

Supporting the implementation of alternatives to corporal punishment in the Eastern
Cape secondary schools: Towards a framework for school management teams and
teachers

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DECLARATION

I, Velelo Clifton Kalipa, declare that the contents of this dissertation constitute my own original work except where all the resources used or quoted have been indicated and acknowledged by means of references and that neither the whole work nor any part of it has ever been or shall be submitted to any other institution for the purpose of obtaining a degree.

.....

Researcher's Signature

.....

Date

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ABSTRACT

Alternative to corporal punishment in schools is a worldwide practice. Most countries have banned the use of corporal punishment in schools and have promulgated laws and adopted policies aiming to enforce the practice of alternative to corporal punishment. South Africa is one of the countries that have introduced policy on alternatives to corporal punishment. However, this policy does not provide details on how School Management Teams (SMTs) and teachers should support the implementation of alternatives to corporal punishment; as a result, schools end up having different approaches in as far as implementing alternatives to corporal punishment is concerned. There is also a serious problem of indiscipline in schools and this has since attracted growing attention of researchers in South Africa and the whole world. There are serious offences by learners in schools which range from serious criminal ones such as drug abuse, assaults, theft, murders and rapes to less serious ones such as truancy, incomplete projects, absenteeism and lateness, dodging and bunking of classes in schools. This study therefore sought to investigate how SMT and teachers support the implementation of alternatives to corporal punishment in schools. This was a multi case study of four secondary schools in the King Williams Town Education District which was conducted through qualitative research approach. Interviews and documentary analysis were used to collect data and a total of 16 participants (four principals, four SMT members and eight teachers) were selected.

From the data, it emerged that some teachers were fixed in using corporal punishment to discipline learners in schools. The data also showed that the alternatives to corporal punishment (ATCP) policies were inconsistently applied as schools had different approaches in as far as how ATCP is implemented and that some schools had no ATCP policies at all. It also emerged from the data that school leadership was a problem in as far as supporting the implementation of ATCP in schools as in some schools the issues of disciplining learners was centralised in the principal's office. It also became clear that the majority of participants did not understand the national policy on ATCP. There were no indications of parental involvement in the implementation of ATCP in schools.

It can be concluded that the channels of communication among principals, SMTs, teachers with regards to the implementation of ATCP was problematic as there were

no clear roles as to how each of these officials should implement ATCP. Some teachers still perceived the ATCP as unsuitable for maintaining discipline in rural schools and their discipline strategies were still characterized by punitive measures which border on corporal punishment. School discipline was not seen as a societal matter where other relevant stakeholders could play a pivotal role in learner discipline. This had a negative impact on the school discipline. Learners had no responsibility on maintenance of positive school atmosphere as they were not in any way part taking in the maintenance of discipline in schools.

This study therefore recommends a comprehensive framework for the implementation of ATCP that will give details on the roles of SMTs and teachers in the implementation of ATCP in schools. It is recommended that this framework be inclusive of parents and other community stakeholders who would give different perspectives on the implementation of ATCP in schools as education is a societal matter. It is also recommended that more research be conducted that will deal with urban schools and on the involvement of parents and other stakeholders in the implementation of ATCP.

Key words: implementation, support, school discipline, fixation, transparency, inconsistency, corporal punishment

DEDICATION

This study is dedicated to my late adorable parents in the names of Mr Xolile Alfred Kalipa and Mrs Daisy Nofine Kalipa. The researcher also extends this dedication to Bisho Primary school parents, teachers and learners for allowing the researcher to make use of school facilities irrespective of times and week days.

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LIST OF ACRONYMS AND ABBREVIATIONS

ATCP	Alternative to corporal punishment
CP	Corporal punishment
CAPS	Curriculum assessment policy statement
CEP	Character Education Partnership
DBE	Department of Basic Education
DFL	Discipline for Learning
DoE	Department of Education
EDO	Education Department Official
FET	Further Education and Training
GET	General Education and Training
HOD	Head of Department or division
KWT	King William's Town
NCSSLE	National Centre for Safe and Supportive Learning Environment
ODR	Office Discipline Referrals
PBS	Positive Behavioural Support
PDE	Provincial Department of Education
RCL	Representative Council of Learners
SA	South Africa
SADC	Southern African Development Community
SEL	Social and Emotional Learning
SGB	School Governing Body
SMT	School Management Team
SWPBS	School-wide Positive Behavioral Support
WSP	Whole School Planning

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CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Alternatives to corporal punishment (ATCP) are a phenomenon that has since gained universal momentum according to Luiselli, Putnam, Handler and Feinberg (2005). The concern about learner discipline has produced a number of interventions by different countries worldwide. These interventions are prevention-focused programmes to improve character and moral development, promote exemplary social skills, reduce antisocial behaviours and strengthen academic competencies (Luiselli, et al, 2005). However, these programmes for their efficacy need to consider interventions that are focusing on social training skills, system wide behavioural interventions and academic curriculum modifications (Ibid, 2005). Many countries including South Africa have banned corporal punishment in their schools. In Maryland of the United States of America, for instance, National Association of School Psychologists (NASP) opposes the use of CP in schools (NSAP, 2006). Corporal punishment was an authoritarian approach to managing the school environment which was based on the view that children need to be controlled by teachers who were seen as representing parents at school. Measures such as sarcasm, shouting and other abusive forms of behaviour were used to ensure that children behave in accepted ways (Morrel, 2001 & DoE, 2000). Many of the measures used to maintain discipline were reactive, punitive, humiliating and punishing rather than corrective and nurturing. With the banning of corporal punishment in South Africa, it was hoped that the management of school environment would use proactive and constructive discipline measures (DoE, 2000). It was anticipated that in such a system, learners would experience an educative and corrective approach in which they would learn to exercise self-control, respect others and accept the consequences of their actions (Rossouw, 2003). However, there is still a high level of indiscipline in South African schools.

