducting the study were the following:

- Text books;
- Articles from journals; and
- Legislation of the South African Parliament.

3.6. DATA ANALYSIS

Data analysis consists of examining, categorising, tabulating, or otherwise combining the evidence to address the initial propositions or hypotheses of the study (Yin, 1994: 102). Data analysis is essentially a process of evaluating or assessing evidence. It may be equated with what Hoffmann & Zeffertt (1983: 463) call, "... weighing evidence and deciding whether it provides proof of whatever fact is in issue."

Fair presentation of the data is a precondition for effective data analysis. Moreover, data categorisation and display feature as important constituent parts of the data analysis phase. Goode & Hatt (1952: 343) maintain that there are two questions that are fundamental to the process of data analysis. One relates to the techniques of

representing the data and the other relates to the methods of logically ordering the data so that questions can be raised and answered. In respect of the research project, the display of data was made by way of diagrams or tables as the next chapter will show. Neuhman (1994: 321) states that the formalities which are normally adhered to by the case study researcher in the process of analysing data include looking for patterns in the lives, actions and words of people in the context of the overall case as a whole.

There are two general strategies for analysing case study evidence. The first and most preferred one and which was used in respect of the study, is that of relying on theoretical propositions that led to the case study. Yin (1994: 104-106) maintains that the propositions help the analyst to focus attention on certain data and to ignore other data. Embedded within the general strategies of conducting analysis of case study evidence, are specific analytic techniques known as dominant modes of analysis which contain four important techniques, namely, pattern-matching, explanation building, time-series analysis and program logic models. In respect of the research project at hand, time-series analysis is the technique that was used in analysing the data that was collected. According to Professor van Vollenhoven (2010), data analysis forms the essence of the research report. The collected data must be discussed. An attempt/effort is made to discuss the data in the portion dealing with interpretation of data in the last section of the next chapter of the report.

3.7. LIMITATIONS OF THE RESEARCH METHODOLOGY

The major limitation of the study is in the fact that a case study was used as a design for conducting the research. Barker (1988) expresses such a limitation as being to the

effect that case studies consist of particular environments and that their typicality can offer problems of generalisation. Findings in respect the case study of ill-discipline of learners at Serisha High School can therefore not be generalized to other schools. Even though that would be a limitation, there are advantages of using case studies as designs for conducting research. Dane (1990: 114) notes that case studies are remarkable for providing additional insights and serve as stimuli for the development of additional studies.

3.8. ETHICAL ISSUES

Research ethical norms, principles and values in accordance with which the study was conducted can be discussed as follows:

- Plagiarism: According to Baker (1988: 73) plagiarism is the incorporation of someone else work into your own without proper acknowledgment. The researcher avoided plagiarism by acknowledging the authors of data sources that she consulted;
- Informed Consent and Voluntary Participation: Barker (1988: 40) states that the principle of informed consent refers to providing potential research participants with all the information necessary to allow them to make a decision concerning their participation. All identified key informants were provided with adequate and relevant data to decide on whether or not to participate in the research project; and
- Confidentiality and Invasion of Privacy: The anonymity of the participants and the confidentiality of information are important ethical norms that must be respected when conducting research. According to Barker (1988: 51)

anonymity of participants exists when no one including the researcher can relate a participant identity to any information pertaining to the project. The

4.1 ethical research norms of confidentiality and invasion of privacy were fully respected and maintained when carrying out the study.

Diagrams or tables are used in this chapter to display the primary data that was collected from people who played a role as key informants in the study.

4.2. STRATEGIES AND TECHNIQUES OF DATA ANALYSIS

In order to analyse the primary data that was collected from the key informants, the researcher relied on the theoretical proposition that led to the case study as a guide. According to Yin (1994: 104-105), the propositions help the data analyst to focus attention on certain relevant data and to ignore irrelevant data. In addition, explanation-building was used as the specific strategy to analyse the data. Yin (1994: 110) states that explanation-building involves the analysis of case study data by building an explanation about the case or subject that is studied. The data collected from key informants through in-depth interviews will be analyzed, displayed, simplified, and explained using tables.

The primary data that was collected from the key informants is displayed and analysed through the following tables: Table A, Table B, Table C, Table D, Table E, Table F, and Table G. After the display of data by means of the tables, the interpretation thereof will be done. The interpretation will be aimed at drawing the meaning and implications of the responses of the key informants to the selected questions which they responded to.

