A CRITICAL ANALYSIS OF MANAGEMENT OF DISCIPLINING LEARNERS IN SCHOOLS: A STUDY OF LUVUVHU CIRCUIT, VHEMBE DISTRICT

BY

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DECLARATION

I, **Ndivhudzannyi Cuthbert Netshituka** student of the University of Venda hereby declare that the dissertation for the Master of Public Management at University of Venda hereby submitted by me, has not been submitted previously for a degree at this university or any other university; that it is my own work in design and execution, and that all reference material contained therein has been duly acknowledged.

Netshituka
Signature

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DEDICATION

On my personal note, I dedicate this project to late my parents, Mr. Jack Mafharalala Netshituka and Mrs Nyatshiluvhu Netshituka. You were there for me all the way.

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Abstract

This study was conducted in schools in Luvuvhu circuit, Vhembe district. Parents, learners and teachers contributed a lot for this paper to be of value to the community. The focus of this paper is on the effectiveness of management in disciplining learners in Luvuvhu circuit, in order to improve the quality of teaching and learning in schools.
This study focused on the role of discipline in the establishment and maintenance of discipline in school. In a mainly qualitative investigation, empirical data from several primary and secondary schools of the Limpopo Province, Vhembe District were collected by means of individual interviews and questionnaires. Historico-legal research also formed part of the literature review, thus law reports and articles from South Africa and other countries were included as part of the research process. This was done to shed light on the legal consequences of school violence and discipline, affecting the safe learning environment of learners.

The South African Schools Act No. 84 of 1996 (SASA) stipulates that all public schools in South Africa must have democratically elected school governing bodies, comprised of the principal (in his or her official capacity), representatives of educators; non-teaching staff; parents and learners; in the case of secondary schools. The reform in the Act is intended to foster tolerance, rational discussion and collective decision-making. This article reports on an empirical study which focused on the role of the principal in the school governing body (SGB) and reports on the findings of what governors in four different schools perceived as the role of school principals in the democratic governance of secondary schools in South Africa. Governors view the principal as in charge of the professional management of the school, ensuring that all duties are carried out adequately, setting the tone in SGB meetings, and responsible for interpreting education policies and ensuring that they are well implemented.

The data revealed that a culture of violence existed in these schools, and that corporal punishment was still practised. Learners' perceptions on safety and discipline at their

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schools revealed that bullying persists, especially when there is no teacher supervision. Participating educators' experiences suggested the need for promoting positive discipline, and creating a safe learning environment for all, by involving parents in the education process and involving them in drawing up a code of conduct for the school.

Learners confirmed that other forms of discipline and punishment were indeed used. But these were generally corporal punishment in another guise. Hard labour, for example, was identified by learners as a frequent form of punishment. While some learners accepted the various forms of punishment that were used, others opposed both corporal punishment and the other forms of punishment introduced as an alternative, especially the cleaning of toilets. Male teachers proved to be stricter and more severe than females as they were less tolerant and less reasonable.

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LIST OF ABBREVIATION

ELRC	Education Labour Relations Council.
RSA	Republic of South Africa.
RCL	Representative Council of Learners.
SASA	South Africa School Act.
SGB	School Governing Body.
TLO	Teacher Liaison Officer

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CHAPTER 1: INTRODUCTION AND BACKGROUND OF THE STUDY.

1.1. Introduction.

The South African education system historically had used corporal punishment to maintain discipline. Criticism of its effects led to the banning of this form of physical punishment in 1996. But the legislative intervention did not stop the use of corporal punishment in schools. Corporal punishment had effectively disappeared in model-C schools, but it is still relatively common in township schools. Maithufi (1997: 32). Reasons for persistence and illegal use of corporal punishment include absence of effective alternatives, and the legacy of authoritarian education practices. These views persist because parents use it at their homes and support its use in schools. There is tension between prohibitions of corporal punishment in schools and increase parent involvement. Unfortunately, the banning of physical punishment without replacing it with any tangible strategy resulted into various forms of student antisocial behaviors.

Education as a whole is a dynamic process and change always occurs when a new approach is adopted, and will continue to occur as new developments take place. The paradigm shift of corporal punishment in 1996 brought negative effects particularly in the performance of learners in rural South African schools.

Corporal punishment which was frequently used as a disciplinary measure in the past has been abolished by the law of the country, which is enshrined in the Republic of South Africa `s Constitution. The Constitution is the supreme law of the country. It is the commander of the uncommanded commanders. There is no one who is above the law. Thus, there is no one who is allowed to apply corporal punishment in schools, but there is a need of effective learning and teaching in schools. There is a need for another mechanism to replace corporal punishment as disciplinary measure in schools. Chapter 2 of the constitution of RSA has stressed Human Rights which should be respected by all the citizens, including teachers and learners.

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Section 12 of the Constitution states that everyone has the rights to freedom and security of person, which includes the right not to be tortured in any way, and the right not to be treated or punished in a cruel, inhuman or degrading way. The Constitution is of course, protecting Human Rights, because physical punishment is regarded as a crime and a serious human abuse. Constitution of Republic of South Africa of 1996.

In schools where discipline is a problem, the culture of teaching and learning tends to move into down spiral. Lorgat (2003:1). The banning of corporal punishment in terms of South African School Act, Act 84 of 1996, is perceived by educators as a removal of a means of maintaining discipline in the classroom (Lorgat, 2003:1).

1.2. Problem statement

Corporal punishment is deemed not fit to maintain discipline in schools as it generates fear and it may results in aggressive behaviors. Our mutual interest is on the learner's better future and the actualization of their potentials. Education which is dominated by fear cannot produce skilled and self-actualized learners (Mc Kendrick, 1990: 354)

However, while the constitution of Republic of South Africa, the school Act of Republic South Africa and the freedom Charter of Republic South Africa are protecting learners in schools, learners on the other hand become more irresponsible and unaccountable. This is a problem to educators as the facilitators of the process of teaching and learning in schools. The minister of education designed a comprehensive document entitled Alternatives to corporal punishment. (Department of Education 2000), the document stresses the suspension and expulsion of rude learners as effective strategies to curb disciplinary problems in schools. The issue is whether these measures are deterrent enough on disciplinary problems in schools (Constitution of Republic of South Africa of 1996).

In a democratic state, corporal punishment is abolished, and the new approaches for managing discipline have been put in place. The issue is whether the new approaches are effective in managing discipline in schools, hence a critical analysis of management of disciplining learners

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in Luvuvhu circuit. Our concern is whether these policies are helping to manage discipline in schools.

1.3. Research Objectives

The research objectives will be discussed under general and specific objectives.

1.3.1 General Objective

The overall objective of the research was to analyze critically the management of disciplining of learners in Luvuvhu circuit of Vhembe District.

1. 3.2 Specific objectives.

- To examine educational policies dealing with learners` conducts and misbehaviors in schools, and the roles of parents and educators in the management of discipline in schools of Luvuvhu circuit.
- To evaluate and examine the level of learners` discipline and performance in schools of Luvuvhu circuit.
- To determine the perceptions of parents and educators on the role learners plays in the management of discipline in Schools of Luvuvhu circuit.
- To examine the influence of educators life experience on classroom discipline practice.
- To establish the extent to which the application of school rules, codes of conduct and disciplinary strategies comply with the rights to learn.

1.4. Research Questions

- What are educational policies dealing with learners` conducts and misbehaviors in schools, and the roles of parents and educators in the management of discipline in schools of Luvuvhu circuit?
- What are the level of learners` discipline and performance in schools of Luvuvhu circuit?

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- What are the perceptions of parents and educators on the role learners play in the management of discipline in Schools of Luvuvhu circuit.
- What is the influence of educators' life experience on classroom discipline practice?
- How is the application of school rules, codes of conduct and disciplinary strategies comply with the rights to learn?

1.5. Hypothesis

- Effective management eliminates disciplinary problems in schools.
- Good cooperation between parents and teachers enforces discipline in the schools.
- Lack of parental involvement in schools causes poor results in schools.

1.6. The Significance of the Study

This research paper was an attempt to help the department of education to develop strategies that can restore discipline in schools. The study further more; assessed the level of discipline in schools in order to help the department to come up with the best strategies to combat learners` bad behaviors in schools. Parental involvement was to be encouraged in school matters in order to improve the standard of teaching and learning.

The assessment of the performance of learners and the determination of the behavioral problems surrounding schools in Luvuvhu circuit, served as the wake up call to the department of education, as to whether there was effective teaching and learning in schools. This study needed also to improve the relationship between parents, learners and teachers. It would furthermore, improve the results of schools in Luvuvhu circuit in particular and the

Teachers who were still using corporal punishment would eventually know better alternatives to replace corporal punishment. Again, educators would know the position of the Constitution of the country with regards to corporal punishment as a measure to deter disciplinary problems in schools. Such educators would know that the constitution is the supreme law of the country

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and it should be respected by all the citizens (Constitution of Republic of South Africa of 1996).

1.7. Operational Definitions

- **Parents.**

Oxford Advanced dictionary (1995:841) defines parent as father or mother.

- **Educator.**

According to the current National Education Policy Act 27 of 1996, educator means any person who teaches, educates or trains other persons at an education services or education auxiliary or support services provided by or in an education department (National Education Policy Act 27 of 1996 .

- **Learner.**

The Oxford Advanced Dictionary (1995:671) defines a learner as a person who is gaining knowledge or skills obtained by study.

- **Punishment.**

Punishment is defined as a systematic training in obedience to regulations and authority. It forms part of an authority-based approach in managing discipline. Punishment involves actions taken in response to inappropriate behaviour in order to correct or modify behaviour that is not appropriate or acceptable (Joubert *et al.,* 2004:78).

- **Misbehavior**

Misbehaviors refer to maladjustment. It is the behavior manifested verbally or physically, which overtly challenges the authority of the teacher or school (Squelch 2000: 3)

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- **School.**

School is a place where teaching and learning takes place; especially for the children from the age of 6 to 18 (Oxford school Dictionary, 1995). The main purpose of education is to eliminate poverty, and to establish the culture of human rights. In this study would concentrate on learners who range from the age of 6 to 18. However; most of the learners who were in grade 11 and 12 are above 18 years of age.

- **School Governing Body.**

SGB means "a body governing the public school and which is representative of all the stakeholders" (ELRC resolution 5 1998, 4).

- **Education.**

Education is the practice of the educator's concern in assisting the child on his way to adulthood. Education in its pedagogic term may then be defined as the conscious, purposive intervention by an adult in the life of a non- adult to bring him to independence. Bearing in mind that education as pedagogic assistance is the positive influence of non- adult by an adult with specific purpose of affecting changes of significant value (ELRC resolution 5 1998, 4).

1.8. Delimitation of Study

Delimitation refers to the scope of the research paper in terms of the area, time frame, and participants. This paper was intended to cover learners in Luvuvhu Circuit in Vhembe District. People in this area are not very advanced with regards to education. Most of parents work far away from their families. They come home after a period of two months and even more than that. These schools are not very far from Luvuvhu Circuit , for example:

	EMS no.	Enrolment	Distance from the Circuit
Gole	7351137	569	19 km
Thivhilaeli	7351127	1113	7 km
Tshilala	7151131	682	14 km

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Time frame: It will cover the period from the year 2010 to 2011.

Participants: School learners, educators, and parents in Luvuvhu Circuit were to be focused on. The schools have SGBs which control day to day running of the schools. The SGBs are bodies which are elected democratically by parents. In the SGB there are learner and educator competent.

The participants were selected through purposive sampling to avoid inconveniences and waste of time and resources. Purposive sampling would reduce reduplication of work, as the results might leave much to be desired if other options of sampling could be taken.

The area had a very high unemployment level. This was to be taken into consideration when the investigation was conducted. The parents were not well educated. Their level of education was very low.

1.9. Limitation of the Study.

Ethical values, religion, and the individual culture was to be taken into consideration as the country of RSA is a Rainbow nation state. Every person has rights for privacy, rights to vote and to choose what he wants. Due to the democratic rights, most of the respondents might abuse these rights and eventually respond ineffectively.

Democracy is a very good system of governance, but to some, perhaps due to little knowledge, it is creating a culture of irresponsibility and laziness.

Due to this scenario, it is difficult to conduct an effective research in our schools. Every one claims to be very busy, not knowing that the research will help him or his children in one way or another in the mere future (Babbie 2000:153)

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1.10. Literature Review

Reflecting on what has been said thus far, it is clear that the term discipline has different meanings depending on a person's particular view. Some see it as closely linked to punishment (Rice, 1987:4; Van Wyk, 2000:3), but punishment in itself cannot be discipline. At best, punishment is a means to an end, designed to force an individual to remove or to unlearn unwanted cognitive or effective behaviour (Van Wyk, 2001:1). Koshewa (1999:25), Claims that discipline is one of the most abused and misunderstood concepts in education. Hardin (2004: 4) indicates that educators may view discipline as both a noun and a verb. As a verb discipline is what educators do to help students behave acceptably in school; as a noun it is the set of rules established to maintain order. Rogers (1998:11), sees discipline as an educator-directed activity, whereby the educator seeks to lead, guide, manage or confront a learner about behaviour that is disruptive to the rights of others. Walsh (1991) sees discipline as the process through which the children of today will develop the morals, values and attitudes by which they will live tomorrow. Nakamura (1999, 214) supports the ideas of Rogers (1994:19) claiming that discipline is training that develops self-control, character, orderliness and efficiency. Savage (1991:35) agrees with Nakamura, defining it as the development of self control, character, orderliness and efficiency.

Discipline in schools

According to Johnson (1990:5) discipline is the process by which educators foster work with learners in an effort to cause them to become responsible for their own actions, while Jones (1987:8) defines it as the business of enforcing classroom standards and building patterns of co-operation in order to maximize learning and minimize description. According to Johnson (1990:18) and Jones (1987: 5) discipline should thus be viewed as a corrective measure that will encourage learners to behave well -not because they are frightened, but because they realize the negative effects of their behaviour. Phrased differently, learners will act obediently in an effort to avoid negative consequences. This same reasoning underpins the notion of "zero tolerance". These researchers equate discipline to some externally-imposed strategy aimed at

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providing the desired effect. Such a view ties in with the popular notion of educators, that view discipline as a set of rules to restrict learners' behaviour within the school. School discipline thus represents the rules that inform learners what is right and what is wrong in order to avoid negative consequences. In such an approach, the severity of the consequence becomes a powerful mechanism in controlling disobedient.

School environment

In an environment where aggressive behaviour dominates disciplinary strategies, this may reinforce aggressive measure. Furthermore, it may restrict attention from a more positive and affirming approach to discipline, claiming that discipline underpins every aspect of school life (Hyman and Wise 1988: 288). This view sees discipline as the sum of educative efforts in their entirety, including the teaching process, the process of character shaping, the facing and settling of conflicts and the development of trust. In this sense, discipline is a way of nurturing, developing and empowering people to act in a certain manner, not because they are coerced into doing so, but because they freely choose this as being in their own interests and those of the school. Discipline thus becomes a key management function of the school.

School discipline in South Africa

Discipline in schools lies at the center of the current debate among all stakeholders (Phatlane 2001:6 and Savage 1991:2). Van Wyk (2000:79) in this study entitled positive discipline, in his new approach to discipline, has indicated that many parents and educators regard discipline as a precondition for learning. He claims that discipline is an indispensable part of the way in which education takes place. A primary school principal for 18 years noticed that in his school the punitively-orientated approach was the order of the day, seeing the new approach to discipline as a dynamic interaction between the educator and the learner, he embarked upon the following research questions:

- Can the traditional discipline at the school be replaced with a positive disciplinary approach?