In trying to instil discipline, schools face a number of challenges which include disruptive and antisocial learners. Learners' undesirable behaviour interferes with learning, diverts administrative time and contributes to teacher burnout (Byrne, 1999).

Therefore, this study sought to explore how school management teams (SMTs) and teachers support the implementation of ACTP in an attempt to come up with a framework that would assist them. This study was undertaken in the four rural secondary schools of the King William's Town Education District in the Eastern Cape.

1.2 BACKGROUND TO THE STUDY

1.2.1 Alternative to corporal punishment: a strategy to instil discipline - South African perspective

The alternatives to corporal punishment are believed to be entailing development and constructive ways of instilling discipline amongst learners (Kewu,2012). Furthermore, there are ways which do not only help learners move towards more peaceful and tolerant society, but also help instil self-discipline and encourage realising their academic potential and becoming mature and independent thinking adults (Ibid, 2012). Besides, the values such as self-control and respect, peace, tolerance, cohesion, respect and responsibility are key values to be inculcated. ATCP is a strategy that is aimed at protecting the children's rights as enshrined in Section 28(d) of The Bill of Rights. The Bill of Rights stipulates that children must be protected from maltreatment, neglect, abuse or degradation. However, there seems to be tensions between the legacy of corporal punishment and its probation or ATCP and its implementation thereof (Morrel, 2001). Although the policy provides suggestions on how individual teachers should handle discipline in their classrooms; there is uncertainty regarding the role of SMTs in supporting and managing the Implementation of ATCP in schools. Also, the policy does not give a detailed explanation of how teachers should practise the suggested proactive measures. The current policy only suggests how an individual teacher should handle his or her class; and also encourages teachers' creativity and passion with regard to maintaining discipline. Therefore, the onus is on individual teachers to practise what they think are proactive measures to maintain discipline. On the one hand, SMTs are the immediate supervisors of teachers as tasked to run the school on daily basis. Teachers on the other hand are tasked to manage their respective classrooms. So, among their tasks have to manage alternatives to corporal punishment. This study explored the practices of SMTs and teachers in managing the implementation of ATCP in schools and in

classrooms. In exploring their practices, the researcher hoped to suggest a framework by which ATCP would be implemented. It sought to establish how schools have succeeded or not succeeded in developing the strategies for ATCP and how these are of assistance to SMTs and teachers. The Western Cape Department of Education (2007) emphasises that learner behaviour problems, have, for so many years, been a major concern for teachers, administrators and parents. More than ever before, educators are faced with critical problems in their classrooms, and are confronted on a daily basis with unacceptable learner behaviour and threatening situations (Ibid, 2007). Discipline problems can also be defined as “disruptive behaviour that significantly affects fundamental rights to feel safe, to be treated with respect to learn” (Mabeba&Prinsloo, 2000, p.34). Although it is a serious problem in South Africa, discipline problems are, as can be expected, not limited to the South African public school system. The prevalence and gravity of discipline problems in schools is a universal concern (Van Wyk, 2001). The worldwide reaction to these problems is the increased use of reactive and punitive strategies. Some of these strategies are not effective or educationally sound a point of view which necessitated the researcher to have undertaken this study. The extent and seriousness of the framework for the implementation of alternatives to corporal punishment in schools should not be underestimated. Research by Maree (2000) highlighted that some South African schools are increasingly beginning to resemble all schools. Seemingly, SMT members and teachers do not have the framework for the implementation of the ATCP in schools.

In an attempt to determine the causes of the increase in ill-discipline behaviour mostly in secondary schools, Moloi (2000) stated that the involvement of the youth in the liberation struggle which ended in 1994 caused them to develop arrogance towards adults. The violence in schools manifests itself in different ways which include gang activities, the lack of transformation, learners carrying guns and smoking dagga, the lack of counselling services, the intolerance of school management towards some groups, and parental apathy (Maree, 2000). Furthermore, Osher, Bear, Sprague and Doyle (2010) argued that learner indiscipline in schools is also displayed in the form of horseplay, rule violation, disruptiveness, class cutting, cursing, bullying, sexual harassment, refusal, defiance, fighting, and vandalism. Schools need to deal with these disciplinary problems if they want to maintain a positive learning environment.

Failure to deal effectively with this low level aggressive behaviour contributes to poor individual, school, and community outcomes which indeed is not what schools and their communities want to achieve (Conoley & Goldstein, 2004).

The belief that CP cannot bring about discipline in schools has gained momentum (Society for Adolescent Medicine, 2003). There is no clear evidence that corporal punishment will lead to better control in classroom and enhance increase the learners' respect for teachers or other authority figures (Ibid, 2003). Corporal punishment is just an infliction of pain to learners and does not instruct a child in correct behaviour, instead it promotes violence (Roussouw, 2003). In an education system that is still struggling to create a culture of teaching and learning, ill-disciplined behaviour can cancel intended efforts to restore or create this culture (Roussouw, 2003). Without the replacement behaviour being taught, there will be nothing to take the place of inappropriate behaviour. Moreover, the use of corporal punishment in schools communicates that hitting is the correct way to solve problems and violence is acceptable in our society. However, corporal punishment does not produce long-lasting changes in behaviour. In actual fact, it negatively effects the social, psychological, and educational development of learners, contributes to the cycle of child abuse, and promotes prevalent attitudes of youth (Andero & Stewart, 2002, Owen, 2005 Society for Adolescent Medicine, 2003). Discipline is important and SMT members and teachers in schools have a vital role of teaching children to be self-disciplined. Effective discipline is primarily a matter of instruction rather than punishment (Robison & Carpenter, 2000).