CHAPTER 4 DATA ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

According to Yin (1994: 102), data analysis deals with the assessing, categorizing, tabulating, or otherwise combining the evidence to address the initial propositions of the study. Diagrams or tables are used in this chapter to display the primary data that was collected from people who played a role as key informants in the study.

4.2. STRATEGIES AND TECHNIQUES OF DATA ANALYSIS

In order to analyse the primary data that was collected from the key informants, the researcher relied on the theoretical proposition that led to the case study as a guide. According to Yin (1994: 104-106), the propositions help the data analyst to focus attention on certain relevant data and to ignore irrelevant data. In addition, explanation-building was used as the specific technique to analyse the data. Yin (1994: 110) states that explanation-building involves the analysis of case study data by building an explanation about the case or subject that is studied. The data collected from key informants through in-depth interviews will be analyzed, displayed, simplified, and explained using tables.

The primary data that was collected from the key informants is displayed and analysed through the following tables: Table A; Table B; Table C; Table D; Table E; Table F; and Table G. After the display of data by means of the tables, the interpretation thereof will be done. The interpretation will be aimed at showing the meaning and implications of the responses of the key informants to the various questions which they responded to.

4.3. TABLE A: VIEWS OF MALE EDUCATORS ON WHETHER THERE ARE INCIDENTS OF ILL-DISCIPLINE OF LEARNERS AT SERISHA HIGH SCHOOL

QUESTION: Are there incidents of ill-discipline of learners that your school is experiencing?

Answer **YES OR NO** and if **YES** please explain how the incidents of ill-discipline of learners at your school manifest themselves.

MALE EDUCATORS

1st Key Informant. **Yes.** Learners do not study; they do not do their home works; they do not come to school; they do not respect their teachers; and they bully each other.

2nd Key Informant. **Yes.** Learners abscond from classes; they disrespect educators especially female educators; they do not write homework's; they copy each others' works; they openly indulge in love affairs other; they openly smoke dagga and cigarettes; they fight each other; they disrespect each other; and they cheat during exams.

3rd Key Informant. **Yes.** We are sitting with learners who are not co-operative; they are arrogant; they refuse to take instructions from educators; they do not study; they are not punctual in coming to school; they do not wear school uniforms; and they are disrespectful to the educators.

4th Key Informant. **Yes.** Learners physically fight each other; they assault educators sometimes; they do not write their home works; they do no attend studies which results in higher failure rates; they do not wear school uniforms; they use drugs at school; and they bully each other.

5th Key Informant. **Yes.** The learners disrespect educators; they deliberately damage school furniture and graffiti; they bully each other; they deliberately cause littering; and they absent themselves from school without any valid reasons.

6th Key Informant. **Yes.** Learners do not come to school on time; they absent themselves from classes as they want; there are those who use drugs; they engage in love relationships; they make noise when they want to; and they do not do their written work.

7th Key Informant. **Yes.** Learners are generally disrespectful; they come late to school; they use drugs and alcohol; they absent themselves from school; and they assault each other within the school premises.

Total Number of Affirmative Answers = 7
Total Number of Negative Answers = 0

4.4. TABLE B: VIEWS OF FEMALE EDUCATORS ON WHETHER THERE ARE INCIDENTS OF ILL-DISCIPLINE OF LEARNERS AT SERISHA HIGH SCHOOL

QUESTION: Are there incidents of ill-discipline of learners that your school is experiencing?

Answer **YES OR NO** and if **YES** please explain how the incidents of ill-discipline of learners at your school manifest themselves.

FEMALE EDUCATORS

1st Key Informant. **Yes.** Learners smoke drugs at school; they come late to school; they come to school under the influence of alcohol; learners come to school when they want; and they are not consistent and committed to attending school.

2nd Key Informant. **Yes.** Learners do not co-operate with educators; they abscond from classes; they disrespect educators especially female educators; they do not write homework's; they do not do their school work; they absent themselves from school as they wish; and they dodge studies.

3rd Key Informant. **Yes.** Some learners choose to play and even sleep when educators are busy teaching them; they do not wear school uniforms; they write funny things on their clothes; they make funny remarks about educators when they are being taught; they are disrespectful to the educators; and they even sell and eat food when the educators are busy teaching them.