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- Can a sense of responsibility in the child be developed with positive discipline?
- Can a positive discipline approach motivate children and encourage them to develop a healthy self recognition so that they can learn with confidence?

He feels that when a positive disciplinary system is applied and educators and learners become familiar with this, many disciplinary problems may be solved. In my own study I assume that educators' experience of the apartheid era may well be influencing current classroom discipline. Van Wyk, in contrast, feels that the new democracy, regardless of its other advantages, may have negative implications for discipline, leading to a laissez-faire approach, but that in time, democracy will be enhanced by a positive approach to discipline.

As mentioned above, some educators and parents regard discipline and punishment as synonymous (Van Wyk 2000:1). It is therefore important to look into studies conducted on the issue of corporal punishment, such as that by Phatlane (2001:35), the impact of the abolition of corporal punishment on disadvantaged urban secondary schools. She wished to answer the following questions:

- Why did the South African government abolish corporal punishment in urban secondary schools?
- Does the abolition of corporal punishment increase indiscipline and disrespect?
- What is the attitude of parents, learners and educators towards corporal punishment?

Phatlane (2001:35) also indicates that majority of parents in South Africa are bible orientated; they punish their children and pass the habit on to the school. Both the study conducted by Van Wyk (2000: 132) and that by Phatlane (2001:35), provide useful background information to my study. Their findings indicate that the problem of discipline in schools should not be laid exclusively on the learners; other factors also come into play. This has prompted me to investigate the impact of educators' life experiences on classroom discipline practices. One educator puts it succinctly when he asks: "Why do people so readily condemn educators and corporal punishment without first investigating each case thoroughly. Wright (1988:19).

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Phatlane concludes that the real issue is not whether one is for or against corporal punishment, but whether one can maintain order in the classroom without punitive measures. (Phatlane 2001:36),

In addition to these studies, there are also recent information that I have used in my research conclusions and recommendations. Maree and Cherian (2004:75) have investigated the continuing evidence that corporal punishment is still widely practiced in South Africa public schools, and that learners in rural schools are regarded as a high-risk population in terms of falling prey to corporal punishment. My own study also targets rural schools and has drawn from their findings. Echoing the same sentiments as Phatlane (2001:36), Maree and Cherian say that over the decades the biblical perspective and ideal of morality and character development have laid that foundation for the justification of corporal punishment. They claim that corporal punishment has become an outlet for pent-up feelings of adults rather than an attempt to facilitate education of their children. Maree and Cherian (2004:3) recommend that a national indaba should be held on the matter of continuing corporal punishment in schools. Furthermore, they make it clear that in their view, corporal punishment is significantly linked to the violence and disrespect that are currently so prevalent in our schools.

Impacts of Poor discipline

Similarly, Joubert et al. (2004:82) in their article "Discipline: Impact on access to equal educational opportunities", confirm that one of the goals of discipline in schools is to create an environment conductive to teaching and learning. Administrators, educators and school governing bodies face an important challenge in trying to create and maintain a safe, discipline environment. It is therefore the responsibility of all stakeholders to understand the dynamics of discipline; this provided me with the motivation to focus my research on educators, and to find the answers to key questions. Why are they failing to restore discipline in their classroom? Is it because of the way they were disciplined in the past? Many educators, as the product of the apartheid system, may well be in desperate need of counseling. (Joubert et al. 2004: 82)

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These same researchers believe that to a great extent parents hold the key to the establishment and upholding of school discipline. As crucial partners in education, they should set the basic principles in the upbringing of their children. Joubert et al.(2004:82) indicate that learners who come from disciplined families behave well at school while those who hail from dysfunctional families are often the cause of disciplinary problems in the classroom. In conclusion they strongly emphasize that denying learners equal educational opportunities should be the last resort in trying to maintain discipline. In many schools I visited, the educators tended to chase the guilty learners out of the classroom if they were late or failed to do their homework

In their article "The role of values in school discipline", De Klerk and Rens (2004:257), discuss the view that an educator, as a secondary role-player in establishing values in learners, should take the lead in restoring order in the classroom. The absence of discipline and self-discipline among learners and educators implies that sound values will not be included in the school. They see one of the important causes of ill-discipline as the absence of a sound value system rooted in a specific world view. Incidents of violence in our schools are due, to lack of the values conducive to healthy society and a well disciplined community. They suggest that perhaps it is more accurate to speak of a value or virtue crisis in schools, than of a discipline crisis. De Klerk and Rens (2004: 257). Durkheim (1973:156) agrees with them that there is a strong link between discipline and values because classroom discipline is the extension of the morality in the class. He sees discipline as more than a mere device to secure superficial peace in the classroom; the morality of the classroom is indeed akin to that of a small society.

Parental involvement

In this research, the influence of parental involvement, discipline and choice of values on the scholastic achievement of secondary school pupils, with special reference to the father, Rosa (1994:5) writes that children of the 1990's are unlike to their nineteenth-century counterparts. She claims that there are many factors that influence the self-actualization of the adolescent and that the choice of values plays a significant role in achievement and school behaviour. According to her, the home is the foundation for value acquisition. In the home, there is

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sometimes inconsistent discipline. Parents may allow a particular kind of behaviour one day and not the next day (Rosa 1994:4), and this many confuse the child. Without doubt, over the years the father-figure has played an important role in the family, particularly in a patriarchal society such as ours. Traditionally, the father has commanded respect in the home but this has gradually diminished in the course of democratization (Rosa 1994:5).

1.11 Organisation of the study.

Chapter 1: Background of the study

This chapter outlines the introduction, statement of the problem, objectives of the study ,hypothesis, the research question, significance of study, definition of concepts, delimitation, limitations and brief summary of literature review.

Chapter 2: Literature Review.

Chapter 2 presents literature study on critical analysis management of discipline of learners in schools. The discussion includes the introduction, approaches to alternative forms of discipline, gender theories whish investigate the effects of corporal punishment, arguments against corporal punishment, discipline and punishment in South African schools, code of conduct and school rules, punitive disciplinary measures in code of conduct and school rules. Preventive disciplinary measures and theories of school discipline are also discussed.

Chapter 3: Research Design and Methodology

This chapter contains the introduction, the research design, research methodology, population of this research, sampling methods and size, methods of data collection, methods of data analysis, Validity and reliability, and finally the ethical considerations.

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Chapter 4: Data analysis and Interpretation

This chapter presents data analysis and date interpretation. It includes the biographical profile of respondents.

Chapter 5: Finding, Recommendation and Conclusion

This chapter discusses the main findings, recommendations and the conclusion. It is the chapter that explains the findings and the action that should be taken to remedy the situation. The purpose of the research is to find the best alternative that can maximize people's standard of living and social welfare.

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CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Debate currently centers on the abolition of corporal punishment in our schools, following the South African Schools Act no. 27 of 1996. A literature search reveals that the issue of the abolition of corporal punishment dates back to the seventieth century when in 1669 there was publication of the children's petition which described the suffering of children, more especially in England. Newell (1972:13). It had little effect until, in 1698-9, a pamphlet entitled Lex Forxia appeared, directed to parliamentarians and at society members from the Reformation of Manners, to promote a bill to control the use of corporal punishment (Newell 1972:13).

In these times corporal punishment was abundantly used in England without control. Commentarians stressed the frequency and brutality of punishment in many of the English schools, but these comments were unsuccessful. It was the introduction of compulsory school attendance by an Act of the English Parliament in 1870 that paved the way for the control of corporal punishment. The London School Board, on 21 June 1871, developed regulations regarding corporal punishment. The regulation stated: "Every occurrence of corporal punishment shall be formally recorded in a book kept for the purpose. Teachers shall be prohibited absolutely from inflicting such punishment. The head-teacher shall be held directly responsible for every punishment of any kind inflicted in the school" (Newell, 1972:16).

The above were the first tentative steps towards the regulation and control of corporal punishment in the schools' sector. The second regulation prohibited all teachers in training or assistant teachers from practicing corporal punishment. The third one gave the principal the sole mandate to exercise corporal punishment as the only authority directly responsible for punishment. It should be noted that the regulations above applied to London schools only.

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Teachers were uneasy about these regulations, as they are still today, simply because there were no regulations for alternatives to corporal punishment. The school board received constant petitions, letters and memoranda from the teachers associations, calling for amendments because of the difficulties of maintaining discipline in the school. Newell (1972:16). Not all teachers were in favor of retaining corporal punishment. A petition from the Greenwich District Teachers in 1879 stated that the infliction of corporal punishment was an unpleasant part of the teacher's duties, and that they desired to do without it at all, if it is possible.

The teachers who favoured the retention of punishment put up a fierce protest. They protested that: "Under common law, the teachers had the same power of restrain and correction as the parent while the former acted in loco parents. The parent might also delegate part of his authority; namely, the power of restraint or correction, to a school master or tutor" (Newell, 1972:19). The same could be said in the contemporary context of Limpopo Province in South Africa where the MEC for Education said in 1994: "The government is acting on delegated power from the society, not absolute power. It must make norms, but if those norms go against what the society wants, then the government must listen. Who should they (government) listen to if they don't listen to the owners of the children- the parents" (The Teacher, 1994:4). Support for corporal punishment remains widespread across South Africa although it appears to have particular resonance in rural settings. One male student from a rural area in Limpopo Province recalled that:

"Corporal punishment was applied to both boys and girls for coming late to school, for failing class tests and for making noise in class. We really felt that the punishment we received was fair and appropriate" (Deacon, Morrell and Prinsloo, 1999: 171).

2.2 Approaches to alternative forms of discipline

It is necessary for educators and the school management to realize that all disciplinary measures taken in schools must aim at changing the learner's behavior positively rather than frustrating them. In this regard, Bey and Turner (1996:29-30), argue that educators have to try many techniques with the understanding that some will be effective and others will not. They further

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argue that the most common technique in use is the "obedience approach" where learners are told to follow the rules and if they disobey, punishment is used to keep them in line. There is the approach that allows learners to reflect on their "misconduct", explain the causes and decide how to behave without breaking the rules. In this model learners are taught "positive and negative consequences" of their behavior so that they can make choices on how to behave. Another approach is acknowledging the learners in the act of doing something right. Educators can also use the suspension and expulsion approach that includes parents. Learners contracts in which the learner agrees not to participate in misbehavior can also be used. These provide a legal basis for the expulsion of a learner who does not conform. In order to remove corporal punishment it is necessary to create an alternative environment where there is freedom from fear, anxiety and stress and a child can grow intellectually, develop confidence and enjoy the experience of learning (Holdstock, 1990:76). Porteus et al (2001:135) has also identified different approaches that should be used in a classroom situation, rather than using corporal punishment. Examples are: -

2.2.1 Clear and Consistent Rules

The development of rules should be directly linked to maintaining high expectations for learners. High expectations should relate to both behaviour as well as academic excellence. Learners are more likely to strive to meet expectations and abide by rules when they sense that teachers truly believe in their potential for excellence and set rules that are consistent with this belief.

2.2.2 Positive Reinforcement

The educator carefully observes the "life cycle" of bad behavior and identifies issues that trigger this behavior. In this way, the educator diverts bad behavior early in the lifecycle of a learner.

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2.2.3 Consistent Consequences

Consequences should be designed to teach learners that their behavior was wrong and that the choice they made was not good choice.

2.2.4 Daily Report

The purpose of the daily report is to help the learner reflect on their bad behavior patterns and to give them a daily chance to improve. This method is useful for the children who never do their homework or are always talking.

2.2.5 Model Good Behavior

According to Porteus (2001:135) it is a necessity for educators to model a good behavior. An educator who is effective at working with learners is herself a living example of good behavior and earring values. The importance of modeling good behavior is rooted in the simple fact that children learn from the role models around them.

2.2.6 Learning Barriers and Social Challenges

Corporal punishment most often masks the "heart of the problem". Child psychologists who study children's behavior in schools conclude that the majority of behavioral problems in children are rooted in a practical problem faced by that child. These are often problems relating to life circumstances learning difficulties, problems at home, victimization, and trauma, feeling of being misunderstood. By resorting to a behavioral quick fix, such as corporal punishment, we often miss our opportunity to uncover and address the "heart" of a problem.

Another way of thinking about classroom discipline is to emphasize the importance of understanding the practical problems that underlie a given child's behavior. This way of

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thinking focuses on appreciating behavior becomes an important resource to educator to identify problems that may otherwise be difficult to uncover and understand.

2.2.7 Democratic discipline

The third way of thinking about alternatives to corporal punishment is to put a special emphasis on the importance of participation and involvement in the thinking and decision-making processes in the classroom. Some educators have become frustrated with their understanding of "democracy". They have come to understanding democracy as the freedom of children to do as they please. In fact, a democratic approach to classroom discipline emphasizes a shared responsibility in thinking; decision making; and implementation of classroom discipline.

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

Historically Black and White children and other race groups in South Africa particularly boys, have been liberally beaten in South African schools. There have been tendencies to be harsh when boys are punished and lenient when it comes to girls. Most people, that is, teachers, parents and learners themselves, seem to agree on one thing: Boys do need punishment! Morrell (1994) argues that there is no doubt that schools as forms of organization, their teachers and their procedures were an important agent in the production of specific gender values. Yet they were not alone in the creation of masculinity. Frequently overlooked is the contribution of the boys. It is true that South Africans generally and students at Hintsho in particular believe in the norm of beating boys. Going through the punishment book of the school I have discovered that 80% of the cases concerns boys. This is evidently clear when one considers the early call for the unbanning of corporal punishment. The gendered view of corporal punishment is that boys should be beaten but girls should not. This view is not, however, universally held and, particularly in South Africa, African girls have been subjected to corporal punishment at home and at school.

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Nevertheless there is widespread support for the differentiation of punishment on grounds of gender. This differentiation can be traced back to the European context of the nineteenth century. European education systems incorporated the idea that punishment should be differentiated along gender lines. The same view was held in the colonial schools in South Africa. But in the schools established under the Bantu Education Act for Africans, the gender differentiation did not hold so strongly and girls were frequently and severely beaten.

In his 1999 Durban 22 based study, Morrell (2001:10) found that there was a belief that boys were beaten harder than girls, and girls wanted boys to get harder punishment because of their behaviors. There was a near universal acknowledgment that male teachers were stricter, discipline more severely, were less tolerant and less reasonable. Reasons given to explain the gender differences attributed to male teachers, set gender specific behaviors: unbending, .unfeeling, violent, egocentric, competitive, unsympathetic and rigid. On the other hand Morrell's study found that female teachers were held to be understanding, reasonable, calm, sensitive, and prepared to give a second chance. These went with the perception that female teachers were prepared to abandon their formal positions of authority in order to create a climate of understanding and negotiation (Morrell ,1999:10).

There is a strong belief among both African boys and girls that for effective classroom control schoolboys still need to be beaten. In Morrell's study one respondent an African female, aged 17-19 years says: "Detention is now not that strong and since boys are not beaten the school is worse" (Morrell, 1999:7). The inference was drawn that boys need to be beaten more often and harshly for their own good, and for teaching and learning to continue. There is also an element of fear that is associated with male teachers the way they beat learners. This became evident where students were asked, who should be responsible for classroom discipline? Many respondents believe that principals are viewed as the authority of the school and the father figure. Three respondents attest to this:

- "The pupils are more afraid of him than others. He makes the rules in the school. Without him there would be more chaos than ever."