The ending of apartheid and the establishment of human rights culture in the 1990s laid the foundation for the ending of corporal punishment. Taking a lead from legal precedents in the European Union, South Africa's Law Courts held corporal punishment to be an infringement of a person's human rights (Pete, 1994, Maree, 1995, Parker-Jenkins, 1999). Section 10 of the South African School Act (1996) reflected this finding by banning corporal punishment in schools. Throughout the education system there has been an apparent reluctance to prosecute educators and it was only late in 2000 that the national Department of Education moved beyond public condemnation of educators who continued to use corporal punishment to elaborate alternatives (Department of Education, 2000a).

Bear (2008) states that effective SMTs and teachers often try to avoid using punishment. Instead, they focus on strategies for developing self-discipline and preventing misbehaviour. Bear (2008) further noted that when correcting misbehaviour, teachers are much more likely to use mild forms of punishment, such as physical proximity, taking away privileges, verbal reprimands and 'the evil eye', than harsh forms of punishment such as suspension. When punishment is used, it is used fairly, judiciously, in the context of a caring and supportive relationship, and in combination with replacement techniques (just like ATCP of South African context) that teach or strengthen desired behaviours (Ibid, 2008).

1.1.2 A strategy to instil discipline: international perspective

Over the decades, most countries including communist blockcountries, have abolished corporal punishment for school learners on the premise that it is inhumane, has a negative influence on learning services, has no educational purpose and has no rational justification (Jambor, 2001). The CP has been shown to increase vandalism (Hardy & Miller, 1981; Wallerstein, 1983). It stimulates violence, aggression and bullying (Welch, 1978; Sadoff, 1979) and crime and delinquency (Manner, 1980 and Jambor, 2001). Berger (2003) further argues that the cordial practices that foster education can prevent violence. When learners are engaged in learning, bonding with their educators and fellow learners, and involved in school activities outside the classroom as well as in it, they are unlikely to be destructive.

According to Bear (2010) to-date, California, Hawaii, Maire, Massachusetts, Nebraska, New Hampshire, New Jersey, New York, Rhode Island, Vermont and Wisconsin have elected to abolish corporal punishment in their schools altogether. Warmth, acceptance and support are delivered non-contingently and thus are not conditional on a learner's behaviour (Bear 2010). Effective educators strive to develop a positive relationship with every learner in their classrooms and seek to promote positive relationships and sense of community among the learners themselves (Ibid, 2010). Overall, authoritative educators create a classroom climate, and school wide climate, in which learners follow norms for appropriate behaviour out of respect for the educator and one another (Ibid, 2010).The present rural secondary school learners seem to lack a lot of competencies such as for an example, problem-solving and decision-making skills The teachers are in authority to unleash strategies to assist learners to practise such competencies in class.Bear (2010) continues to have

prevention strategies commonly used by authoritative educators that include the following:

- Develop social problem-solving and decision-making skills among learners.
- Establish and maintain close communication with each learner's parents or caregivers and work hard to garner the parents' support.
- Provide academic instruction and activities that motivate learning.
- Create a physical environment that is conducive to teaching and learning.
- Establish predictable procedures and routines.
- Frequently monitor learner behaviour and respond immediately to signs of misbehaviour.
- Use praise and rewards strategically to maximise effectiveness while minimising the risk of diminishing intrinsic motivation. One key to doing this is by using praise and rewards in an informal rather controlling manner (Bear, 2010).

Mweru (2010) noted that the Kenyan Government banned corporal punishment in Kenyan schools in 2001 and enacted the Learners' Act which entitles learners to protection from all forms of abuse and violence. Kenya is also a signatory to the Convention on the Rights of the Child (United Nations, 1990) which states that discipline involving violence is unacceptable. Writers such as Farley (1978) researched on the role of parents in supporting discipline in the classroom situation. Farley (1978) noted that parents should work with the school family to ensure that parents understand what is expected in the classroom and what they can do to support the school's efforts.

In 1979, Sweden became the first country in the world to ban all corporal punishment. By passing the Swedish no corporal punishment law, Sweden set a good example for other nations (Paintal, 1999). However, the Society for Adolescent Medicine (2003) reported that there remained a strong undercurrent of opinion in the United States favouring corporal punishment in schools.

Spauding (1992) contends that teaching is nothing if not about relationships, but training in how SMTs and educators should relate to the learners in this new era has never been offered by the Department of Education. Most educators are still uncertain about the type of interpersonal relationship that will ensure the desired classroom environment.

In Kenya specifically, the use of corporal punishment has been associated with dropping out of school and transferring (Mweru, 2010). Kenyan educators argue that the greatest advantage of corporal punishment is that it leads to immediate compliance by learners (Ibid, 2010).

The Kenyan educators (2010) further state that the Bible sanctions canning. They further postulate that corporal punishment could be used without any negative effects on learners. The use of corporal punishment is open to abuse and misuse by educators. The teachers still cling to CP for it is easy for them to apply it. They further fail to understand that the application of CP was short-lived and yielded bad results.

According to Dupper and Dingus (2008) Corporal Punishment in US, the public schools and social workers are being called to advocate for effective alternatives to corporal punishment and to work to ban corporal punishment in those 21 American States where it remains legal. Currently, every industrialised country in the world prohibits corporal punishment, except in the outback regions of Australia and United States (NCACPS, 2006b).