4th Key Informant. **Yes.** Learners use drugs when at school; they disrespect educators; they abscond from classes; they do not write home works and class works; and they don't study

5th Key Informant. **Yes.** Learners do not write their school work; they make noise during school hours; they absent themselves from school; some of them just loiter in the streets during school time; they do not want to write test; and they do not write home and class works.

6th Key Informant. **Yes.** Learners do not write school work they don't wear school uniforms; they don't want to wear school uniforms; and they don't want to study unless when supervised.

7th Key Informant. **Yes.** Most of the learners do not write home works; they do not submit their school work in time; they come late to school; they dodge classes; they are generally disrespectful; they cheat when writing tests; they don't study if they are not supervised during the school study sessions; they are involved in noisemaking most of the time; and they are not committed to their studies but they want to pass at the end of the year.

Total Number of Affirmative Answers = 7

Total Number of Negative Answers = 0

4.5. TABLE C: VIEWS OF SCHOOL GOVERNING BODY MEMBERS ON WHETHER THERE ARE INCIDENTS OF ILL-DISCIPLINE OF LEARNERS AT SERISHA HIGH SCHOOL

QUESTION: Are there incidents of ill-discipline of learners that your school is experiencing?
 Answer **YES OR NO** and if **YES** please explain how the incidents of ill-discipline of learners at your school manifest themselves.

SCHOOL GOVERNING BODY MEMBERS

- 1st Key Informant. **Yes.** The learners bring drugs and knives to school; schools have become battlefields at which learners fight each other girls and other matters; and I remember an incident where we had to call the police to arrest a learner who stabbed a fellow learner at the school.
- 2nd Key Informant. **Yes.** As members of the School Governing Body we always receive cases of learners who fight each other, smoke dagga at school, coming to school drunk, and abscond from classes.
- 3rd Key Informant. **Yes.** As chairman of the School Governing Body we receive complaints from the members of the school management team such as the following: vandalism by learners; infighting among learners; drug abuse; absenteeism; sexual relationships among learners; high rates of pregnancies; and even assault of educators by the learners.
- 4th Key Informant. **Yes.** As an unemployed house wife I am always at home. I feel perturbed to see learners from the school roaming around the village during school hours. I see the learners going to school late and other returning from school too early. I see learners who do not go school joining those who are not schooling in the smoking of cigarettes and dagga in the village and even drinking beers.
- 5th Key Informant. **Yes.** There is a high rate of teenage pregnancies at the school since the learners do that in order to get the child support grants from the government.
- 6th Key Informant. **Yes.** Learners at our school have a serious problem of drug abuse; they don't attend school regularly; the boys always fight each other at school and after school over girls; they do not wear school uniforms; and they use abusive language towards each other.
- 7th Key Informant. **Yes.** As a security officer of the school and member of the School Governing Body I always see learners who jump the school fence to dodge classes. Whenever I try to stop them, they threaten me with violence and un away. The learners litter the school premises and do not through away papers in the dustbins and this makes my job difficult since also have to pick up all the papers that they throw all over the school premises.
- 8th Key Informant. **Yes.** There is a problem of vandalism of learners at the school; they destroy windows and furniture; and they even mishandle the books that are given to them by the school to use.
- 9th Key Informant. **Yes.** The high failure rate at the school indicates that there is ill-discipline at the school; learners do not study; they dodge classes; they abuse drugs and alcohol; and there is a high rate of pregnancy among the learners.
- 10th Key Informant. **Yes.** As a learner, Secretary of the Learners Representative Council and member of the School Governing Body I have observed the following cases of ill-discipline at the school: learners making noise during school hours; learners jumping school fence and absconding from classes; learners who do not study; learners who do not submit school work; learners who play and tease each other in class; and learners who do not do homework but only copy from others.
- 11th Key Informant. **Yes.** As the President of the Learners Representative Council Body I have observed the following cases of ill-discipline at the school: Learners disrespect educators; they absent themselves from school; they abscond from classes; they don't wear school uniform; they do not study; and they are not serious about their school work.