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- "Because he is the most dignified figure in the school and being referred to he cares for you before he even deals with you".
- "He or she must be responsible for discipline because if he will become the friend of students they would not respect him and they will do what they like" (Morrell, 1999:11).

Though over a period of time punishment has undergone some profound changes, beatings are still common in some schools including my research site; especially male teachers and their female counterparts show a change.

According to Morrell, (2001:11) many teachers are unhappy about the ending of corporal punishment. They believe that it can be effective in school governance. Since corporal punishment was banned in South Africa, many schools have ceased to use it and many others have reduced its use. Nevertheless beatings are still common in some (mostly poor, African, rural and township) schools including my research site.

2.4 Arguments against corporal punishment

Let us now look at the disagreements over corporal punishment in the context of Africa including South Africa. As I have mentioned, corporal punishment is defined in a multitude of ways. In Botswana for example, corporal punishment is still used but the government regulates its use. The Education Act spells out the conditions under which corporal punishment can be used. Corporal punishment shall be administered to a pupil only on reasonable grounds and only where it appears that other disciplinary measures would be in adequate or inflective in the circumstances of the case. It further states that, corporal punishment shall be administered to a pupil by the head master, a teacher or boarding master or matron or parent to whom authority to administer corporal punishment has been delegated by the head master (Mphele, 1997:49). Evans and Richardson in (Mphele, 1997:49) on the other hand argued that many classroom teachers lack the training needed to discipline students without resorting to punishment. The use of corporal punishment in schools is not conducive to a healthy learning environment, and

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it is counter productive. Many African countries still see corporal punishment as an issue to be debated. Studies conducted in Africa show that some educators as those in Kenyan educators are infavour of corporal punishment, although corporal punishment in schools was banned in this country on 30 March 2001 (Simiyu, 2003:17).

In South Africa, as in other countries many educators have used corporal punishment. A study conducted by Sagoni (1997:68) showed that many educators were in favour of the use of corporal punishment, while Dlamini (1999:59) showed that most educators were not in favor of the use of the use of corporal punishment because of the fear of prosecution. Another critique is from Morrell, where he argued that the purposeful and frequent infliction of pain by those in authority in a formal and ritualized way in an institutional setting historically promoted violent masculinities among black and white, and ruling and working class men (Morrell, 1997:140).
Porteus et.al (2001:139) argues that corporal tends to develop aggressive hostility as opposed to self-discipline. It generates feeling of revenge, anti-social aggressiveness and increase vandalism. The fact that some of those subjected to corporal punishment are relatively unscathed does not validate the practice. What must be considered are the numerous more sensitive, vulnerable and less resilient children on whom the deleterious effect of corporal punishment have been long lasting (Porteus et al, 2001:139)

According to Holdstock(1990:345), the individual is not regarded as having the potential, to develop self-discipline unless he or she is forced to behave appropriately. Perhaps this mistrust is as expression of the attitudes adults have about themselves and of the externally enforced discipline to which they have been exposed to as children (Holdstock, 1990:345). Teachers and parents tend to rely on their power to try to instill discipline in their pupils and children. Because they (parents and teachers) themselves were brought up in this way, they have a strong belief that by disciplining and punishing children they are setting children in the accepted way. We even justify ourselves as parents that we are beating with love as it is mentioned above in (Foster ,1999:139).

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On the other hand there is consensus among psychologists that violence and aggression breed's aggression. The child who has experienced the use of physical punishment will tend to become, as an adult, someone who likes to use force to solve problems or achieve his or her goals. Holdstock concurs with the above quotation when he says: "Punishment does not prevent aggressive behavior of children, but it actually causes aggressive behavior. Nearly hundred percent (100%) of children and whose parents use physical punishment commits violent acts against other children, as opposed to only twenty percent (20%) of children whose parents have not used physical punishment" (Holdstock, 1990:355). Morrell (1999:140), argues that a school's disciplinary regime rests on a relationship between teachers and parents. Parents, particularly African parents and other members of extended family responsible for discipline seem to believe in corporal punishment.

2.5 Discipline and punishment in South African schools

Before 1996, South African schools were mostly founded on autocratic-authoritarian disciplinary models, and corporal punishment was a legal way of effecting discipline. However, in 1996, the School African Schools' Act 84 banned the use of corporal punishment in all South African Schools. This was received with mixed feelings. Some parents and teachers were positive about the banning of corporal punishment, while others felt, like Oosthuizen (1998:4) that "the abolition of corporal punishment has left a gap which cannot be filled, and this has led to all kinds of disciplinary problems in schools". The abolition of this law reflected the rights to freedom and security of the person, which includes the right (d) not to be tortured in any way and (e) not to be treated or punished in a cruel, inhuman or degrading way as stated in the Bill of Rights 12(1) (RSA 1996 Section 29, 12 (1) (d) and (e). The Department of Education launched a project on discipline in 2000. It furnished all schools with a booklet entitled "Alternatives to Corporal Punishment" (DOE: 2000). This publication also contained examples of the correct disciplinary action for dealing with misconduct, ranging from verbal warnings to suspension from all school activities (Pienaar, 2003:262).

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The question is, whether discipline is concerned with punishing misconduct, or with preventing it? According to Cotton (1990:3), "discipline could be training that is expected to produce a specified character or pattern of behaviour" or "controlled resulting from such training"; however, it could also be "punishment intended to correct or train". Nelson and Quick (2003:185) prefer discipline to punishment. They describe the traditional consequences for disciplinary infractions as typically punitive, reactive, and meted out in stages, such as: warning, detention, student and parent conference, suspension, transfer to another school, and expulsion. This is also similar to the disciplinary measures suggested by Mohapi (2007:131) (see p.101). Asmal (1999:7) elaborates further that corporal punishment does not achieve a culture of learning and discipline in the classroom, instead it leads to violent behaviour and it does not build a culture of tolerance, human rights and respect. Furthermore, it contributes to truancy and high dropout rates in South African schools.

It also, according to Asmal (1999:7), undermines the self-esteem and confidence of learners who have learning or behavioural problems; and does not improve the behaviour of difficult learners; instead, they are punished over and over again for the same offence. Furthermore, Asmal (1999:8) concluded that punishment does not nurture discipline in learners but evokes a feeling of aggression or revenge, and leads to anti-social behaviour. From personal experience the researcher would say that it also takes the learners' focus away from the act of committing wrongdoing to the act of beating. Some learners even brag about being beaten as something to be proud of, as a badge of bravery or success. This is in line with what Lewis (1999:113) says when he points out that physical punishment is not effective in disciplining a child, as it does not teach the child what he or she should have done instead, or should do in future.

However, there is no doubt that corporal punishment continued to be used in many schools, even after it was declared illegal. A study done by Mentz et al. (2003) found that 10% of schools still used corporal punishment as a method of discipline in their schools (De Klerk and Rens, 2003:458). Morrell (2001:11) also found that the use of corporal punishment was still in relatively common use on learners in black townships, even after five years of being abolished (as cited in De Klerk and Rens, 2003:458). Furthermore, Morell states that corporal punishment

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persists because many parents use it at home and support its use in schools. Nevertheless, in a democratic South Africa, one has to respect the fact that different theories of child-rearing exist, including the fact that many parents believe in the saying, "spare the rod and spoil the child", and some might feel that their right to religious freedom has been infringed, and that corporal punishment with the consent of the parent is consistent with any provision of the Bill of Rights.

In the well-known Christian Education case, (Christian Education South Africa vs Minister of Education 1999 (2) SA 83 (CC) 1998(12), independent schools attended by approximately 145,000 learners in South Africa challenged the ban on corporal punishment in the Constitutional Court on the grounds that, according to the Constitution, the protection of rights of individuals to practise their religion is guaranteed. The applicants claimed that the ban was unconstitutional as it interfered with the democratic right of a parent, as an individual, to grant his or her consent for corporal punishment, on the grounds that it is an integral part of Christianity. The application was, however, dismissed on the grounds that corporal punishment violates the right to equality and the right to dignity and therefore forfeits any claim to constitutional regard. Roos (2003:507) added that because the school is a legal organ of the state, schools are legally compelled to comply with the rules of the Constitution and act in accordance with other laws of the land. This also shows that people are entitled to freedom of religion only insofar as the practice of their religion does not infringe on human rights.

Research done by Rossouw (2003:413) on learner discipline in South African schools, shows that a wide variety of learner misconduct has a negative influence on discipline in South African public schools. This study also shows that the majority of respondents from eight secondary schools and six primary schools situated in rural and suburban areas mentioned that there has been a clear decline in the level of discipline during the last five years. The problem most commonly reported by learners and educators was the disrespectful behaviour towards educators that manifests itself in numerous forms of misconduct, and which has a negative influence on the culture of learning and teaching.

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2.6 Code of conduct and school rules

It is the duty of a school's governing body to adopt a code of conduct that will be a legal instrument, regulating the maintenance of discipline in the school. The South Africa Schools Act (1996b) requires in Section 8 that the governing body of a school has to adopt a code of conduct for learners after consultation with learners, educators and parents. In many states and countries all over the world, however, there are many school districts that have a single code of conduct for all the schools in their districts. For instance, Ontario in Canada has a single code of conduct for the whole district, and it seems to have significant advantages, such as equity and equality for all, and presents a clear balance of rights and responsibilities for all schools. The Ontario Code of Conduct includes the specific reasons for law enforcement and the conditions for re-accepting learners after suspension from school, in accordance with school board policies (Ministry of Education, 2006). It goes to show that one national code of conduct for schools can be drawn up to include all the rights and responsibilities of principals, educators and school staff as well as the learners to ensure Constitutional compatibility.

The Department of Education in South Africa provides schools with an example of a code of conduct as part of its guidelines for constructing their own codes of conduct (Department of Education, 2007). Duties of parents, disciplinary steps, accepting responsibilities, and the payment of school fees are some of the matters that need to be discussed with learners, parents and educators of the school (RSA, 1996b) before drawing up a code of conduct for the school. The governing body is also empowered to maintain and enforce school discipline in accordance with the code.

For instance, in the case of serious misconduct, the governing body can suspend a learner for a maximum of seven days after a fair hearing (RSA, 1996b). However, the punishment must be clearly understood and accepted by the perpetrator. The effectiveness of the punitive measures described in such a document will largely depend on the content of the document, the involvement of parents, and learners and teachers implementing the rules of the school. The national behaviour policy guideline for schools in England suggested that schools may choose

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to have key messages that are highlighted in their school rules, displayed on classroom walls and staffroom posters and in the reception areas and public rooms of the schools (Department of Education and Skills Development, 2003). What is important is that everybody that comes to the school could see the messages and be reminded of the rules every day.

Alston (1998:1) warns, however, that the legitimacy of school rules could be in question in the event of a court case arising over the application of school rules. Schools today are challenged, not only in the application of their school rules, but also in the drafting of their school rules, which need to serve as a legally valid document. Therefore, this implies that those responsible for drafting the school rules need to have a knowledge and understanding of the basic law principles to draft rules that will conform to such original legislation.

Parental involvement in the drafting of a code of conduct could, in fact, play an important role in establishing a safe school environment. The positive input of parents in the drafting of school rules is crucial in establishing a safe environment for their children, also in ensuring that they understand and agree with what is expected of their children, regarding the rules of the school. Thus, the duties of parents, as stipulated in the South African Schools Act 84 of 1996 should also be listed in the code. Language and parental illiteracy should be taken into consideration so that everybody involved in the school will be able to understand the rules of the school as clearly stipulated in the code of conduct. The wording should therefore be as simple as possible, so that even younger learners would know what is expected of them and what is permitted at their school.

Furthermore, school rules should not just be a set of legal rules that are designed to avoid future law suits rather than to establish classroom order. Alston (1998:51) suggests that parents should support the school in their application; the school may also request parents and learners to sign their acceptance of the rules. To ensure that parents receive and review schools' discipline codes, the State of Virginia in the United States of America enacted a law effective from May 1995 requiring parents, under penalty of a fine, to sign and return a copy of the school rules to the school. The law also requires parents of suspended students to meet with school officials or

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face a fine of up to five hundred dollars. Similarly, a 1994 Alabama law holds parents liable when students damage school property; this is a written school rule (Cotton,1990:33).

As one could learn from these recommendations, a school's code of conduct could play a significant part in the case of a law suit as school rules constitute a particular form of subordinate legislation; therefore it is important that schools should have a legally defensible code of conduct (Oosthuizen, 1998:29). Where there is a lack of effective behaviour management and disciplinary practices, Cotton (1990:33) advises that teachers should recognise vague or unenforceable school rules, and address these immediately. Cotton (1990:34) found that both learners' behaviour and attitudes are adversely affected when teachers ignore violations of school or classroom rules.

2.7 Punitive disciplinary measures in a code of conduct and school rule

However, Klump (2007:2), in research on the effectiveness of out-of school suspensions, found that suspension does little to change a learner's behaviour. The findings in this research also showed that out-of-school suspension seems to "push" students out of school for relatively minor infractions.

2.7.1 Detention

Detention is a method that teachers, in many countries, including South Africa, use as a punitive measure to punish learners who misbehave. In the United States of America, it is more often referred to as "exclusion". Oosthuizen et al. (2003:473) describe detention as: "where a learner has to sacrifice his/her free time due to misconduct or unruly behaviour from his/her side". Stewart (2004:327) says that procedural fairness and equal opportunity laws need to be considered when there is a possibility of a learner being excluded. Usually, detention would take place after school or during break-times, but some schools even run it over a weekend (Stewart, 2004:328). Research conducted in the United States of America on the effectiveness of detention showed that lunchtime detention appears to be a potential alternative programme

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that could be effective because it places less of an administrative burden on teachers than some other punitive methods (Oosthuizen et al. 2003:473). However, more restricted programmes may be needed by educators as violence in schools increases.

2.7.2 Suspension and expulsion

Oosthuizen et al. (2003:82) defines the difference between suspension and expulsion as follows: "Suspension is the temporary refusal by a school governing body to admit a learner to a school and/or its hostel, while expulsion is the permanent removal of a learner from a school or hostel. Usually suspension precedes expulsion."Suspension and expulsion as forms of punitive measures are, according to Oosthuizen et al. (1998:66), aimed at correction, and not at retribution as in the case of corporal punishment. Oosthuizen et al. (1998:66) argue that discipline should be administered in a prospective way, directed at the development of the adult of the future. The improvement of behaviour might also change after a learner has reflected on his behaviour during the time of suspension, and he or she might decide to change his or her behaviour. However, Klump (2007:2), in research on the effectiveness of out-of school suspensions, found that suspension does little to change a learner's behaviour. The findings in this research also showed that out-of-school suspension seems to "push" students out of school for relatively minor infractions. Out-of-school suspension practices in the United States of America indicate that suspension is not only used for what would be considered as serious misconduct, such as drug possession and the carrying of illegal weapons, but is also often used for offences such as poor attendance and truancy (Klump, 2007:2).