The child development literature of the 1940s challenged the wide spread public support for corporal punishment by suggesting that “many of the behaviour problems that had warranted corporal punishment in the past were actually part of normal development stages (Evans & Fargason, 1998, p.363) (Ibid, 2008).

The American Psychological Association passed a resolution banning corporal punishment and the National Education Association published a report denouncing corporal punishment and officially recommended that it be abolished from school systems (Society for Adolescent Medicine, 2003).

Since 1974, there has been an ongoing debate surrounding the effectiveness of using aversive disciplinary procedures to change human behaviour (Hyman, 1995 in Dupper&Dingus, 2008). The use of corporal punishment in schools has been shown to be associated with damaging, physical and psychological outcomes that can affect some learners for the rest of their lives (Hyman, 1995 in Dupper&Dingus, 2008).

The humiliation that accompanies the experience of corporal punishment in schools may reduce a child’s ability to solve problems rationally and effectively, make a child more aggressive, defiant, and oppositional (Ibid, 2008). These deficits further subject

learners to feelings of inadequacy and resentment and may eventually lead to anger, hostility, violence and aggression against school property, peers and authorities (Ibid, 2008).

With the view to coming up with a framework for the implementation of ATCP, the alternatives to corporal punishment (ATCP) are believed to be entailing development and construction ways of instilling discipline among learners. These are also ways which will not only help learners move towards a more peaceful and tolerant society, but which will also help instil self-discipline and encourage them to realise their academic potential and become mature and independent thinking adults (ATCP, 2001). Discipline is an ongoing process and results cannot be achieved on the basis of one incident. Discipline can also not be instilled through a once-off response by parents and caregivers to a single incident of negative behaviour (ATCP, 2001).

The corporal punishment of minors within the home is lawful in 50 of the United States of America and according to a 2000 survey, it is widely approved by parents in these states. However, it has been officially outlawed in 24 countries around the world. Although corporal punishment in schools is still legal in some parts of the world, it has been outlawed in many countries including Canada, Japan, South Africa, New Zealand and nearly all Europe except Czech Republic and France (ATCP, 2001). In countries in the Southern African Development Community (SADC) corporal punishment has also been banned. SADC is an inter-governmental organization headquartered in Gaborone, Botswana: Its goal is to further socio-economic co-operation and integration as well as political and security co-operation among fifteen Southern African states. Many international human rights bodies have taken a strong stand against CP in schools on the grounds that it may rise to the level of torture or cruel, inhuman, or degrading treatment or punishment. The debates about the dignity and physical integrity of children are robust in SADC meetings, and as a results SADC countries commit to uphold the rights and development of children (Corporal Punishment in Kenyan Schools, 2015).

Waterhouse (2006) noted that, though the implementation of CP had been outlawed there are still schools in the SADC region that still administer CP. It is still commonly practised by schools. There are still schools where CP is allowed but regulated. Many

schools do not regulate the CP. The teachers lack the support from government offices. Generally, there is no appropriate action taken against defaulting teachers by the school authorities. It is against this research problem that the researcher sought to come up with research-based framework that would assist SMTs and teachers in supporting the implementation of ATCP in schools.

1.1.3 Historical background to corporal punishment: South African perspective

Maphosa and Shumba (2010) noted that the escalation of learners' indiscipline cases in schools suggests failure by teachers to institute adequate alternative disciplinary measures after corporal punishment was outlawed in South African schools. The researcher also asks the following questions: how do teachers view their disciplinary capabilities in the post-corporal punishment period and how do teachers view the usefulness of alternative disciplinary measures? Although teachers are aware of alternative disciplinary measures, they view them as ineffective and time consuming (Maphosa&Shumba, 2010). Section 12 of the South African Constitution Act 108 of 1996 states that everyone has the right not to be treated or punished in a cruel, inhuman or degrading way. In line with the Constitution, the National Education Policy Act of 1996 (Republic of South Africa, 1996a, p.47) states that "no person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution". Schools have to come up with functional alternative measures in order to deal with indiscipline. This shows the dilemma schools face in trying to respect children's right while also finding adequate and meaningful measures to deal with learner indiscipline without infringing on the mentioned rights (Chisholm, 2007).

Press reports continue to alert the public on the rise of indiscipline cases (Thompson, 2002). The magnitude of reported cases of learners' indiscipline warrants the use of different kinds of punishment-based disciplinary measures in curbing future occurrences of indiscipline or in helping the perpetrators.

The South African Constitution of 1996 (Republic of South Africa, 1996b) explicitly enshrines, guarantees and protects human rights in general and children's right in particular. The second chapter of the constitution focuses on the Bill of Rights and states in unequivocal terms the need to protect such rights. For example, Section

12(1) of the constitution which states that everyone has the right to freedom and security of the person, which includes the right not to be tortured in any way; and not to be treated or punished in a cruel, inhuman or degrading way (Republic of South Africa, 1996b). The Act (Republic of South Africa, 1996a) among other issues clearly defines the specific roles of the education on South African schools and one of the roles is 'Community, citizenship and pastoral role' in which the educator is required and expected to uphold the constitutions and promote democratic values and practices in schools. This implies that in whatever way educators operate, they should not violate the constitution when disciplining learners.