Total Number of Affirmative Answers = 11
Total Number of Negative Answers = 0

4.6. TABLE D: VIEWS OF KEY INFORMANTS ON WHETHER THE MEASURES THAT ARE CURRENTLY USED FOR MAINTAINING DISCIPLINE AT SERISHA HIGH SCHOOL ARE EFFECTIVE AND WHETHER THE ABOLITION OF CORPORAL PUNISHMENT AT THE SCHOOL HAS BEEN CONDUCTIVE TO MAINTENANCE OF DISCIPLINE AMONG LEARNERS

QUESTION: Are the measures that are currently used for maintaining discipline among learners at your school effective in combating misconduct among the learners? Answer YES OR NO: _____

SCHEDULE A OF TABLE D

| Male Educators & Answers | | Female Educators & Answers | | School Governing Body Members & Answers | |
|--------------------------------|-----|--------------------------------|-----|---|-----|
| 1st Key Informant. | NO. | 1st Key Informant. | NO. | 1st Key Informant. | NO. |
| 2nd Key Informant. | NO. | 2nd Key Informant. | NO. | 2nd Key Informant. | NO. |
| 3 rd Key Informant. | NO. | 3 rd Key Informant. | NO. | 3 rd Key Informant. | NO. |
| 4 th Key Informant. | NO. | 4 th Key Informant. | NO. | 4 th Key Informant. | NO. |
| 5 th Key Informant. | NO. | 5 th Key Informant. | NO. | 5 th Key Informant. | NO. |
| 6 th Key Informant. | NO. | 6 th Key Informant. | NO. | 6 th Key Informant. | NO. |
| 7 th Key Informant. | NO. | 7 th Key Informant. | NO. | 7 th Key Informant. | NO. |
| | | | | 8 th Key Informant. | NO. |
| | | | | 9 th Key Informant. | NO. |
| | | | | 10 th Key Informant. | NO. |
| | | | | 11 th Key Informant. | NO. |
| Affirmative Answers = 0 | | Affirmative Answers = 0 | | Affirmative Answers = 0 | |
| Negative Answers = 7 | | Negative Answers = 7 | | Negative Answers = 11 | |

QUESTION: Has the abolition of corporal punishment at your school been conducive to the maintenance of discipline among the learners? Answer YES OR NO: _____

SCHEDULE B OF TABLE D

| Male Educators & Answers | | Female Educators & Answers | | School Governing Body Members & Answers | |
|--------------------------------|-----|--------------------------------|-----|---|-----|
| 1st Key Informant. | NO. | 1st Key Informant. | NO. | 1st Key Informant. | NO. |
| 2nd Key Informant. | NO. | 2nd Key Informant. | NO. | 2nd Key Informant. | NO. |
| 3 rd Key Informant. | NO. | 3 rd Key Informant. | NO. | 3 rd Key Informant. | NO. |
| 4 th Key Informant. | NO. | 4 th Key Informant. | NO. | 4 th Key Informant. | NO. |
| 5 th Key Informant. | NO. | 5 th Key Informant. | NO. | 5 th Key Informant. | NO. |
| 6 th Key Informant. | NO. | 6 th Key Informant. | NO. | 6 th Key Informant. | NO. |
| 7 th Key Informant. | NO. | 7 th Key Informant. | NO. | 7 th Key Informant. | NO. |
| | | | | 8 th Key Informant. | NO. |
| | | | | 9 th Key Informant. | NO. |
| | | | | 10 th Key Informant. | NO. |
| | | | | 11 th Key Informant. | NO. |
| Affirmative Answers = 0 | | Affirmative Answers = 0 | | Affirmative Answers = 0 | |
| Negative Answers = 7 | | Negative Answers = 7 | | Negative Answers = 11 | |

4.7. TABLE E: VIEWS OF MALE EDUCATORS ON WHETHER THERE IS A NEED TO RESUSCITATE CORPORAL PUNISHMENT AS AN INSTRUMENT FOR THE MAINTENANCE OF DISCIPLINE AMONG LEARNERS AT SERISHA HIGH SCHOOL AND REASONS FOR THEIR VIEWS

QUESTION: Is there a need to resuscitate corporal punishment as an instrument for the maintenance of discipline among learners at your school? **ANSWER YES OR NO** ____ **AND PROVIDE REASONS FOR YOUR ANSWER**