In South Africa, learners may be suspended for any offence from rape or the carrying of dangerous weapons, to arriving late for classes. There are variations from school to school, depending on the severity of the misconduct and what is stipulated in the school's code of conduct. Looking at suspension procedures in some other countries, it seems as though the disciplinary procedures are much less tolerant than those in South African schools. The Code of Conduct of Ontario, Section 23 of the Education Act of Canada, gives a principal the right to suspend a learner on the grounds "of persistent truancy, persistent opposition to authority,

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habitual neglect of duty, the willful destruction of school property, the use of profane or improper language, or conduct injurious to the moral tone of the school or to the physical or mental wellbeing of others in the school". The suspension period could be established by the principal, but should not exceed twenty school days (Ministry of Education, 2006:14). While, in South Africa, in terms of Section 9 of the S.A. Schools Act, a learner may be suspended by the governing body of the school after a fair hearing for a maximum period of seven days, and the learner can only be expelled by the Director General or the head of the relevant provincial education department.

The second punitive measurement used in schools is expulsion. There are two kinds of expulsion. Firstly, out-of-school expulsion is where a learner is permanently refused admission to the school where he or she is enrolled, by the Director General or the head of the relevant provincial education department, and not by the principal of the school (The South African Schools Act 84 of 1996). Such an expulsion would only be valid after the learner is declared guilty of serious misconduct following a fair hearing. Secondly, out-of-class expulsion is where a learner is expelled from a specific class because of misconduct. Oosthuizen et al. (1998:68) conclude that, when considering suspension or expulsion, it is important for educators to be reminded that the security of the group is weighed against the security of the individual offending learner. Therefore, one should agree with Oosthuizen et al. (1998:66) that the role of discipline "is to protect the learner against the unruly behaviour of his fellow learners and against his own waywardness". Dewey (as cited in Connell, 1994:2) also argues that unruly, rebellious children cannot be permitted to stand permanently in the way of the educative activities of others.

Nevertheless, one need to be reminded that all children have the right to education, as stated by the court in Tinker vs Moines Independent School District, "children are persons under the Constitution who are entitled to the protection of that right (to education)" (Brody and Vardin, 1979:18). Alternatives to exclusion from school need to be addressed in order to find ways of helping children who have shown signs of behavioural problems. The following is a list of alternatives to suspension as recommended by Peterson (Klump, 2007:5):

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- Problem-solving by identifying alternative behaviour choices and following up with developing a contract that reminds students to engage in a problem-solving process and that includes reinforces for success and consequences for not following the contract.
- In-kind restitution could be required, which is related to the problem caused by the student's misbehaviour (for example, removing graffiti or improving the appearance of the school's environment).
- Mini-courses or modules that are related to the inappropriate behaviour and should facilitate behavioural change should also be encouraged.
- Parental involvement regarding more frequent communication about issues can be formalised into a disciplinary consequence.
- Problem-solving relating to behavioural issues and community service could be used as more effective ways of achieving discipline. It is important that behaviour that permits rewards for successful performance of specified objectives, and an alternative programme such as permitting the pupil to make short- or long -term changes in his schedule .
- Alternative classes or participating in independent study or work–experience programmes could also help to alter misbehaviour.
- Learners should be able to receive appropriate credit and progress towards graduation. Appropriate in-school suspension should include academic tutoring, skills-building related to the behavioural problem and a clearly defined procedure for the learner returning to class, contingent on his/her progress or behaviour.

2.8 Preventive disciplinary measures

There are several preventive disciplinary measures that can help the school managers to manage discipline in schools such as follows:

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2.8.1 Positive discipline

In order to increase positive discipline, disruptive behaviour needs to decrease in schools to create an environment that is conducive for learning. Cotton (2006:2) suggests that rules and the consequences of breaking them should be clearly specified and communicated to parents, learners, and teachers. Once rules have been communicated, the fair and consistent enforcement of the school rules, and providing a hearing process for students to present their side of the story, will also increase learners' and parents' perceptions of fairness. Disciplinary policies should also set out the different categories of offences, depending on the circumstances or seriousness of the offence.

Gottfredson and Gottfredson (as cited in Gaustad, 1992:1) report on research in 600 secondary schools in which they found that unclear or unfair rules which are inconsistently enforced are associated with poor discipline in schools. Duke (as cited in Gaustad,1992:1), states that although "good behaviour is necessary, it is not sufficient to ensure academic growth". Gaustad (1992:1) argues further that effective school disciplinary strategies should seek to encourage responsible behaviour and provide all learners with a satisfying school experience as well as discouraging misconduct. There are learners, however, who, in spite of schools trying their best to make education a satisfying experience for them, still dislike school. Research has shown that learners, who dislike school, perform poorly academically, have limited career objectives, and are more likely to be disruptive (Cotton, 2006:2). Therefore, researchers believe that social involvement in school activities could help learners to be more positive about attending school. Cotton (2006:2) recommends that underachieving learners should be helped through a remedial programme, which would also create a more positive attitude towards schoolwork if the learners in question start to show signs of improvement.

Teachers' positive attitude to their profession also plays a significant role in learners' attitudes toward school. Researchers Duke, Lesley, Wayson, Short, Smedley and Willower (as cited in Gaustad,1992:2) all have found that commitment, on the part of the staff, to establish and maintain appropriate learner behaviour as an essential precondition of learning, is the chief

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component of preventive discipline. According to Gaustad (1992:2), the creation of an accepting social climate, characterised by a genuine concern for learners as individuals, is also typical of a well-disciplined school. Making the curriculum interesting for learners, so that they will want to come to school to learn and also be prepared and well-trained, shows that teachers are serious about what they say and, in turn, earns them respect as professionals. Charlton and David (1997:223) concur that learners' misbehaviour may be a logical and not unreasonable response to a timetable which includes subjects and material in which they have little or no interest, and/or which is administered to them in a manner that is uninteresting and which discourages their involvement. Bumbarger (1999:3) concluded by saying that to train teachers in effective classroom management may increase the consistency of discipline, potentially reducing unnecessary exclusions and preventing the erosion of the deterrent effect of suspension and expulsion.

2.8.2 Behaviour modification programmes

To improve the behaviour of misbehaving learners, there are many educational programmes on the market. Researchers Brophy and Luke (as cited in Gaustad, 1992:4), found that rewards and punishments based on the behaviour of individuals in a group are effective in remediating misbehaviour. However, there is not much research into the effectiveness of all of these programmes It seems, though, that contemporary behaviour modification approaches, in which learners are more actively involved in shaping their own behaviour through participation with teachers who will help them to change and evaluate their own behaviour, provide successful results. It is important that teachers should teach appropriate behaviour to learners.

Duke (as cited in Cotton, 2006:10) found that an orderly school is characterised by commitment to appropriate student behaviour and clear behavioural expectations for learners. Furthermore, Duke also recommends that rules, sanctions, and procedures should be discussed, debated, and frequently formalised into classroom management plans and school disciplinary codes. By doing so, the school shows its commitment to creating orderly discipline and shows concern for

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the learners by involving learners as decision makers, creating an environment that is learner-centered and incorporating students' problem-solving activities (Cotton 2006:10).

2.9 Theories of school discipline

Over the years, much has been written about school discipline and any to attempt to cover all these theories and ideas about how school and move specifically, educators should deal with school discipline is an almost insurmountable task. For the purposes of this dissertation nine diverging and competing views will be discussed and analysed. These are:

- William Glasser's (1998) theories of educational transformation;
- B.F. Skinner's (1992) behavioral modification model;
- Curwin and Meddler's (1999) discipline with dignity model;
- L. and M. Canter's(1997) assertive behavioural model;
- R Dreikurs's (1971) mistaken goal model;
- J,S Kounin's (1971) behaviourist, stimulus-response model;
- H. Ginott's(1971) constructivist, congruent communication model;
- F.H Jones's(1987) management model; and
- Gordon's (1974) effective educator training model

The philosophical underpinning, psychological assumptions and understanding of the role and function of education in these approaches vary greatly, as do their degree of comprehensiveness (Steere 1988, 12). Each of these theories sheds light on a particular aspect of discipline and often attempts to provide step-by-step procedures in managing school discipline. The theories often share certain overlapping elements, but their theoretical underpinning makes it possible to classify their orientation broadly-speaking into three areas: behaviorist; cognitivist and constructivist. This classification will be used in this chapter to critically analyse the nine theories. Note that none of these them will be refuted out of hand as educators' own orientation to discipline might well be informed by over or covert allegiance to any(or a combination) of the nine theories. Analyzing these theories will assist in making sense of educators' life

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experiences might have influenced their own stance in relation to existing theoretical understandings of school discipline.

2.9.1 Behaviourists

Psychologists from a behaviourist orientation study human behavior in an attempt to understand the processes that will induce in behavior (Tuckman 1992, 24). Two pioneers in this field are Pavlov and Thorndike. In Pavlov's classical conditioning model, dogs were conditioned to salivate at the sound of a tone (conditioned stimulus) when the tone was paired with food (unconditioned stimulus). Salivation was initially elicited as the unconditioned response to the food and came to be elicited as conditioned response by the sound of the tone alone. This happened after repeated pairings of food with the tone. Repeated presentation of the tone on its own ultimately resulted in extinction, in other words the loss of conditioning. Pavlov also experimented with secondary conditioning, generalization and discrimination.

Thorndike on the other hand demonstrated that in both humans and animals a connection can be made between specific behaviours (or responses) and the situations (or stimuli) if the result of such behavior is experienced as satisfying. He called this phenomenon the "law of Effect". These early researchers did the ground work for more modern behavioral approaches such as that expounded by skinner (Van Wyk 2000, 76-78).

2.9.1.1 Skinnerian Model

(a) Rationale

Rationale Skinnerian model is behavioral in nature. It takes its starting point from the fact that behavior that is rewarded tends to be repeated, while behavior that receives no rewards tends to be eliminated. In maintaining discipline one generally rewards goods behavior and punishes bad behaviour (Philips 1998:13). The Skinnerian model as behavior modification paradigm derived from the work of behavioral psychologist, B.F Skinner. Skinner has been a major

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influence behind the adaption of clinical behaviour techniques to classroom settings (Duke & Meckel 1980, 15).

Skinner believes that consequences (in other words, what happens to the individual after performing an act) shape an individual's behaviour. He focused his approach on reinforcement and reward. Reinforcers are like rewards; if used in a systematic way, they influence an individual's behaviour in a desire direction (Charles 1989:35). Skinner made use of terms such as operant behaviour, reinforcing stimuli, schedule of reinforcement, successive approximations, positive and negative reinforcements (Charles 1989:36-37).

(b) Principles on which the Skinnerian model is based

Operant behaviour is a purposeful, voluntary action. Reinforcing stimuli are rewards that the individual receives directly after performing an appropriate behaviour. Receiving rewards pleases learners; this makes them more likely to repeat a good behaviour pattern in the hope of obtaining further rewards. Schedules of reinforcements occur when reinforcement is produced on an ongoing basis (Van Wyk 2000:22). Positive reinforcement is process of supplying a reward that the learners favour all rewards can thus be seen as reinforcement. Negative reinforcement means taking away something that the learners like.

The Skinnerian model assumes that behaviour is learnt and that reinforcements contribute towards achieving good behaviour when reinforcement procedures are used to shape a learners behaviour in a desire direction. Educators reward desired behaviour with praise and enjoyable prizes; they punish undesirable behaviour modification consider their own behaviour and how it may be used to reinforce good behaviour in the classroom environment.

Skinner describes freedom as escape or avoidance. Escape is doing whatever it takes to remove contact with an aversive stimulus that is already present. This is done by removing, stopping or reducing the instancing of the stimulus or by simply moving away from it. Similarly, avoidance

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is doing whatever it takes to prevent content with the aversive stimulus not yet present (Donohue & Ferguson 2001:207-208).

Most animals will make every effort to free themselves from aversive circumstances. For example a hare will struggle to get free when caught in a trap. Humans take similar action when they walk away from irritating friends. Skinner uses the term controller "controller" to label people who control others and those who controlled by the people (O'Donohue & Ferguson 2001:208-209).

The situation describes above of humans and animals striving for freedom can be applied to be classroom situation when the learner feels that he /her freedom is being taken away by the educator who expects work from the learner. The learner may wish to from the confident of this situation by being absent from class or defying instructions; in this case the educator is the controller and the learner may be called the controlled.

Skinner sees all behaviour as being controlled all the time. By this skinner implies that there are always external factors from the environment that constantly impinge on the individual; these consciously or unconsciously influence his/her behaviour. Skinner also points out that organized control, e.g. by the educator, is often arranged in such a way that it reinforces the behaviour of the controller at the controllers expense. This usually has immediate aversive consequences for controllers. Immediate aversive consequences might be in the form of a lash. The effect of employing aversive on the learners usually results in immediate compliance. Technically speaking, using aversive stimuli by negatively reinforcing the behaviour of the learner (avoid lashing and the learner's behaviour (compliance) in turn positively reinforces the educator's use of aversive technique (O' Donohue and Ferguson 2001, 211- 213).

Behaviourists, and in particular Skinner, propounded a powerful behavioural approach, the reinforcement theory, managing and controlling classroom outcomes. According to this reinforcement theory for managing and controlling classroom outcome. According to this theory, an educator who applies it controls the effect of a student's behaviour by choosing

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whether or not follow that behaviour with a positive experience named reinforce. Reinforcement depends on whether or not appropriate behaviour occurs. In the classroom, the educators can be the contingency manager by giving or withholding reinforcement selectively, guided by the student's behaviour.

Skinner (Tuckman 1992:46) defines the basic type of learning described above as "operant conditioning". He explains operant conditioning as learning to perform a specific behaviour based on the occurrence that immediately follows it. Behaviours that are followed by positive consequences increase their frequency and probability of occurrence. People learn to operate in their environment to attain or achieve positive consequences. This principle of reinforcement is a refinement of Thorndale's law of effect.

Skinner also introduced the concept of a discriminative stimulus this is stimulus that can serve as signal or cue in operant conditioning. Rather than having to wait operant response to be given on a random basis, the educator can cue the student behave in a certain way if they want to receive reinforcement (Tuckman, 1992:47) example is when an educator tells that class that to get called on they must be wait requests that questions be asked before they raise their hands, this instruction discrimination stimulus. It should be noted that behaviour is controlled by the consequence and not the signal. However, the signal helps to due or guides the learner to choose the appropriate response upon which the reinforcement is depended.

Reinforcers may be primary or secondary. Primary reinforcers include such things as food and protection and learners do to necessarily have to like them. However there are reinforcers that students have learned to like and these are called secondary reinforcers. They include praise, money and the opportunity to play. There are also positive and negative reinforcers. Positive reinforcers are those pleasant experiences or stimuli that people enjoy whereas negative reinforcers refer to those aversive experiences that people wish to terminate, escape from or avoid. Finally there are social, token and activity reinforcers. Social reinforcers refer to desirable interactive experiences with other people for example learners. They include praising, smiling, patting on the back, hugging and kissing. Tokens are things that can be converted to a

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basic form of reinforcer, e.g. gold stars or smiling faces posted in a learner's book; money also be used in the same manner.

Finally, there are activity reinforcers that are enjoyable things to do; e.g. going out play, having recess and going on a field trip (Tuckman ,1992:47)

Another important behaviorist concept is called behavior modification in this case target behavior is selected and discriminative stimuli and differential reinforcement are used either to increase or decrease a particular behavior. These are four steps that must be carried out, namely to identify a desired or target behavior; to give clear signals of when to perform and when not to perform the target behavior; to ignore disruptive or non target behavior; and to reinforce the target behavior when it occurs .certain techniques can be used to achieve the required modification and they include promoting chaining and shaping. Promoting entails adding discriminative stimuli that are likely to signal the desired response rather than waiting for the required response to occur on a chance basis. For example, an educator may inform the class what behavior to perform and when to perform it. It is mainly used in reading.