The Act states that discipline must be maintained in the school and classroom situations so that the education of learners flourishes without disruptive behaviour and offences (Republic of South Africa, 1996). The Act places the responsibility of maintaining discipline on the educators. Under the Schools Act of 1996, the use of corporal punishment in schools is banned. According to the Act, the perpetrator is liable to a sentence. Therefore, educators need to advise strategies that take cognizance of learner's right and protection. However, the Act is not explicit on the disciplinary strategies educators should adopt to handle learner indiscipline in schools. Morrel (2001) stated that the South African education system historically has used corporal punishment to maintain discipline. Criticism of its effects led, in 1996, to the banning of this form of punishment. But this legislative intervention did not end the use of corporal punishment in schools. Reasons for the persistent and illegal use of corporal punishment include the absence of alternatives, the legacy of authoritarian education practices and belief that corporal punishment is necessary for orderly education to take place. A neglected explanation is that corporal punishment persists because parents use it in the home and support its use in school. There is a tension between the prohibition of corporal punishment in schools and the increase in parent involvement in the affairs of schools.

Corporal punishment was an integral part of schooling for most teachers and students in the twentieth century in South African schools. It was used excessively in white, single-sex boys schools and liberally in all other schools except single-sex girls schools where its use was limited (Morrel, 1994). The introduction of Bantu Education in 1955 exposed black children who had hitherto largely been outside the education

system, to school beatings. Unlike white girls, black girls were not exempted from beatings.

Since 1996, newspapers have routinely reported that corporal punishment continues to be used in schools, sometimes resulting in hospitalisation. In rare cases, teachers have been charged in terms of the Act, but few have received more than a 'rap over the knuckles'. Throughout the education system, there has been an apparent reluctance to prosecute teachers and it was only late in 2000 that the national Department of Education moved beyond public condemnation of teachers who continue to use corporal punishment to elaborate alternative (Department of Education, 2000a).

In South Africa, the School Act policy emphasises that everyone has inherent dignity and all citizens have the right to have their dignity respected and protected. After the abolishment of the old system of corporal punishment and control, an urgent need arose to deal with behavioural issues in innovative ways. There is a lot of emphasis of praising learners when they obey or do things well. The respect, restorative language and setting of boundaries are to be engendered, (Ibid, 2001). The new approach to positive behavioural support represents a shift from a focus on deficit and control, towards a developmental and restorative approach. The alternative to corporal punishment policy that was introduced in South Africa in 2001 is believed to be one kind of normative and constructive disciplinary strategy or model. This disciplinary strategy or model is highly proactive because it prevents bad behaviour. Mkize (2008) believes that bad behaviour must be observed so that issues that trigger the bad conduct can be identified, remedied or appropriate tools be recommended if necessary. There seems to be no coherence of how ATCP should be implemented in schools. Therefore, this study seeks to investigate how SMTs and educators manage the implementation of ATCP in rural secondary schools in the King William's Town Education District.

Though the ATCP policy is in place, the matter of indiscipline in schools has been a cause of great concern all over the world (Khewu, 2012). The problem of learner indiscipline is serious and pervasive, negatively affecting student learning. Another problem that seems to prevail is lack of commitment by educators to implement ATCP in schools.

Kubeka (2004) reports that educators argue that without corporal punishment, discipline cannot be maintained in schools. Learners neither show educators respect nor develop the discipline to work hard unless they are beaten or threatened with being beaten. The power of educators has been taken away; corporal punishment is quick and easy to administer thereby maintaining discipline (Maphosa&Shumba, 2010). The alternative methods require time, patience and skill which educators often lack (Ibid, 2004). Presently, educators seem to be reluctant to apply the alternative to corporal punishment which is the official required way of disciplining learners. Though schools have to come up with functional alternatives measures in order to deal with learner indiscipline; this shows the dilemma schools face in trying to respect children's rights, while also experiencing difficulty in finding adequate and meaningful measures to deal with learner indiscipline without infringing on the said rights (Chisholm, 2007).

Cases of learner indiscipline have impacted negatively on teaching and learning in schools (Maphosa&Shumba, 2010). Cases of learners injured and killed within the confines of the school are on the increase in South African schools. Press reports continue to alert the public on the rise of indiscipline cases (Thompson, 2002). Disciplinary strategies that school authorities and educators use to punish learners must not result in torture that demeans the humaneness of a child. However, Morell, (2001) states that even after the banning of the use of corporal punishment in schools, educators still use it as a strategy to discipline learners. Wittingly or unwittingly, educators may be unaware that they are committing crimes under the guise of disciplining learners. Furthermore, the escalation of cases of learner indiscipline in South African schools suggests failure by educators to institute adequate disciplinary measures after corporal punishment was outlawed (Maphosa&Shumba, 2010). Mtsweni (2008) observes that the banning of corporal punishment in schools has caused most educators to feel incapacitated and helpless in dealing with learner indiscipline in schools. Learners are believed to have now become ill-disciplined to the extent that they even openly challenge educators' authority because they know that nothing will be done to them (Masitsa, 2008).

Prior to independence in 1994, the maintenance of discipline in schools heavily relied on the use of corporal punishment and discipline was taken as synonymous with punishment (Porteus, Vally& Ruth, 2001). In order to help educators come up with alternatives to corporal punishment, the Minister of Education designed a

comprehensive policy entitled “Alternatives to corporal punishment.” This policy requires that learners and educators in school interact in an atmosphere that is not fear inflicting thereby enhancing learner results.