MALE EDUCATORS

- 1st Key Informant. **Yes.** Because educators as parents can no longer discipline learners in an effective way since all other strategies that they use are harmless and irrelevant.
- 2nd Key Informant. **Yes.** Because at the time when corporal punishment was in place all the problems of ill-discipline were not there. If learners know that they will be thrashed for doing something wrong, they will avoid doing that.
- 3rd Key Informant. **Yes.** Because as part of the management team of the school we are left with nothing to control and manage the learners. The measure of giving manual work to learners or calling upon the parents of misbehaving learners is not effective because that does not inflict pain to the learners.
- 4th Key Informant. **Yes.** This is because during the time of corporal punishment, there was no evidence of all current cases of ill-discipline among learners. Corporal punishment will help the educators to enforce good behavior among the learners.
- 5th Key Informant. **Yes.** Corporal punishment will help us to bring discipline back to the school because harsh conditions always bring and build better people.
- 6th Key Informant. **Yes.** Because corporal punishment will empower the educators to carry out the responsibility of bringing up good learners who will be responsible adults of tomorrow without any hindering factors.
- 7th Key Informant. **Yes.** Because the use of corporal punishment will deter learners from doing wrong things since they will know that they will be punished.

Total Number of Affirmative Answers = 7

Total Number of Negative Answers = 0

4.8. TABLE F: VIEWS OF FEMALE EDUCATORS ON WHETHER THERE IS A NEED TO RESUSCITATE CORPORAL PUNISHMENT AS AN INSTRUMENT FOR THE MAINTENANCE OF DISCIPLINE AMONG LEARNERS AT SERISHA HIGH SCHOOL AND REASONS FOR THEIR VIEWS

QUESTION: Is there a need to resuscitate corporal punishment as an instrument for the maintenance of discipline among learners at your school? **ANSWER YES OR NO** ____ **AND PROVIDE REASONS FOR YOUR ANSWER**

FEMALE EDUCATORS

1st Key Informant. **Yes.** Because without corporal punishment, the educators are not in a position to control the learners.

2nd Key Informant. **Yes.** Because if corporal punishment is brought back, the learners will behave well and even the pass rate will improve.

3rd Key Informant. **Yes.** Because if learners know that they will be corporally punished, they will stop misbehaving. The measure of punishing them by giving them manual work does not work because that is what the learners enjoy.

4th Key Informant. **Yes.** Because we will be able to correct ill discipline of learners particularly the boys who disrespect the female teachers.

5th Key Informant. **Yes.** Because most learners are afraid of corporal punishment and if it brought back, they will behave properly and effective teaching and learning will take place.

6th Key Informant. **Yes.** Learners as children are playful by nature and corporal punishment is the best instrument to get them to be serious about their school work.

7th Key Informant. **Yes.** Because if there is corporal punishment, the learners will behave accordingly and do their school work. Even God says that learners should be punished to foster discipline.

Total Number of Affirmative Answers = 7

Total Number of Negative Answers = 0

4.9. TABLE G: VIEWS OF SCHOOL GOVERNING BODY MEMBERS ON WHETHER THERE IS A NEED TO RESUSCITATE CORPORAL PUNISHMENT AS AN INSTRUMENT FOR THE MAINTENANCE OF DISCIPLINE AMONG LEARNERS AT SERISHA HIGH SCHOOL AND REASONS FOR THEIR VIEWS

QUESTION: Is there a need to resuscitate corporal punishment as an instrument for the maintenance of discipline among learners at your school? **ANSWER YES OR NO ___ AND PROVIDE REASONS FOR YOUR ANSWER**

SCHOOL GOVERNING BODY MEMBERS

1st Key Informant. **Yes.** Because corporal punishment is the most effective means that the educators can use to maintain discipline and control learners.

2nd Key Informant. **Yes.** Because without corporal punishment the educators cannot be able to bring back discipline and good governance at the school.

3rd Key Informant. **Yes.** Because during our times corporal punishment helped to ensure that the learners were disciplined, well behaved, hardworking, and produced good results.

4th Key Informant. **Yes.** Because if the rights of educators to use corporal punishment can be reinstated, ill-discipline at school can be averted. The Bible also states that if you spare the rod you spoil the child.

5th Key Informant. **Yes.** Because corporal punishment will make the learners to respect their parents and educators and stop their mischief.

6th Key Informant. **Yes.** Corporal punishment will make the learners to respect their educators and even the pass rate at school will improve.