Chaining on the other hand involves connecting simple responses in sequence to form more complete responses that would be difficult to learn all one time. Simple behaviors are joined into a sequence of behavior, which is then reinforced at its completion. Shaping is used when the desired response (target) is not one but the student is already able to perform (i.e. the desired response not in the student's repertoire) or when there is no way to prompt the response. There are two types of shaping, namely, shaping only those behaviors that meet a given criterion; and shaping/ reinforcing behavior that approximates or is closely similar to the target behavior (Tuckman, 1992:53-56).

(c) Discipline and reinforcement theory

According to behaviorist thinkers, the affective use of reinforcement should make the use of punishment unnecessary. They maintain that the most effective technique for weakening behavior is to use non-reinforcement, i.e. to ignore it. Punishment is not a preferred method of

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changing behavior or maintaining discipline. According to skinner Tuckman (1992:61), when bad behavior is punished, it may merely be suppressed and may reappear later under different circumstances. Ironically the punisher may serve as a model for future aggressive behavior on the part of the person being punished. This claim implies that educators who have been subjected to corporal punishment as a child may as an adult educator also prefer to use corporal punishment. Tuckman (1992:61) states that there are two circumstances when punishment, as a last resort, may be used effectively. Firstly, when undesirable behavior is so frequent that there is virtually no desirable behavior to reinforce, extreme aggressiveness in a child may leave no room for reinforcement. Secondly, this may be necessary when the problem behavior is so intense that someone, including the child himself may get hurt. Here again, aggressiveness is an example of such intense behavior (Tuckman, 1992:61).

(d) Critique of skinner's contribution

Although Skinner did not concern himself with classroom discipline per se, his contribution on the shaping of desired behavior through reinforcement has led directly to the practices of behavior modification- still used to shape academic and social learning. Many primary grade educators use behavior modification as their only discipline system, rewarding students who behave properly and withholding rewards from those who misbehave. A major concern is that while this is effective in teaching students desirable behavior, it is less successful in teaching what not to do. Nor did it help students to understand why certain behavior is rewarded while other is not.

Strategies such as ignoring misbehaving students may be counterproductive in persuading students to behave acceptably. Students may see misbehavior as bringing enough in the way of rewards (albeit negative) from their educators, and may persist with negative behavior. This is an aggravated when their misbehavior is positively rewarded through the attention that they receive from peers. Furthermore, students can be taught or shown almost instantly how to behave desirably. They don't have to learn it through lengthy non-verbal and non-imitative

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reward processes. While behavior modification may seem to work well with young children, older ones may be embarrassed to be singled out for praise in front of their classmates.

Another disadvantage of this model is that educators making use of it may sometimes overlook important elements in student's history and home environment. This is because a lack of awareness of the relationship between a learner's background and his/her present behavior may result in infective communication between educator and the learner (Van Wyk ,2000:27).

Skinner's use of term "control" has provoked several attacks from the protagonists of the autonomous man. They believe in self-determinism, i.e., humans are inherently free to do whatever they wish. Any attempt to control behavior is seen as an infringement on personal liberty (O'Donohue & Ferguson, 2000:211).

2.9.1.2 Kounin's model.

Kounin`s model has been discussed under the concepts of rationale and its principles are indicated in the following paragraphs:

(a) Rationale.

Kounin (1971:98) is also a pioneer of a behavioral based on the typical behaviorist stimulus-response theory. Kounin, like Skinner, argues that learners will adopt good behavior and eliminate bad behavior in an attempt to gain the reward and avoid punishment. Wielikiewicz (1995:3) indicates that behavior followed by a desirable reward, such as praise is likely to be repeated. If behavior is followed by undesirable incident, such as pain or fear, the behavior is less likely to be repeated. Whereas Skinner focused on how the behavior of the learner could be controlled and behavior modification could be achieved, Kounin (1976:64) focuses more on the desirable behavior in learners.

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The school discipline model developed by Kounin (1976:65) is based on a detailed scientific analysis of school discipline and describes lesson and movement management as a means to control students' behavior. The model could be turned into a group dynamic model, within which educators work with a group of learners.

(b) Principles on which Kounin's model is based.

Kounin recommends two techniques that can be used to address learners` misbehaviors. He call these withitness and overlapping. He describes withitness as the educators' attribute of having eyes at the back of their heads. Kounin (1976: 74). The concept in its simplest terms implies that an educator must be able to know and see what is happening in her class, even if she is busy writing something on the chalkboard. An educator who is "with-it knows what is going on the classroom at all times (Burden 1995:47). Overlapping is the ability to attend to two things at the same time (Kounin 1976:85). For example, an educator may be helping a small group of learners and simultaneously also observes when two other learner are playing instead of doing their class work.

Kounin also outlines what he calls the technique of movement to control discipline. Movement management is the ability to move smoothly from one activity to the next. Good movement in a lesson is achieved by effective momentum. Burden (1995:48). Some educators make two movement management mistakes: jerkiness and slowdowns. Jerkines refers to a change in the flow of activities; this creates confusion and results in misbehavior educators who are not sure of offer in the classroom also confuse learners. Slowdowns are delays that waste time between activities; they occur when the educator is guilty of over- dwelling and fragmentation. Burden (1995:48) describes over-dwelling as focusing exclusively on a single issue long after students have understood the point.

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(c) Critique of Kounin's contribution

Kounin (1976:85) identifies a number of educator strategies that engage students in lessons and thus reduce misbehavior. His work places emphasis on how educators can manage students, lessons, and classroom so as to reduce the incidence of misbehavior. The interconnection he identifies between ways of teaching and control of behavior has led to a new line of thought- that teaching influences discipline to a greater degree than previously realized and that the best way maintain good discipline is to keep students actively engaged in class activities, while simultaneously showing them individual attention.

Kounin's commentary on his research is both interesting and illuminating. He concludes that the educator's personality has very little to do with classroom control. Referring to educator traits such as friendliness, helpfulness, rapport, warmth, patience, and the like, he claims that contrary to popular opinion, such traits are of little value in managing a classroom.
He also explains that while conducting his research he hoped and expected to find a clear relationship between the actions of educators when students misbehaved and the subsequent misbehavior of those same students- but that no such findings had emerged.

Although Kounin's work did succeed in sensitizing educators to the importance of lesson management educators have not found his approach satisfactory as a total system of discipline. They feel that what he suggests can cut down markedly on the incidence of class misbehavior but that misbehavior occurs even in the best of circumstances, and Kounin provides no help with regard to how educators should cope when a lesson is being spoiled (Kounin (1976:88)

2.9.2 Canter's Assertive Behavioral Model

(a) Rationale

Canter and Canter (1992:87) developed an approach which they called assertive discipline that cannot be described as purely behaviourist in nature, but does contain certain elements of a

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behaviourist approach. These researchers assert that an educator who uses assertive discipline has a clear sense of how students should behave in order for him/her to accomplish his/her teaching objectives. Assertive discipline is different from many other models in that it provides a system of dealing with behavior at the time it occurs, through a plan that makes the learners responsible for his/her behavior and resulting consequences. Steere(1978:46). The essence of assertive discipline is captured in the following quotation: An assertive educator will actively respond to a child's inappropriate behavior by clearly communicating to the child her disapproval of the behavior, followed by what she/he wants the child to do (Duke and Meckel 1980:11).

Key ideas that from the core of assertive discipline include the fact that students have rights and that they need a caring educator who will provide warmth attention and support. Educators also have rights; they must teach in an environment that is conductive to learning and enjoy support from both parents and learners. Educators must be assertive and communicate their needs freely; they should also provide a model of good behavior. Learners have the right to an educator who will be firm, consistent, provide positive encouragement and motive good behavior. Canter & Canter (1998:13). Learners have a right to learning that calmly and consistently enforce rules of conduct, to learning where an educator makes calm but firm declaration. Educators should also refrain from asking rhetorical questions about misbehavior and should develop a system for rewarding good behavior (Steere, 1988:48).

The educator should be able to communicate to the learner what is wrong and provide a model of good behavior. Assertive discipline is premised on the notion that the educator's attitude influences his/her behavior that in turn influences learner's behavior. In illustrating the effectiveness of their model, the Canters distinguish three types of educators: non-assertive, hostile and assertive educators. Non-assertive educators are those who allow themselves to be pushed around and manipulated by learners; hostile educators err by imposing control in an arbitrary manner. Assertive educators, on the other hand, believe in their abilities and their right to use them to foster learning (Duke and Meckel 1980:13).

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Assertive educators also know when and how to instill good behavior. Being assertive is different from being aggressive. The goal of assertive discipline is to foster in educators a feeling that they are in control in the classroom. An educator taking calm but firm control shows assertiveness by calmly enforcing agreed-upon rules of conduct. Assertive educators do not express an intention to hurt or want help.

The Canters' approach emphasizes rules and consequences are a good example of laying down ground-rules in the classroom. According to Steere (1988:47) rules should be specific and visible to all learners. Different charts should be for different sets of rules. Just as with rules' consequences for violating rules, should be developed explained and be visible to all learners.

As a summary, the emphasis in assertive discipline is on classroom control strategy that places educators in charge in the classroom in a humane and yet firm manner. It is a system that allows educators to invoke positive and negative consequences calmly and fairly, and is a technique for dealing with difficult learners and teaching the class as a whole how to behave. The educator should always remain in charge in the classroom, but not in a hostile or authoritarian manner. He/she must take specific steps to teach students how to behave acceptably in the classroom, identify students' personal needs and show understanding and willingness to help, continually striving to build an atmosphere between educator and learners (Steere 1988:47).

(b) Critique

Assertive discipline is designed primarily for use in the classroom. Since many learners behavior problems occur outside the classroom, the model may not offer much help in resolving all the educators' concerns. In addition, assertive discipline provides no opportunity for students to learn or practice conflict resolution skills. Duke & Meckel (1980:13). Assertive discipline cannot be effective without communication. Any discipline management system the educator wishes to implement should first be discussed with school management because both the management and the parents should be aware of the proposed system. This will ensure that

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parents know of the educator's attitude regarding the importance of good conduct and its influence on teaching and learning (Duke & Meckel,1980:13).

2.9.3 Cognitivists.

This is a psychological approach, which utilizes overt behavior as a cue for deducing what goes on in the mind (Gage and Berliner 1992: 225). Cognitivist try to comprehend the kind of thinking associated with the particular content to be learned. They make a serious attempt to determine what goes on in the minds of learners, so that they can understand how they do mathematics, read or understand instructions (Gage and Berliner 1992: 225-228).

Cognitive scientists in the field of education study the types of behavioral problems that require different kinds of student cognition. They maintain that if one understands how successful/unsuccessful learners think about these problems, one can teach them to think in better ways. Simultaneously, as educators, teachers can learn to instruct children in more appropriate ways. The goal is to promote problem solving, transfer of learning, and to encourage cognitive processing of information for better and more effective decision making. In contrast to behaviorists, Cognitivists place special emphasis on the thinking processes of the learner. Cognitivists consider the learners active participation not just as responding to circumstances, but as organizing and reorganizing incoming information in processes of thinking and problem solving; to cognitivists learning means using mental structures to process information (Tuckman 1992: 24). Cognitivists put themselves into the mind of the learner and to figure out how information is transformed, stored and retrieved in problem solving.

Pioneers in this field are the Gestalt psychologists, Kohler and Wertheimer. Kohler studied the problem solving behavior of chimpanzees. He avoided detours and used tools such as sticks and boxes to achieve a remote goal. This process of discovering a single and continuous solution-even if it required moving away from a goal to get a necessary tool to achieve a goal-he called insight. Tuckman (1992:42). This early work set the stage for more contemporary cognitive approaches in order to explain what goes on in the mind when learning takes place. Although

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there are numerous theorists who operate from a more cognitivist approach, two of these (Glasser & Dreikurs) will be discussed here as they focus in particular on student behaviour and discipline.

2.9.4 Gordon's international model of effective training

(a) Rationale

Gordon believes that good classroom discipline involves students developing their own inner sense of self-control. He uses a behavior window, which is a visual device that helps to clarify whether a problem exists and who it is that has the problem. He indicates that there are two feelings, namely a primary feeling, which an individual experiences after unacceptable behaviour, and a secondary feeling sensed after the resolution of the matter (Van Wyk , 2000:77).

Gordon rejects power-based authority and win-lose conflict resolution. Unlike Jones (discussed below) he advises educators not to use rewards or punishment to control student behaviour. According to him giving rewards to learners to control their behaviour is so common that its effectiveness is rarely questioned. Gordon (1989: 34-35). Using rewards, he says, will merely make learners concern themselves with getting rewards and forget about learning or behaving desirably. There is also the possibility that learners may equal the lack of rewards with punishment. To implement Gordon's model effectively planning, time, administrative support and cooperation from educators, parents and learners needed. Educators and parents should see discipline as school-wide corn that must be handled on a collaborative basis (Gordon,1989: 34).

Although other models regard motivation as a key to effective teaching and learning, Gordon sees rewards as detrimental as far as learning good behaviour is concerned. Learners must be made aware that misbehaviour is unacceptable and must learn to control their behavior. The educator's role in helping them in this process is not, however, clearly captured in Gordon's model, Like all the models mentioned above, learners should be made responsible for their

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behaviour; discipline is a wide concern for all. Stakeholders should work together to create conducive learning and teaching environment (Gordon, 1989: 34-35).

2.9.5 Dreikurs's mistaken goal model

Dreikurs approaches discipline from a cognitivists` point of view by holding that behaviour is reasoned and goal directed. The underlying belief of this model is that learner's want to belong , to be accepted, and that they are able to choose right from wrong behaviour. Dreikurs sees the prime goal (that of belonging) as an underlying motivator of student behaviour, and identifies the mistaken goals (such as attention, power, and revenge) that students turn to when unable to achieve the primary goal of belonging. In line with this, Dreikurs (1971:152) postulates two assumptions underpinning his approach to disciplining: student behaviour is goal directed and people learn best through concrete experiences (Duke & Meckel, 1980: 18). Dreikurs (1971:152); claims that the key to correcting behavioural problems lies in exploring with the learner the goals prompting the learner's conduct. He asserts that a child should be held responsible for his/her action that is the result of a goal-directed decision taken by the child.

According to Dreikurs (1971:152) a child should be given a chance to make his/her own choices, being fully aware of the consequences of these choices. The consequences should be logically related to the rightness or wrongness of the choice. At the heart of Dreikurs's model is thus the use of logical consequences- in this respect it is similar to Glasser's reality therapy theory and canter's theory. Dreikurs (1971:153) explained behavioral choices as the necessity of having students accept the logical, natural consequences of their behavior (Harlan 1996: 24). In addition, Dreikurs asserts that democratic procedures must be followed that allow learners to contribute in the formulation of rules of classroom behaviour.

Once the rules are established, the consequences of obeying and disobeying them can be determined. For Dreikurs every learner can attain his/her place in life but needs the active help of the adult. Golgang and Glickman (1988:94). As for the educator's behaviour, Dreikurs assumes that the best classroom manager is the educator because he/she has the psychological

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skills to change learners' behaviour. He urges that educators and students should collaborate to formulate rules of classroom behaviour and should link these rules with logical consequences that occur should students either comply with, or break the class rules.