Thus, this study will come up with a framework of how best SMTs and educators can implement of ATCP in schools. This means that this study will come up with suggestions on how SMTs and educators can support the implementation of ATCP in secondary schools. Looking at the research studies back from 1984 to 2012, corporal punishment is still continuously used in schools. Other researchers focused on the effect of corporal punishment. Khewu’s (2012) study only concentrated in primary schools of the Buffalo City Municipality. The study was about alternatives to corporal punishment strategy in selected primary schools in the Buffalo City Municipality. The primary school research excludes rural high schools of King William’s Town Education District where indiscipline seems to be escalating, and causes of indiscipline in primary and secondary school levels are different as learners’ age at these levels are different. There is dearth literature that deals with the implementation of ATCP in secondary schools. Hence this study was worth doing as it would focus in high school context.

1.1.4 Managing discipline: South African perspective

The management of discipline in schools is the task of SMTs and educators; and, since learner behaviour has been for years characterised with problems, this has become a major concern for educators (Western Cape Education Department, 2007). It is not only the problem of educators at school level but also of administrators and parents in general. Teachers as people who deal with learners on a daily basis are confronted with serious behavioural problems and they have to deal with learner discipline in line with the new approach (based on South African Constitution and South African Schools Act) that encourages positive behavioural support and move away from the past approach which focuses on deficit and control (Ibid, 2007).

Research has also shown that the most effective educators combine teaching strategies with positive classroom management procedures to minimise discipline problems. Evidence does exist for the effectiveness of positive forms of behaviour management (Gettinger, 1988). However, in King William’s Town, discipline seems to

be a problem among secondary schools. SMT members and educators bear the brunt of ill-discipline in schools. The principals find it strange and difficult to influence educators to use the normative way of discipline in schools. There is seemingly the existence of ill-discipline in spite of alternatives to corporal punishment. McGinnis (1984) maintains that provisions be made for more intensive, structural opportunities in solving skills should the general teaching strategies prove insufficient. Maphosa and Shumba (2010) further note that the escalation of cases of learner indiscipline in schools suggests failure by educators to institute adequate alternative disciplinary measures after corporal punishment was outlawed in schools.

In South Africa, the ultimate aim of law reform is prohibition of corporal punishment in all settings, including the home. The obligation on states to prohibit corporal punishment of children is based on children's rights to respect their human dignity and physical integrity as human beings. Children carry their human dignity wherever they are, and it should be respected in all settings.

The prevalence of high level of indiscipline particularly in secondary schools may be an indication that ATCP is not properly implemented. It may also be an indication that ATCP is not an appropriate strategy to discipline learners in schools. The quality of educator-learner relationship is of primary concern.

Mabeba and Prinsloo (2000) and Van Wyk (2001) state that in South Africa, the learners' disciplinary problems range from the rejection of reasoning, late coming, truancy, neglecting to do homework, noisiness, physical verbal abuse, lack of concentration, criminality, gangsterism, rape, constant violation of the school's code of conduct and substance abuse within and around the school's premises. These problems make it difficult for SMT and educators to effect ATCP so that classes can be managed effectively. According to Ngcayi (1997), in South African schools, SMT and educators find it difficult to enforce discipline particularly after the abolishment of corporal management (since discipline is often equated with corporal punishment).

1.2 MOTIVATION OF THE STUDY

Although there is a policy on learner discipline in South Africa, there seems to be no clear guide on how SMTs and teachers should support the implementation of ATCP. Individual teachers seem to apply their individual creativity when it comes to realising the suggestions of the policy. Therefore, this study seeks to engender the normative

methods of discipline as stipulated in the policy not punitive ways as it was the case before. The learners can be taught without the threat of corporal punishment. This study will also ascertain that educators will not easily revert to corporal punishment if it were allowed again to take place. Jambor (2001) noted that Norwegian learners now have a new breed of educators, who as learners themselves, were schooled without the corporal punishment. This means that SMTs and educators now have full repertoire of alternatives that they can use in their classrooms to deal with management and discipline situations. All educators and SMTs should provide suggestions and techniques that have a humanistic quality. Communicating through listening and discussing has to be the central theme.

1.3 RESEARCH PROBLEM

Despite the introduction of ATCP, learner discipline constitutes an acute problem in South African schools and this is revealed by scientific research conducted by a number of writers(Oosthuizen, 2001; Geyser & Wolhuter, 2001; Magau, 2002). In South African schools, indiscipline among learners is on the increase and this problem has been characterised as serious and pervasive, negatively affecting student learning (Moyo, Khewu&Bayaga, 2014). There are reports that learners are embarking on prohibited activities such as unlawful strikes, copying and cheating during examinations and insulting their teachers and principals. They also indulge in mischievous and unacceptable behaviour such as tearing away pages from the library books or pictures from the magazines or writing on walls (Rahul, 2014). Rossouw (2003) argued that one of the factors impacting negatively on the learning environment in South African schools is the conduct of learners.

Maree (2000) further argues that the extent and seriousness of learner misconduct in South Africa should not be underestimated as some South African schools are increasingly beginning to resemble war zones and that all schools are not free to teach and all pupils are not free to learn. Seemingly, schools are encountering problems in implementing ATCP, the legal measure to maintain discipline. Khewu (2012) notes that due to desperation to maintain order and discipline many educators have resorted to using the outlawed corporal punishment as a way of disciplining learners. The existence of high level of indiscipline in schools and the fact that some educators are still using corporal punishment indicates that there is a problem that

needs to be systematically investigated in the management of implementation of the alternatives to corporal punishment.

Since the banning of corporal punishment in schools and the implementation of South African Schools Act (84 of 1996), lack of discipline and safety in schools has become one of the major challenges in South Africa. It has become increasingly difficult for SMT members and teachers to ensure discipline in schools (Maphosa&Shumba, 2010: 397). Many principals and teachers find it difficult to maintain discipline in schools in the wake of the new education legislations that regulate discipline and punishment in schools (Squelch, 2000).The banning of corporal punishment in schools demands new methods. However, teachers feel that alternative disciplinary measures to corporal punishment are ineffective (Maphosa&Shumba, 2010)

1.4 RESEARCH QUESTIONS

The main research question

How do SMTs and teachers support the implementation of ATCP in schools?