7th Key Informant. **Yes.** Because corporal punishment is the strong measure of correcting learners since when they are verbally reprimanded, they do not listen.

8th Key Informant. **Yes.** Because corporal punishment is the effective remedy to misconduct.

9th Key Informant. **Yes.** Because corporal punishment is the rod that is best for correcting misbehaving learners.

10th Key Informant. **Yes.** Because corporal punishment will ensure that learners stop doing all the bad things and start behaving in a way which is responsible because they are afraid of this type of punishment.

11th Key Informant. **Yes.** Because if corporal punishment is used, the learners will become serious with their work.

Total Number of Affirmative Answers = 11

Total Number of Negative Answers = 0

4.10. INTERPRETATION OF DATA/FINDINGS

4.10.1. WHETHER THERE ARE INCIDENTS OF ILL-DISCIPLINE OF LEARNERS AT SERISHA HIGH SCHOOL

The responses of key informants who are male educators, female educators, and members of the School Governing Body of Serisha High School to the question as to whether there are incidents of ill-discipline of learners that the school is experiencing, appear under tables A, B, and C in this chapter. All key informants (100%) stated that there are indeed incidents of ill-discipline of learners at that school. This means that according to all key informants who participated in answering questions in the study, the learners at that school are not well behaved.

4.10.2. WHETHER THE MEASURES THAT ARE CURRENTLY USED FOR MAINTAINING DISCIPLINE AT SERISHA HIGH SCHOOL ARE EFFECTIVE AND WHETHER THE ABOLITION OF CORPORAL PUNISHMENT AT THE SCHOOL HAS BEEN CONDUCTIVE TO THE MAINTENANCE OF DISCIPLINE AMONG LEARNERS

Schedule A of table D in this chapter, displays the responses of key informants to the question whether the measures that are currently used for maintaining discipline at Serisha High School are effective in combating misconduct among the learners. As the responses of the key informants show, the measures that are currently used to maintain discipline at Serisha High School are not effective. This is because there is no single educator or member of the School Governing Body who indicated that the measures that are currently used for maintaining discipline among learners at the school are effective. This also means that the school needs a measure that will be conducive to the maintenance of discipline among its learners.

Schedule B of table D in this chapter, displays the responses of key informants to the question whether the abolition of corporal punishment at Serisha High School has been

conducive to the maintenance of discipline among the learners attending there. As the responses of the key informants show, the abolition of corporal punishment at Serisha High School has not been conducive to the maintenance of discipline among the learners who are attending there. This is because there is no single educator or member of the School Governing Body who indicated that the abolition of corporal punishment at Serisha High School has been conducive to the maintenance of discipline among learners at the school. This implies that there is correlation between the abolition of corporal punishment and the high levels of ill-discipline at Serisha High School.

4.10.3. WHETHER THERE IS A NEED TO RESUSCITATE CORPORAL PUNISHMENT AS AN INSTRUMENT FOR THE MAINTENANCE OF DISCIPLINE AT SERISHA HIGH SCHOOL AND REASONS FOR THEIR VIEWS

The responses of key informants who are male educators, female educators, and members of the School Governing Body of Serisha High School to the question as to whether there is a need to resuscitate corporal punishment as an instrument for the maintenance of discipline at the school, appear under tables E, F, and G in this chapter. All key informants (100%) stated that there is a need to resuscitate corporal punishment as an instrument for the maintenance of discipline at the school. This implies that the government of the Republic of South Africa should not have prohibited corporal punishment as a measure to be used to maintain discipline among learners. In the next chapter final conclusions will be made with view to answer the primary and secondary questions of the study.

A theme that emerges from the data collected from key informants is that corporal punishment should not have been abolished as measure of instilling discipline to the learners at Serisha High School. The pattern that shines like a golden thread throughout

the responses of key informants as per Tables A; B; C; D; E; F; and G in this chapter points to the fact that the abolition of corporal punishment is the one that causes high levels of ill-discipline at Serisha High School.