(a) Principles of Dreikurs's model

In an analysis of Dreikurs's findings, (Harlan 1996:24) writes that according to Dreikurs discipline is not punishment, but a way of helping learners to improve them. He emphasizes choices and that the responsibility for one's behaviour is learnt by accepting (and sometimes suffering) the natural or related consequences of those behavioural choices. It is important that the child should be asked to choose between behaving in the correct manner and continuing with bad behaviour, which will be followed by adverse consequences. Dreikurs emphasizes self-worth; learners need to feel capable of completing task, have a sense of belonging and believe that they can connect with the educator and other learners (Harlan, 1996:24)
A great deal of the success of Dreikurs's ideas in the classroom depends on how correctly educators are able to diagnose the motives underlying student's misbehavior. Incorrect diagnose may undermine student confidence in the educators and make subsequent interactions more difficult. He identifies two types of consequences, namely natural consequences, which is a result of a learner's own behaviour and is not influenced by the educators, and logical consequences should be in proportion to the misbehaviour and that safety and a danger situation may prevent the use of logical consequences. Logical consequences work best when the child's goal and behaviour is attention seeking (Steere, 1988:30)

Driekurs also provides a number of more specific suggestions on how educators should interact with students. He stresses that educators should never use punishment and should avoid using praise, which he feels makes students dependent on educators reactions. Instead of praise, Dreikurs would have educators use encouragement. Praise, by its nature, is directed at the character of the student. Encouragement, by its nature, is directed at what the student does or can do. Dreikurs gives encouragement a very strong role in the way educators should speak with student (Steere ,1988:30)

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2.9.6 Hybrid theories of school Discipline

The following models also provide background information on the influence of educators lived experiences on classroom discipline practices. The behaviouristic standpoint concentrates on specific observable behaviour, rather than on what is going on inside learner's heads (Charlton and David 1993:121). The models that are discussed below indicate that learners' behaviour is determined large by their environment; but in essence they too concentrate on changing observable behaviour.

2.9.6 Jones's Management Model

(a) Rationale

Jones's model classroom management training programme acknowledges that there is no single, "best" method of dealing with discipline in the classroom. Classroom situations differ and they will therefore require different approaches. This underpinning rationale opens at the opportunity to combine insights from behaviourist and cognitivist approaches. Every model makes some contribution to reducing classroom disruption and increasing productivity. These models can either fail if they are abused or succeed if used appropriately. Jones (1987) suggest the use of body language and incentive system and efficient individual help for student cognitivist approach (Burden, 1995:51).

(b) Principles of school discipline

Jones (1987:85) argues that educators lose approximately 50 percent of their instructional time attending to learners who cause disturbances in the classroom. Effective body language, incentives systems and individual help can be used to redeem the lost teaching time. He further confirms that good discipline comes from effective body language, which includes posture, eye contact, facial expressions, signal and gestures (Burden, 1995:51).

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Jones (1987:85) holds that the body language is the language of the emotions, thus discipline is 90 percent effective body language. He notes that most misbehaviour occurs away from the educators Charles(2002:132). Educators tend to make sure that all learners who are prone to misbehave are seated in the front of the classroom. Incentive systems as one of the strategies is something outside of the individual, it makes the learner react. All educators know that well-motivated learners tend to work more diligently at school tasks and in doing so they learn more and cause fewer disciplinary problems (Charles, 2002:132).

A concern about this model is the need for a long-term commitment from educators. As is the case with reality thereby, considerable time is needed. It assumes that incentives make learners behave well and this enables motivated educators to be in a position to motivate learners. Suffice it to say that techniques of handling learners misbehaviour are often seen in the most effective and motivated educators.

Underlying belief of the model includes making rules that will be quickly enforced, learning and implementing Jones's body language and procedures for stopping misbehaviour. Remaining unemotional and firm in correcting behaviour and developing an incentive system are also important elements (Charles, 2002:132).

(c) Critique of Jones's approach

According to Jones, there is no single method of correcting behaviour. It is clear from this model that learners differ, as do situations. These insights are of particular importance as they move school discipline away from a purely recipe like approach to an approach that takes cognizance of learners, their needs and the particular situation. It also opens space for acknowledging the uniqueness of the educators in maintaining discipline.

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2.10 Conclusion

The behavioural approaches to school discipline focus on behavioural modification. They view behavioural change, such as the elimination of undesirable behaviour, as something that could be achieved through processes of reward, either withholding of reward or meting out punishment. They therefore focus on changing the overt behaviour rather than on internal mental states. Behavioural theories explain these behavioural changes as being based on the connection between elements and reinforced by this effect (Tuckman, 1992:39). In contract, cognitivist theories reject the notion of behaviour modification as some external means of control. They focus on the mental processes within the child and view undesirable behaviour as a means through which the child expresses his/here wants. These may be construed as misdirected goals or an ineffective means of drawing attention.

The task of the educators is to understand how the child thinks about discipline. They should therefore focus on how the child can be drawn into the drawing up of class rules and a schedule of consequences for not adhering to them. Constructivist theories operate from the premise that knowledge is a socially constructed entity and the educators have an important role to play in the facilitation of children's construction of knowledge. Instead of prescribing rules to children, they need to be brought through teaching and experience to explore and impart meaning to the rules required to maintain an orderly classroom environment.

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CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The aim of this chapter is to illustrate an overall methodology together with the methods used to achieve the objectives of this research, as stated in chapter one. It also describes the overall methodology adopted, population identification, sampling procedures and unit of analysis, methods for data collection and analysis.

3.2 The research design

In the present study, the research design discussed was based on Leedy and Ormrod (2001:91-92). According to these writers, in planning the research design, it is extremely important for the researcher not only to choose a viable research problem but also to consider the kinds of data an investigation of the problem will require and feasible means of collecting and interpreting those data.

A case study design was used to address the research questions. The research was focused on how best the parent-teacher partnership in managing discipline. The aim of the research is to analyze critically the management of disciplining learners in Luvuvhu circuit of Vhembe District.

3.3 Research Methodology

According to Huysamen (1995:163) research methodology is the creation and development of techniques and strategies to collect data, the development of methods to investigate and improve the psychometric properties such as reliability and validity of the data obtained by means of these techniques and the analysis of such data. In this study, research methodology

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involves a selection of appropriate research approaches, research methods, sampling procedures, respondents and instruments for collecting and analyzing data.

3.4 Quantitative and qualitative research methods

According to McMillan and Schumacher (2001:14) the terms quantitative and qualitative are used frequently to identify different modes of enquiry or approaches to research. Quantitative and qualitative research studies are both conducted in education. The most obvious distinction to a reader between quantitative and qualitative research is the form of data presentation. Quantitative research presents statistical results presented in numbers whereas qualitative research presents data as a narration with words. In order to justify the use of both quantitative and qualitative research paradigms in this study, these two paradigms are discussed in detail in the subsequent paragraphs.

3.4.1 Quantitative research methodology

Quantitative research methods include the implementation of statistics to measure data. Statistics, according to Leedy (1993:244), are a very simple matter but are a powerful tool in the hands of the researcher who is able to view their nature and interrelationships more understandably. Through statistics, therefore the researcher is able to conceptualise what otherwise might be incomprehensible (Leedy, 1993:244), hence the advantages of this study. The facts gathered from questionnaires were translated into tabular from. This was done so that the facts (statistics) would speak more clearly.

Quantitative research tends to be associated with measuring (Barnes, 1992:108). According to Good (1993:279) as well as Denzin and Lincoln (1994:4), quantitative studies emphasise the use of numerical measures to arrive at specific findings. Data collection in quantitative research is accumulated by means of inanimate instruments such as scales, tests, surveys, questionnaires and computers. Storbeck(1994:73). Creswell (1994:4) is of the opinion that because quantitative research is impersonal and experimental it is not suitable to study human

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phenomenon. Contrary to Creswell's view (1994:4), a quantitative questionnaire has been regarded a suitable technique to gather some of the information from respondents in this study.

However, testing instruments such as scales, psychometric testing and other detailed statistical analysis will not be applied. A limited amount of quantitative analysis will be done. The idea of using this kind of strategy even in research of human phenomenon is justified by Best and Kahn (1993:204), Kerlinger (1986:481) and De Swardt (1998:32). These writers maintain that in some qualitative research (Human phenomena) a limited quantification is included viz, counting the number of occurrences of an event. According to Kerlinger (1986:481), all materials are potentially quantifiable. Quantification will be implemented in this study. The number of occurrences in each theme or category identified will be counted. The categories with high frequency occurrences will be regarded as fairly significant to the problem investigated and will reflect the major problem with regard to the poor management and poor parent-partnership in rural public schools of Vhembe District.

3.4.2 Qualitative Research methodology

Wimmer and Dominick (1988:19) state that qualitative research describes or analyses a phenomenon without specifically measuring variables. No statistical analysis is involved in qualitative research although the data might be expressed numerically. Qualitative research deals mainly with unmeasurable features of research (Barnes 1992:108). According to Rudestam and Newton (1992:31), qualitative studies imply that the data are in the form of words. This programme is useful in those categories concerning the understanding of human phenomenon and for the investigation and interpretation of the meanings people attach to different events. The implementation of this approach is relevant to this study in the sense that the focus of qualitative falls on the participants which are:

- Principals; and
- The educators and education officers
- Parents and SGB

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A qualitative approach was used which used interviews with the parent. Informal discussions with various stakeholders were also done. The interviews were conducted to ascertain the level of participation by parents in the SGB and their understanding of their role. An attempt was also made, through interviews to determine the level of control by the Principal in the affairs of the SGB.

3.5 The population of this research

The population of this research was a group of people about whom this research wants to draw conclusions (Babbie, 1998:109). Not all the members of the population were studied, only those who were selected by means of purposive sampling were involved. These were regarded as the population of this chapter.

Powers (1985:235) defines a population as a set of entities for which all the measurements of interest to the researcher are presented. The entities may be people, such as all clients comprising a particular workers caseload, or things, such as all the research books housed in a specific library. In either case, the study of a population may be said to be exhaustive in that it includes an investigation of every entity under consideration. In other words, the study of the population is the study of the whole. The specific population for this study is the nine secondary and twenty-one primary schools in Luvuvhu Circuit, which is situated in Vhembe District in the Limpopo Province. The population of this study involved two main groups consisting of school principals, teachers and parents. The population for this study consisted of 130 members from which a selection was made. The researcher considered that those selected are directly involved in the implication of the capacity-building of the SGBs. From this population a sample was drawn.

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3.6 Sampling Methods and Size

According to McMillan & Schumacher (2001:85), the nature of the sampling procedure used in a particular study is usually described by one or more adjectives, such as random sampling, and purposive sampling. This describes the technique used to form the sample. Wimmer & Domminick (1983:151) share similar views with Lee (1994:87) by referring to sampling as a subset or sub segment of the population that is taken to be representation of the population. Mouton further mentions that the aim of sampling is to produce representative's selection of population elements. With regards to presentation Wimmer & Dominick (1983:151) mentioned that a sample that is not representative of population, regardless of its size, is inadequate for testing purposes-the results cannot be generalised for the population.

3.6.1 Sample methods

A sample can be viewed as a subset of measurements drawn from a population in which researchers are interested. Researchers study the sample in an effort to understand the population from which it was drawn and as a means for helping a researcher to explain some facet of the population (Powers, 1985:236).

A simple random and purposive sample was used for selection of a sample population. Simple random and purposive samplings are used in different contexts for the selection of a population sample. In simple random sampling, every member of the population has an equal chance of being selected. The selection of the primary and secondary school was done randomly selected in both schools in Luvuvhu Circuit. Purposive sampling gathers data on specific descriptors. A purposive sampling technique was employed in selection study participants. Not all members of the population were studied only those who were selected by means of purposive sampling were involved.

A sample is chosen on the basis of what the researcher considers to be typical units. This study employed purposive sampling taken from members of the SGBs and parents. Without any intention to define categories of schools by formal criteria, the researcher has attempted to

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contrast the schools by suggesting how strongly rural in character each sampled school was. A purposive sampling is selected because the researcher, believes that the sample is representative.

3.6.2 Sampling Size

According to Wimmer and Domminick (1988:68), determining an adequate sample size is one of the most controversial aspects of sampling. How large a sample should be in order to be representative of the population has no simple answer Wimmer and Domminick(1983:68). Best and Kahn (1993:19) stated that there is no fixed number or percentage of subjects that determine the size of an adequate sample. It may depend upon the nature and the population of interest or data gathered and analysed.

Table 3.1 sampling size of the study

TARGET	STUDY POPULATION	STUDY SAMPLE
Principals	10	10
SGB members	60	30
Educators	110	30
Stakeholders (Parents)	1000	60

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3.7 Methods of data collection

Both primary and secondary data was used for this study. Secondary data was obtained from government publications, research publications and reports. Secondary data was collected through literature reviews aimed at identifying the historically the role of parents and teachers in the management of discipline.

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3.7.1 Questionnaires

The reason for using questionnaires in this research is further based on Schumacher and McMillan's (1993:238) assertion that a questionnaire is relatively economical, has standardised questions and can ensure anonymity. The second method used to collect data in this study was through semi - structured questionnaires which were administered to educators and stakeholders (parents).

A Likert rating scale as described in Collis and Hussey (2003: 184) was used for section two of the questionnaire. The question is turned into a statement and the respondent is asked to indicate their level of agreement by checking the chosen box with an "x". How one "forces an answer" according to Feirera (2008: 67) is to create an even number of check-boxes and to label them in words, i.e. Strongly Disagree – Disagree – Agree – Strongly Agree. According to Feirera (2008:67), numbering the boxes from one end of the continuum to another, is only for analysis purposes, and for which purpose, any numbering system can be used. The information obtained through questionnaires was analysed and compared to the information obtained through interviews with parents. The information was analysed and correlated to reach generalizations about this study. The information was also collated and integrated with the information gathered from the literature review. Therefore the questionnaires had to be structured in a manner to fulfill the above purpose.

3.8 Methods of data analysis

Hiles & Huberman (1994:345) state that data analyses is the process of systematically searching and arranging the interview transcription, field notes, and other materials that are accumulated to increase the researcher's own understanding of them and to enable one to present what one has been discovered. Analysis of data obtained from individual interviews was done through identifying common themes from the respondent's description of their experiences. Irrelevant information was separated from relevant information in the interviews. The relevant information was broken into phrases or sentences which reflected a single or specific thought.

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The phrases or sentences were grouped into categories that reflected the various aspects of meanings. The various meanings identified were used to develop an overall description as seen by the respondents (McMillan & Schumacher, 2001:464).

Statistical package for scientific solutions (SPSS) was used to analyse the questionnaires which were used to interview members of community. Quantitative studies emphasize the use of numerical measures to arrive at specific findings. The obtained information from questionnaires and interviews was first coded for each and every question and then entered in the Microsoft excel spreadsheet in words and number. The data collected were sorted, categorized and coded into separate pieces of data and were finally grouped into themes.

3.9 Validity and reliability

According to Deem and Brehony (1994:163), a qualitative research study can never be as valid, or reliable as quantitative research in the sense that others cannot replicate it exactly. However, McMillan and Schumacher (1997:229) contend that qualitative researchers adopt a combination of strategies to enhance validity. So, two of the multivalidity strategies in this study are mechanically recorded data and member-checking validity approaches. According to McMillan and Schumacher (1997:229), the mechanically recorded data approach is characterized by the use of tape recorders and photographs, while member-checking involves rephrasing and probing the participants to obtain more complete and subtle meanings. Therefore, in the case of this study, the researcher opted for using both validity strategies as pointed out in this section to obtain an accurate descriptive data, complete record, re-adjust ambiguous questions if necessary.