The sub-questions

This study sought to answer the following sub-questions;

- What discipline challenges do SMT and teachers encounter in schools?
- What are the teachers' and SMTs' perceptions of ATCP?
- How do SMTs manage the implementation of ATCP at school level ?
- How do teachers assist in the implementation of ATCP at classroom level?
- What research based framework can be developed to assist SMTs and educators in supporting the implementation of ATCP in schools?

1.5 OBJECTIVES OF THE STUDY

The researcher hoped to achieve the following objectives:

- To establish how SMTs and teachers support the implementation of ATCP in schools?
- To investigate the discipline challenges faced by SMT and teachers in schools?

- To investigate how teachers' and SMTs' perceive ATCP?
- To explore how SMTs manage the implementation of ATCP at school level?
- To uncover how teachers assist in the implementation of ATCP at classroom level?
- To come up with a research based framework that can be developed to assist SMTs and teachers in supporting the implementation of ATCP in schools?

1.6 SIGNIFICANCE OF THE STUDY

The researcher hopes to come up with a theoretical framework of how alternative punishment may be implemented in schools. This study intends to provide a framework of implementation that would encourage, find and strengthen SMTs and teachers towards a superb and vibrant framework of the clear and straightforward implementation of ATCP.

It will provide an opportunity for SMTs and teachers to engage and reflect on their practices of the implementation of ATCP. The study will also recommend strategies that can be used by the SMT and teachers to manage the implementation of ATCP.

The study presents an opportunity to ascertain if the framework of implementation of ATCP will yield the desired, lasting and long term results. This particular framework by SMTs and educators will also be anchored on normative values. The particular framework of implementation of ATCP will ensure that SMTs and educators can adopt and manage discipline effectively in the absence of corporal punishment. The study further intends to make SMTs and educators aware of the repercussions of administering corporal punishment.

1.7 THE PURPOSE OF THE STUDY

The purpose of the study was to uncover how SMTs and teachers implement ATCP in secondary schools. It would also try to establish the consistency that exists between

the disciplinary practices in schools and the principles of the ATCP policy. Therefore, it seeks to investigate the role of SMTs and teachers in the implementation of ATCP.

1.8 RATIONALE OF THE STUDY

Before the turn of the century, it has been common practice for educators (especially males) to administer corporal punishment (Natal Witness, 2007). The researcher's interest was triggered by the fact that despite the banning of corporal punishment, educators still administer it. Female educators usually sent the unruly and undisciplined boys to be punished by male educators. There are high levels of indiscipline in schools in spite of the ATCP.

In 2001, the DOE published alternatives to corporal punishment. The principals of schools advised educators to take notice of its contents. However, it seems that after 2001, the majority of educators simply persisted on administering corporal punishment to ensure good discipline in class despite the fact that it has been ruled illegal. The principals claimed that schools were no longer safe because of drug abuse and criminals who easily enter school premises and this request was applauded by many people. Propositions of this nature are worrisome especially that this comes from school leaders and parents. This leads to assumptions such as corporal punishment might not be stopped at schools as educators get support from school leaders. These sentiments and feelings seem to point to lack of belief in changes to corporal punishment thereby casting doubt on the whole new strategy.

1.9 DELIMITATION OF THE STUDY

The actual setting of the research is rural high schools of King William's Town Education District. The area is strictly encompassing high schools of the rural area where the research takes place. There were four rural high schools where this investigation took place. The study only dealt with how SMTs and educators support the implementation of ATCP in schools. Secondly, the focus of the study was confined to one district. The area of the study was only King William's Town Education District and only SMT members and teachers were investigated. This means that this study did not cover all Department of Education Districts in the Eastern Cape; it only focused on rural secondary schools and not urban or township schools. Therefore, the findings

are only based in the rural context and may not be generalised to other contexts. However, its findings may serve as a stepping stone for future research of similar nature.

1.10 LIMITATION OF THE STUDY

One of the limitations of this study was that not all the schools had the documents which the researcher wanted to analyse. The researcher expected to get minute books, log books, written disciplinary code of conduct and circulars however, not all these documents were available. The researcher was only given by each school a counter book in which acts of misconduct by learners were recorded. Those counter books were of different bad shapes. Some counter books were torn and dirty with some pages missing. It was only one counter book of school C that was neatly arranged in an alphabetical order. Disciplinary policies were not available in three schools and this made it impossible to get adequate data from documentary analysis method. With regards to participants not all participants were available on the specified dates for interviews. In some instances the researcher had to reschedule the interviews for other dates which prolonged data collection phase of the study.

1.11 DEFINITION OF TERMS

The following concepts were mostly used in this study.

1.11.1 Disciplinary practices

For the purposes of this study, disciplinary practices are methods and strategies used by schools to maintain discipline (Brighouse & Woods, 1999). This term will feature prominently in the study in form of a model. It is going to showcase the removal of a corporal punishment. Alternative practices are now legal to replace the corporal punishment.

1.11.2 Alternatives to corporal punishment

This study would define ATCP as a strategy that is meant to replace corporal punishment and it entails a milieu of effective communication in which the educator displays an attitude of respect for the learners. It emphasises positive educational

exchange between educators and learners, no futile, contentious, win-lose contests (Menial ATCP, 2001).