4.2. WHETHER THERE ARE INCIDENTS OF ILL-DISCIPLINE OF LEARNERS AT SERISHA HIGH SCHOOL

The first secondary question of the study was aimed at determining whether there are incidents of ill-discipline of learners that Serisha High School is experiencing. According to data deployed under tables A, B, and C in chapter four (4) of the study all key informants who are male educators (100%), female educators (100%), and members of the School Governing Body (100%) were of the view that there indeed there are incidents of ill-discipline of learners at the school. In line with the views of the all key informants, the conclusion is that there are indeed incidents of ill-discipline among learners at Serisha High School. As per the content of data under tables A, B, and C, the ill-discipline of learners at Serisha High School manifested itself in various ways which includes, but not limited to the following. Learners use drugs at school; Learners come late to school. They come to school under the influence of alcohol; Learners come to school when they want; and Learners have turned schools into battlegrounds at which they fight each other over girls and other matters etc.

CHAPTER 5 CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

In this chapter the conclusions are made on both the primary and the secondary questions of the study. There are detailed reasons that are given for the conclusion on the primary question of the study. After all the conclusions are made, a set of recommendations is presented in detail.

5.2. WHETHER THERE ARE INCIDENTS OF ILL-DISCIPLINE OF LEARNERS AT SERISHA HIGH SCHOOL

The first secondary question of the study was aimed at determining whether there are incidents of ill-discipline of learners that Serisha High School is experiencing. According to data displayed under tables A, B, and C in chapter four (4) of the study all key informants who are male educators (100%); female educators (100%); and members of the School Governing Body (100%) were of the view that there indeed there are incidents of ill-discipline of learners at the school. In line with the views of the all key informants, the conclusion is that there are there are incidents of ill-discipline among learners at Serisha High School. As per the content of data under tables A, B, and C, the ill-discipline of learners a Serisha High School manifest itself in various ways which includes, but not limited to the following: Learners use drugs at school; Learners come late to school; They come to school under the influence of alcohol; Learners come to school when they want; and Learners have turned schools into battlefields at which they fight each other over girls and other matters etc.

5.3. WHETHER THE MEASURES THAT ARE CURRENTLY USED FOR MAINTAINING DISCIPLINE AMONG LEARNERS AT SERISHA HIGH SCHOOL ARE EFFECTIVE AND WHETHER THE ABOLITION OF CORPORAL PUNISHMENT AT THE SCHOOL HAS BEEN CONDUCTIVE TO THE MAINTENANCE OF DISCIPLINE AMONG LEARNERS

5.3.1 RECOMMENDATIONS

Other important secondary questions of the study were whether the measures that are currently used for maintaining discipline among learners at Serisha High School are effective and whether the abolition of corporal punishment at the school has been conducive to the maintenance of discipline among learners. The conclusion of the study on these secondary questions is that the measures that are currently used for maintaining discipline among learners at Serisha High School are not effective and the abolition of corporal punishment at the school has not been conducive to the maintenance of discipline among learners. This is because there is nothing to refute the views of all key informants as enshrined under schedule and B of table D In chapter four (4) of the study.

5.4. WHETHER THERE IS A NEED TO RESUSCITATE CORPORAL PUNISHMENT AS AN INSTRUMENT FOR THE MAINTENANCE OF DISCIPLINE AMONG LEARNERS AT SERISHA HIGH SCHOOL

Whether there is a need to resuscitate corporal punishment as an instrument for the maintenance of discipline among learners at Serisha High School, is in essence the primary question of the study. The conclusion on this primary question is that there is in fact an urgent need to resuscitate corporal punishment as an instrument for the maintenance of discipline among learners at Serisha High School. This is because failure to do so will not stop some of the following incidents of ill-discipline at the school:

- Learners using drugs when at school;
- Learners disrespecting educators;
- Learners absconding from classes; and

- Learners not writing home works and class works etc. See tables A, B, and C under chapter four for other incidents of ill-discipline.

5.5. RECOMMENDATIONS

There is no need for the government of the Republic of South Africa to pass legislation which will bring corporal punishment under the permissible constitutional limit of the right to freedom and security of the person. This recommendation is informed by the views of Joubert and Prinsloo (2008: 108) that are as follows:

“With an increasing emphasis on the protection of basic human rights and on the need to protect children against harsh and cruel treatment, attitudes towards discipline and punishment have changed considerably since the middle of the 20th century. Considering the growing emphasis on the protection of human rights, it was inevitable that increasing attention would be given to issues such as child abuse and corporal punishment in schools. Inflicting physical pain on children is no longer accepted as a form of controlling behavior or of correcting inappropriate behavior.”

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