3.10 Ethical considerations

Mouton (2001:238) indicates that the ethics of science concerns what is wrong and what is right in the conduct of research. Because scientific research is a form of human conduct, it follows that such conduct has to conform to generally accepted norms and values. Brink (1999:38)

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emphasises the importance of studying ethics in research in order to determine ethical principles underlying protection of human rights. The rights of human research subjects need to be protected by the researchers.

To be ethical is to be aware that participants have their privacy and sensitivity which are to be protected if information about their personal interests sets off from them (Henning, Van Rensburg & Smit, 2004:23). So, in this study, the ethical issues of anonymity, confidentiality and freedom of participation were guaranteed in the consent letter. Regarding the participants' right to privacy, interviews were characterised by coding the names of participants and disguising the names of schools through using pseudonyms (Smit, 1990:11). Coding the names of the participants entails giving each participant the pseudonym namely for parent governor, representing parent governor, and other participant.

To cater for anonymity, no questions ever influenced the participants to reveal in any form the names of participants and schools. In relation to confidentiality, Anderson (1999:76) warns that it involves a clear understanding between the researcher and the participant concerning how the data required will be collected and stored. In this study, prospective participants were pre-informed that if they feel their human rights were violated they were free to withdraw at any time from participating in the interview process.

3.11 Conclusion

In this chapter the research methodology has been discussed for this study. The researcher concluded that the population and sampling procedures as well as research instruments, data collection techniques and data analysis were more appropriate in the methodology. Population and sampling procedures indicated all respondents involved in the research and how they were selected to form a sample. Interviews were used as data collection instrument to guarantee the success of this research. In Chapter four, the research focuses on research findings, analysis and interpretation.

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CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

In chapter three, the research design, methodology and the instrument that was used to investigate the research problem were described. In this chapter, the data that was collected from the responses to the questionnaires that were administered among administrators, parents and teachers and SGB was presented, analysed and interpreted. The focus of this chapter was, therefore, the summarized presentation of research results.

Chapter four begins with an explanation of how the ordinal data in the survey was displayed and analysed. The "Strongly Disagree" and "Disagree" number of responses for each question was added together; likewise with the "Agree" and "Strongly Agree" sub-continuum. The total average of all the responses in the survey for the disagree and agree number of responses were calculated. The resulting averages were then taken as a standard response, against which, all the survey responses (for all question responses and sub-category averages) are displayed for comparison purposes.

The interpretation and discussion of results was supported by tables, which clearly display the survey data that was being analysed within each sub-category. Specific explanations with regards to the validity test. For analysis purposes, all questionnaire responses were found to be reliable. The chapter concludes with a summary of all the discussions regarding retention issues in tabular form, indicating which of the responses reflected are below.

4.2. Biographical profile of respondents

One of the questions articulated in the questionnaire was to determine the demographic profile of the respondents; this was presented in a manner in which the percentages of males could be

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compared to the percentages of females. In doing so, the gender in the majority could easily be identified, as well as generally determining the sum total of the whole population.

Table 4.1: Distribution of respondents by gender

SEX	Frequency	Percentage
Male	60	46.2%
Female	70	53.8%
Total	130	100%

Table 4.1 reflects that out of the 120 questionnaires which were distributed. The table further shows that 65 (54.2%) were females while 55 (45.8%) were males; hence the majority of respondents were females. This shows that females were more responsive to meetings than males. Females show concern to the future of their children than males. Again it shows that men are less concerned about education due to the security which they have in their families and at their work places. When the security declines, they will start to realize the value of education for themselves and for their children.

Table 4.2: The frequencies and percentage of respondents by parents' education level

	Frequency	Percentages
University	2	1.1
College	9	6.7
Secondary school	62	47.8
Primary school	43	33.3
Do not go to school	15	11.1
Total	130	100

Table 4.2 shows the frequencies and percentage of respondents by parents' education level. Almost half of their parents had their education up to secondary level, which was 47.8 percent (62 respondents) followed by primary school with 33.3 percent (43 respondents). While, 11.1

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percent (15 respondents) had their parents' did not attend school, 6.7 percent (9 respondents) and 1.1 percent (2 respondents) had their parent' education level at colleges and universities.

Table 4.3: Poor discipline is the major cause of the bad results in schools

	Frequency	Percentages
Strongly Disagree	2	1.5
Disagree	10	7.7
Neutral	30	23.1
Agree	62	47.7
Strongly Agree	26	20.0
Total	130	100

In table 4.3, 88 respondents, which constituted 67.7 % of all the participants, were the participants who responded by agreeing and strongly agreeing to the statement. 30 respondents which is equivalent to 23.1% of the total respondents remained neutral. Only 12 respondents which represented 9.2% they disagreed. This indicates that poor discipline causes bad results in schools. Many respondents view poor discipline as a cause of bad results in schools. Bad results indicate poor delivery of services and ineffective use of tax payer's money.

The majority of the respondents, which constituted (67.7%), agreed that good results are the products of good discipline in schools. Therefore, discipline should be reinforced for the schools to obtain good and quality results.

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Table 4.4: The school policy and codes of conduct comply with the learner's rights to learn, according to the constitution of the RSA, Act 108 of 1996.

	Frequency	Percentages
Strongly Disagree	8	6.2
Disagree	16	12.3
Neutral	31	23.8
Agree	55	42.3
Strongly Agree	20	15.4
Total	130	100

The participants did support the availability of school policy and school codes of conduct. 75 respondents agreed that the school policy was in line with the learner's rights to learn. Only 24 respondents disagreed with the statement. 23.8% were neutral (Table 4.4)

The results show that most of the participants are not conversant with the policy of the school. Therefore, the school management team should let the parents, learners and teachers know about the policy of the school, particularly the policy concerning school discipline.

Table 4.5: School policies dealing with learners' conducts and misbehaviour, like bullying theft, dogging, late coming, truancy and substance abuse are used effectively.

	Frequency	Percentages
Strongly Disagree	15	11.5
Disagree	30	23.1
Neutral	46	35.4
Agree	29	22.3
Strongly Agree	10	7.7
Total	130	100

Few respondents which were only 39, which represented 30% of all the participants, agreed that school policies dealing with learners misbehaviours were used effectively. 45 responded which

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constituted 34.6% of the respondents disagreed with the statement. 35.4% of the participants were neutral (Table 4.5)

The large numbers of participants were neutral, which constituted 35.4%. This was an indication that there was poor involvement of parents in school matters. Teachers on the other hand were not actively involved in the disciplinary programmes of the schools. Team work spirit was very low and it should be encouraged for effective management of discipline in schools.

Table 4.6: Parents do support effectively the educators in managing discipline in schools.

	Frequency	Percentages
Strongly Disagree	0.0	0.0
Disagree	33	25.4
Neutral	28	21.5
Agree	59	45.4
Strongly Agree	10	7.7
Total	130	100

Concerning the issue of parents supporting educators, 69 respondents were positive by agreeing with the statement. 69 respondents represented 53.2% of the population .On the other hand 33 participants responded by disagreed. 28 respondents remained neutral (Table 4.6)
From the above results, only 53.2% agreed that parents did support educators in managing discipline in schools. 53.2% which was supporting could be from the educated families, who know about the value of education. Those who don't support educators should be convinced during parents meeting that education is the key for any development programme. Parents should be encouraged to check their children's home works, tests, assignments and school uniform. Parents should be encouraged to visit school in order to get reports about their children's progress and conducts.

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Table 4.7: Parents are always reminded about school policies by teachers during parents meetings and SGB meetings concerning discipline of their children.

	Frequency	Percentages
Strongly Disagree	12	9.2
Disagree	30	23.1
Neutral	26	20.0
Agree	38	29.0
Strongly Agree	24	8.5
Total	130	100

On matters concerning continuous reminders about school policies during meetings of parents and SGB with regard to the discipline of their children, 37.7% supported the statement, 32.3% was against the statement, 20.0% was neutral (Table 4.7).

These findings show us that more work need to be done to familiarize the parents about disciplinary problems and school policies with regards to discipline of learners. Only 37.7% responded by either agreed or strongly agreed. This percentage is very low compared to the information which is of great value to the parents. This is one of the issues which can help the schools to manage discipline effectively. Therefore school management team should make it a point that parents and SGB members are constantly reminded about school policies to reinforce discipline in schools.

Table 4.8: Teachers are contributing to disciplinary problems in schools.

	Frequency	Percentages
Strongly Disagree	0	0
Disagree	8	6.2
Neutral	30	23.1
Agree	58	44.6
Strongly Agree	34	26.1
Total	130	100

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Table 4.8 indicates that, 92 participants, which represented 70.7% of the participants who either agreed or strongly agreed that teachers were contributing to disciplinary problems in schools. Only 8 which are 6.2% of the participants either disagreed or strongly disagreed. 30 (23.1%) participants were neutral.

From these findings, it shows that 70.7% participants believed that teachers were also contributing to disciplinary problems in schools. This could be in schools where there was poor control by school management. The management should set the examples with regard to work ethics. Managers need to come to work earlier and leave later than all other workers. The schools should have their policies intact to avoid teachers to contribute to disciplinary problems in schools. If teachers do respect their lessons and respect themselves, disciplinary problem could be easily managed.

Table 4.9: Parents response to a school parents meeting is good with regard to school discipline.

	Frequency	Percentages
Strongly Disagree	18	13.8
Disagree	43	33.1
Neutral	30	23.1
Agree	28	21.5
Strongly Agree	11	8.5
Total	130	100

Parent's response to school parents meetings was low. 39 (30%) of the participants responded by either agreed or strongly agreed. 61 (46.9%) of the respondents responded by either disagreed or strongly disagreed to the statement. 30 (23.1%) were neutral.

Parents, who do not meet, give the impression to their children that education is of no value. Regular meetings were a sign of being concerned about the future of their children by both teachers and parents. 39 respondents agreed with the statement that parents' response to school

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parents' meeting was a low figure. It meant that there is a need of workshops to encourage partnership between teachers and parents.

The problem here could be on the side of teachers being unapproachable, demoralized and lazy. Lazy and demoralized teachers can cause parents not to attend parents' meetings.
Parents on the other hand may fail to attend parents' meetings due to ignorance and little knowledge.

Table 4.10: Disciplinary committee is executing its duties effectively in disciplining learners.

	Frequency	Percentages
Strongly Disagree	4	3.1
Disagree	24	8.5
Neutral	12	9.2
Agree	58	44.6
Strongly Agree	32	24.6
Total	130	100

According to the figures above, 90(69.2%) respondents responded positively to the statement. 69.2% responded by either agreed or strongly agreed. 58 (44.6%) remained neutral. 28 responded by disagree (Table 4.10).

This indicates that disciplinary committee was executing its duties exceptionally well. The fact that there are still disciplinary problems in schools could be the issue of lack of parental support in schools. Therefore parents should be motivated at their family meetings and burial society meetings as well as at the civic meetings.

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Table 4.11: Educators do update the parents about the learner's progress and their behaviors at school

	Frequency	Percentages
Strongly Disagree	4	3.1
Disagree	33	25.4
Neutral	28	21.5
Agree	39	30.0
Strongly Agree	26	20.0
Total	130	100

Table 4.11 shows that 65 participants responded by agreed. 37 responded by disagreed. 28 participants which is equivalent to 21.5% of the total participants remained neutral.

These findings are a wake up call that the teacher-parent partnership need to be improved. If 50% of the participants are positive to the statement, it shows that communication between parents and educators is an average. Under normal circumstances it should be above 80% for the school to function optimally. Below 50% the school will be regarded as dysfunctional, and this need to be avoided as it may lead to disciplinary problems in the school.

Table 4.12: Corporal punishment should be brought back, legally in schools as a disciplinary measure.

	Frequency	Percentages
Strongly Disagree	5	3.8
Disagree	11	8.5
Neutral	33	25.4
Agree	65	50.0
Strongly Agree	16	12.3
Total	130	100

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The bringing back of corporal punishment was supported by 81 respondents, who agreed, and these represented 62.3%. of the total participants. 33 respondents which represented 25.4 % remained neutral. 12.2 % respondents disagreed that corporal punishment should be brought back (Table 4.12).

Legally, corporal punishment is abolished. According to the constitution of Republic of South Africa, 1996, corporal punishment is child abuse. Corporal punishment is against children's rights to learn. Those who are still applying corporal punishment in their schools, are taking risk. The 62.3% of participants who were supporting the application of corporal punishment is because of lack of partnership between teachers and parents When there is strong partnership between teachers and parents, suspension and expulsion of learners can be a solution in case of serious criminal acts in schools. Parents and educators who are still recommending corporal punishment in schools need work shops to highlight them about the danger of applying corporal punishment in terms of the law of the country of South Africa, and in terms of its negative impact on the children's behaviors.

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Table 4.13: Parents prefer corporal punishment to their children than suspension and expulsion in schools as disciplinary measures.

	Frequency	Percentages
Strongly Disagree	9	6.9
Disagree	13	10.0
Neutral	9	6.9
Agree	36	27.7
Strongly Agree	63	48.5
Total	130	100

Table 1.13 indicates that 99 respondents which represented 76.2 percent supported corporal punishment to their children than suspension and expulsion in schools as a means of disciplining children. Parents are in favour of corporal punishment as it is a quick way of resolving a problem but they are not aware that the same problem will occur again quickly.

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Partnership between teachers and parents costs parents to leave their jobs for a number of days, but it is the best way of disciplining learners in schools. 16.9% of the total participants were against the idea of corporal punishment and 6.9% were neutral. 16.9% which was against corporal punishment could be those who work as a team and know the basic meaning and purpose of education. Corporal punishment caused many children to leave schools as drop outs from the fear of corporal punishment. People can justify corporal punishment thousand times, but it will remain child abuse.

Table 4.14: With effective teacher-parent partnership, corporal punishment is not necessary to discipline learners.

	Frequency	Percentages
Strongly Disagree	0	0
Disagree	8	6.2
Neutral	21	16.2
Agree	31	23.8
Strongly Agree	70	53.8
Total	130	100

Table 4.14 indicates the strong support in effective teacher-parent partnership in disciplining learners.101 participants who represented 77.6% of all the participants. 6.2 % of the participants disagreed with the statement. 16.2% remained neutral.

The results show that 77.6% agreed with effective teacher-parent partnership, and only 6.2% s disagreed with the idea. The participants were in favour of teacher-parent partnership because it promotes good human relationship among all the take holders, and learners can learn freely without fear.

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Table 4.15: Pastoral teaching can resolve disciplinary problems in schools.

	Frequency	Percentages
Strongly Disagree	0	0
Disagree	11	8.5
Neutral	25	19.2
Agree	33	25.4
Strongly Agree	61	46.9
Total	130	100

Pastoral teaching is possible where teachers and parents are working as partners. The figures in table 1.15 show that pastoral teaching can solve disciplinary problems in schools.94 respondents, which represented 72.3 percent of the population under study. 8.5 percent of the population disagreed with the idea. 19.2 percent was neutral.

The fact that 72.3 percent of the population agreed with the statement that pastoral teaching can resolve disciplinary problems in schools, is a clear proof that teacher-parent partnership is a priority in disciplining learners in schools.

Table 4.16: Schools where teachers always engage learners with sufficient homework and tests don't experience disciplinary problems.

	Frequency	Percentages
Strongly Disagree	0	0
Disagree	8	6.2
Neutral	12	9.2
Agree	58	44.6
Strongly Agree	52	40
Total	130	100

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Partnership between teachers and parents compels and motivates teachers to engage learners with sufficient school work. Table 1.16 indicates that 84.6 percent of the participants supported the engagement of learners by teachers as the effective and healthy disciplinary measures. This is possible when teachers and parents work as partners, communicating, sharing ideas . 9.2 percent were neutral.

Table 4.17: Learners are involved in violet act, sexual harassment, truancy and substance abuse in schools.

	Frequency	Percentages
Strongly Disagree	1	0.08
Disagree	4	3.1
Neutral	28	21.5
Agree	59	54.4
Strongly Agree	38	29.2
Total	130	100

Table 4.17 shows that 74.6 percent agreed with the statement that learners are involved in acts of violence, truancy and substance abuse in schools. 3.1 percent of the participants disagreed with the idea, and 21.5 percent were neutral.

The fact that 3.1 percent of the respondents disagreed with the idea that learners are involved in acts of violence in schools, could be those who belong to Christian schools or schools where teacher-parent partnership is extremely high .

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4.3 Conclusion

The study sought to confirm that effective democratic management in disciplining learners in schools, towards the success of learners in their studies. As corporal punishment has been abolished, it is only through partnership between educators and parents that discipline can be maintained and good results can eventually be achieved. Through this study it is very clear that partnership between educators and parents can play an integral part towards the success of the learners. Partnership through this study confirms the way that educators can demonstrate pastoral care towards learners and at the same time respecting parent despite their low level of education.

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CHAPTER 5: FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter summarises the study, draws conclusions that emerged from the findings and gives recommendations in response to the conclusions.

5.2 Research Findings

- **Discipline in school**

The findings of this research clearly show that schools are experiencing disciplinary problems. However, the intensity of these disciplinary problems varies from school to school. Participants consider discipline to be an important aspect in the life of the school and complained that without good discipline, no effective teaching and learning can take place. Furthermore, participants interviewed expressed frustration over the various types of disruptive behaviour that schools are currently experiencing. Moreover, participants in this research revealed that the major cause of disciplinary problems at schools stems from a lack of parental involvement in their children's education. Poor socio-economic conditions of parents and a lack of knowledge and skills of parent involvement serve as major barriers to parent involvement in school.

- **Dealing with misconduct**

Participants from this research indicated that a code of conduct is central to deal with disciplinary problems at school. However, some participants revealed that they were not involved in the drawing up of the school's code of conduct and this had a major impact on whether democratic structures are prevalent at the school. Moreover, some schools still use corporal punishment to deal with discipline problems. Furthermore, some participants felt that

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there are no proper structures in place to deal with discipline problems as well as insufficient opportunities for parents to become involved in the management of discipline at schools.

- **Disciplinary structures at school**

The RCL body was initially introduced at schools to consolidated democracy at school level. According to the SASA (RSA 1996b), it is compulsory for all schools establish an RCL schools in this research have indicated that they do have an RCL structure in place, but some schools complain that the RCL is not fully functional. Moreover, participants have revealed that they have a written policy on learner involvement in discipline. Yet at some schools this policy is not put into practice. It is merely formal structure and learners have no authority to deal with discipline issues at school. Participants further added that insufficient opportunities were created for learners to become involved in the management of discipline at schools.

- **Lack of communication and collaboration**

Findings of this study revealed that communication/collaboration between the teachers and parent was not sufficient. Furthermore, the parents had indicated that there is no collaboration and co-operation from senior management and educators when it comes to matters pertaining to the parents. Some participants revealed that the school principal's involvement with the parents is minimal. Moreover, participants in the research felt that communication links between educators and parents were also not always good because educators often tended to be busy with other activities.

- **Training**

The investigation showed that no formal training was provided for some SGB. Therefore, these SGB were not able to perform their tasks effectively. However, some participants indicated that they attended workshops but they complained that this was not sufficient to prepare them for their many duties. This lack of training had a negative impact on SGB involved in management

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structures at school. Unless SGB receive adequate training, their involvement in the management of discipline at school will not be able to perform their duties effectively. Moreover the research revealed that the Teacher Liaison Officers (TLOs) who were in charge of the SGB had also not been sufficiently trained to perform their duties. They felt that their training should be on an ongoing basis so that they would be better equipped to guide and train the SGB.

- **Challenges faced by the RCL/SGB representatives**

Research findings indicate that the participants are experiencing many challenges in their jobs. They found out that there was a serious lack of time to perform their duties effectively and still manage their schoolwork activities.They complained that there were not enough support structures available to them and their peers tended to take advantage of them. They seemed to think that most of their time was wasted on trying to deal with disruptive learners and this negative impact on their schoolwork. Moreover, RCLs complained that some educators had no control of learners within the classroom and these educators were also not setting a good example for the learners to follow. Examples were that educators answer cell phones during class time and used bad language. Thus RCLs revealed that this makes their tasks a little more difficult and challenging.

5.3 Research Recommendation

- **Discipline in School**

South African society had undergone major social, economic and political changes over the past few years as it had sought to establish a democratic and humane nation. One of the changes was the banning of corporal punishment at schools, which has impacted negatively on the school on the school environment and many schools are now faced with severe discipline problems. Therefore, it is recommended that schools give priority to discipline issue and develop proper structures to handle such issues. Schools need to have a code by which

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members of their environment (Blandford, 1998: 165). Moreover, learners need to be taught and guided by educators how to take responsibility for their behavior. Hence, learners must be actively involved in their education through the RCL/perfect/SGB representatives and more opportunities must be created by the school to involve learners in the management of discipline. According to Gootman (1997:2), good discipline requires that students experience the consequences of their misbehaviour and that discipline should help children develop self-control. Furthermore, parents need to become actively involved in their children's education. However, many parents do not have the necessary parenting skills. Thus, according to Porteus et al (2001:88), the school has an important role in providing parents with ideas and new ways of thinking about discipline in the home. Schools should organize workshops for parents to discuss what they can contribute to a more effective partnership with parents.

- **Dealing with misconduct**

The importance of effective management cannot be overstated. A shared understanding of education management will enable school to design, implement and review a discipline policy that works within the school and reflects the needs of learners, educators, support agencies and the community (Blandford 1998:37). Thus, schools must have proper structures in place for dealing with misconduct. For example, a code of conduct is vital for the smooth and efficient running of the school. When the school's code of conduct is drawn up, all major stakeholders including learners must be involved to ensure that democratic principles are being included in important procedures. Furthermore, according to Sacred Heart College R&D (1999:70), the code of conduct should provide appropriate channels for learners to air their grievances, as well as a basis for disciplinary procedures. Moreover, according to Wheldall (1992:46) educators have had little or no specific training in classroom management. The majority of educators claim that they have learned to manage classes on the job or by trial and error (Whelddall 1992:46). Thus, it is recommended that educators be trained to use positive techniques on how to deal with disruptive behaviour at schools. Blandford (1998:9) suggests that initial teacher training course should include specific practical training related to motivating and managing learners, and dealing with those who challenge authority. Moreover, educators can create a

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positive environment by nurturing their learners, self-esteem and encouragement and support are effective tools in the management of discipline (Blandford 1998:165).

- **Disciplinary structures at school**

Learners are supposed to be the main focus and most important persons in schools and therefore must be included in management structures at schools. Heystek (2001:45). In agreement, Furtwenger (1996:38) argues that student leaders are a major factor in overall school improvement, fostering discipline in less effective schools and supporting appropriate behavoiur in more effective schools. Therefore, it is important for every school to have proper structures in place for learner involvement in education. Moreover, learners serving on the RCL must be selected fairly and democratically. It is also highly recommended that the Department of Education creates more structures, guidelines and support to schools to make learner involvement a success. The schools and Education Department must co-operate together in this regard, as learner involvement in education has become an important factor in the life of schools and research indicates that it can be very beneficial for the management of discipline in schools. (Heystek 2001:45).

- **Lack of communication and collaboration**

Communication is essential in the development and implementation of an effective discipline policy (Blandford 1998:166). Therefore, in order for learners to become actively involved in the management of discipline there must be sufficient communication and collaboration among school management, educators and RCL. It is recommended that principals as head of schools should be the driving force behind the RCL structure and ensure that there is sufficient communication and collaboration among all role players to ensure the success of learner involvement in educational management. Principals who know their learners are indispensable in the management of discipline in schools. According to Blandford (1998:166), communication is essential in the development and implementation of an effective discipline policy. Furthermore, educators should play key roles in helping to develop learners become

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responsible, self-discipline and self-controlled. Educators must create opportunities where learners can become involved in helping to deal with discipline with the classroom. Therefore learner involvement in education can only run successfully if all stakeholders play their roles effectively and take full responsibility for their tasks. Moreover, relationships with everyone are critical and educators, managers and learners need to relate to each other positively.

- **Training**

For learner involvement in the management of discipline at school and to be successful, every role player should be adequately trained to perform his/her role effectively and efficiently. It is therefore recommended that the school management, TLOs, educators and learners (RCLs) should be adequately trained to be fulfilling their roles. While school management, TLOs and educators need training on how to guide and help learners to carry out their duties effectively, learners need to be trained to fully functional in the management of discipline within the school environment. Heystek (20001:216) argues that the training of learners should not be seen as a single event aimed at the year in which learners are serving as representatives. He adds that training should be given to learner leaders in all grades over a number of years to enable them to grow in the democratic process of participatory decision-making. To ensure that all role players receive appropriate training, it is important that the Department of Education should form a partnership with institutions of higher learning and use afternoons, weekends and school holidays for in-service training programmes. The department of education should make incentives available to principals and educators who undergo these programmes, moreover, private providers should be encouraged to maximize their support to schools. They should be encouraged to support schools by training educators, supplying them with teaching and learning material and providing financial support. Their activities should be co-ordinated with the department's programs.(Heystek, 20001:216)

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- **Challenges faced by the RCL/SGB representatives**

Learner involvement in educational management is still a fairly new one and very much in its early stages of development. Thus, learners involved with the RC L have many challenges to overcome. However, it is very important that proper structures are in place at schools to help these learners to overcome major challenges. Support structures for the RCLs are an absolute necessity and school management, educators and TLOs must ensure that they provide learners with the necessary support that is required to make their tasks more manageable and enjoyable. Initially learners must be made aware of the various challenges and responsibilities they will be faced with. Moreover, educators can and should play key roles within the classroom in supporting and helping the RCLs become successful. Educators must try and develop good relations with the RCLs and work closely with them to make a positive contribution to the teaching and learning environment. Furthermore, educators should be guided to be out-standing role models to learners and set good examples for them to follow. This influences learners positively. Hence, in order to improve the effectiveness of the RCL , structure, everybody must contribute and put more effort into the process.

5.4 Recommendations for further Research

The findings of this research on the role of Parent and Educators in the management of discipline in Primary and Secondary schools suggest the following areas be further explored:

It is firstly recommended that the use of a qualitative research methodology should be further explored, as it allows participants the opportunity to discuss issue that they consider to be important from their own perspectives. This method is appropriate because it seeks to understand human and social behaviour as it is lived by participants in a particular social setting and participants are regarded as the prime source of information. Therefore, it is recommended that a qualitative methodology be used in a situation where the aim of a study is to determine the perceptions of the participants. Moreover, a qualitative study is relevant for the discovery of

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important themes as it allows participants the opportunity to define the topics and questions to be pursued in larger research projects

Due to the research on the role of the Parents and Educators in the management of discipline in Primary and Secondary schools, many aspects still require further more detailed research thus; the following areas are suggested for further research:

- Strategies to improve parent support/involvement in their children's education and disciplinary issues at school
- Implementation of proper structures at school to handle discipline problems.
- Strategies to implement an effective communication system among all role players involved with disciplinary issues within the school.
- Training of Parent for their tasks/responsibilities within SGB.
- Training of Principal, Senior Management, educators and TLOs on ways of supporting and guiding Parent who are tasked with discipline issue at schools.

5.5 Conclusion

The responses in both the interviews and questionnaires revealed that many learners in the researched schools did not have much knowledge of their school rules, and many learners commented on teachers who were not consistent when it came to discipline. While positive school rules are imperative for effective schools, it is vital that rules should be clearly understood by learners, teachers and parents, and be openly discussed. In addition, codes of conduct and school rules seem meaningless to learners, parents and educators when it is not written in a language everyone can understand.

Schools should also keep in mind that it is important to keep the founding values of the Constitution, namely human dignity, equality and freedom in mind when exercising learner discipline in schools. When there is a clear understanding of what is expected from the learners as stated in the school rules and code of conduct, learners seem to accept the consequences of

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their actions. Furthermore, school rules seem worthless to many learners if they are not implemented consistently by the teachers in charge. Often learners know the consequences of unacceptable behaviour, but because of the inconsistency of teachers when administering punishment, many learners ignore the rules, because they know they will get away with bad behaviour anyway.

Once the rules have been communicated, fair and consistent enforcement is necessary to maintain learners' respect for the school's disciplinary system. Educators should also support principals by ensuring that the learners know the school rules as stated in their code of conduct, and be held responsible for any misbehaviour.

Despite being a small-scale study, it does demonstrate two important issues. First, is that corporal punishment has been abolished long time ago but the study shows that it's still being used by educators and learners themselves if they have done something wrong they still choose to be beaten by educators because they fear their parents. Secondly, not all teachers use corporal punishment. This should be taken as a hopeful sign of change. The challenge is to encourage male teachers who seem to use corporal punishment more often and more fiercely, to resist from beating children and, at the same time to develop more humane forms of discipline in family contexts. Teachers are educated and knowledgeable people, thus they are powerful agents of change in so far as promoting the Constitution of the country. Educators should know that though they can justify corporal punishment thousand times, it will remain child abuse. Educators must always comply with the Constitution of the country as the supreme law of the country, with regard to the management of discipline of learners in schools.

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APPENDIX A

QUESTIONNAIRE

My gender

SEX	
Male	
Female	

My Highest Qualification is (mark one or more):

Qualification	
Studying	
N. Cert	
N. Diplo	
Post Grad	
Honours +	

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Please complete all Questions Mark with an "x" Mark from Strongly Disagree to Strongly Agree

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Poor discipline is the major cause of the bad results in schools					
2. The school policy and codes of conduct comply with the learner's rights to learn, according to the constitution of the RSA, Act 108 of 1996					
3. School policies dealing with learners conducts and misbehaviour like, bullying theft, dogging, late coming are used effectively					
4. Parents do support effectively the educators in managing discipline in school					
5. Parents are always reminded about school policy by teacher during parents meetings and SGB meetings concerning discipline of their children					
6. Teachers are contributing to disciplinary problems in school					
7. Parents response to a school parents meeting is good with regard to school discipline					
8. Disciplinary committee in executing its duties effectively in disciplining					

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learners					
9. Educators do update the parents about the learner's progress and their behaviors at school					
10. Corporal punishments should be brought back legally in schools as a disciplinary measure					
11. Parents prefer corporal punishment to their children that suspension and expulsion in school as disciplinary measure					
12. With effective teacher-parent partnership, corporal punishment is not necessary to discipline learners					
13. Pastoral teaching can resolve disciplinary problems in schools					
14. School where teachers always engage learners with sufficient homework and tests don't experience disciplinary problems					
15. Learners are involved in violet act, sexual harassment, truancy and substance abuse in school					

Thank you for your Corporation

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