1.11.3 Educator

For the purpose of this study, educator means any person who teaches, educates or trains other persons at an education institution or assists in rendering education services or education auxiliary services provided by or in an education department, but does not include officer or employee as defined in section 1 of the Public Service Act, 1994 (Proclamation 103 of 1994).

1.11.4 Teacher

This is the education official who deals with learners on daily basis at classroom level. It is the person whose learners are under his or her tutelage for their academic achievement (DoE, 1996).

1.11.5 School management team

This is the forum that manages the school systems. It is sometimes made of the principal, deputy principal and heads of departments. The key duties of school management teams are to improve teaching and learning and this becomes a challenge if learners are not disciplined. The scholars report that there is a link between academic performance and learners' behaviour so it is imperative for SMT leaders to maintain discipline in schools (Rigby, 2000; Thompson, 2009; Akey, 2006). It is against this background that it becomes important to establish the roles the SMT members are performing on the matter of instilling discipline in schools.

1.11.6 Detention

This is one of the best and constructive strategies to discipline misbehaving learners. The misbehaved learner is assigned detention for 1 hour or more depending on the seriousness of the offense (Diamantes, 1992).

1.11.7 School discipline

It is the system of rules and behavioural strategies appropriate to the regulation of children or adolescents and the maintenance of order in schools. Its aim is to control the students' actions and behaviour (Western Cape Education, 2007 and Rogers, 1998).

1.11.8 Reward

It is that which is given to the learner for good behaviour (Sibanda, 2006). The school might have developed its Discipline for Learning (DFL) policy for the betterment of the learners. This is a whole school initiative involving all staff members and learners. In some instances, the school does have an annual prize-giving ceremony where learners are given different types of awards such as floating trophies, books, certificates and bursary monies for the following academic year. The learners know that appropriate behaviour will always be rewarded with an agreed system of awards and certificates (Sibanda, 2006). Inappropriate behaviour will lead to a series of sanctions.

1.11.9 Character Education

For the purposes of this study Character Education is defined as anything from “values clarification” to citizenship, to moral guidance. It refers to a specific style of moral teaching (Graff, 2012).

1.11.10 METHODOLOGY

This study sought to investigate how SMT and teachers support the implementation of ATCP in schools. This means that it was about the practices and experiences of SMTs and educators in dealing with issues of discipline in schools. A Qualitative approach to research was used as a guide to collecting data (discussed in detail in Chapter 3). Therefore this study operated within the interpretive paradigm. Interpretivists advocate that knowledge generation is based on the human interpretation of what our senses tell us (Ritchie & Lewis, 2003). Interviews, documentary analysis, semi-structured questionnaire were used to collect data. This study focused on the supporting of the implementation of ATCP; and an in-depth investigation of SMTs and teachers was conducted. Thus, this study is a case study (details in Chapter 3).

1.12 OUTLINE OF THE STUDY

Chapter 1

Chapter 1 provides the background information and aims of the study. It outlines the statement of the problem, research questions, purpose of the study, assumptions,

significance of the study, delimitations, limitation, triangulation, theoretical framework definition of terms and conclusion.

Chapter 2

This chapter outlines the conceptual framework for the study by providing a literature explanation with regard to discipline, school leadership and management and the conceptual framework that underpins the study.

Chapter 3

This chapter outlines the methodology that was used in the study, the research design, population, sample, sampling, data collection methods, research instruments, trustworthiness, pilot, reliability, validity, data analysis and ethical considerations.

Chapter 4

This chapter presents and analyses the raw data.

Chapter 5

This chapter discusses the findings and relates them to the theories and concepts raised in chapter 2.

Chapter 6

This chapter outlines the summary, conclusions and recommendation of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews the literature that is relevant to this study. The researcher also discussed related theories and conceptual frameworks. In discussing the theoretical and conceptual framework, the researcher showed their relevance to the study. This chapter consists of two main sections, theoretical and conceptual frameworks, and a conclusion.

2.2 THEORETICAL FRAMEWORK

This section unpacks and discusses the two theories on which this study was based. These are control theory and congruent communication theory

2.2.1 Control theory

The control theory suggests that once a goal had been set, it serves as a reference value in a control system that compared the current rate of behaviour change against this point of reference (Webb, Falko&Michie, 2010). So, goals are set to cater for the current behaviour of learners in class. It is also taken as the reference value that is put aside for future use to correct or enhance the conduct of learners in schools. The more an action contributes to one or more higher level goals, the more self-relevant it is (Glasser, 1965). This theory is relevant because this study investigates how SMT members and teachers support the implementation of ATCP in schools. The investigation of practices of SMTs and teachers' support for the implementation of ATCP was conducted with a view of coming up with a framework that would assist teachers in supporting ATCP in schools. This means that SMTs and teachers are expected to measure their actions against the prescribed rules and regulations on the ATCP and how their actions thrive to achieve the set regulations. Consequently, successful self-regulation is in part the process of inhibiting a lower-level goal. If a disciplinary action between the reference value and current perception is detected, then the system signals to the person whom they need to act in order to reduce the risk of relapses (Glasser, 1965). This theory provides a useful integrative framework for understanding the process of self-regulation. The process of self-regulation is that

part that could stop the inferior goals on learners in class. In other words, the behaviour of any lower part of any kind of behaviour is guided by the control theory. Thus, it is a matter of reference value versus the current perception. This theory is relevant because it provides the basis on which SMTs and teachers' actions (system) regulated themselves to produce the discipline that was envisaged by the ATCP.

Glasser (1999) argues that the needs of an individual are a determinant of his/her behaviour and that mental illness is purely caused by brain damage which could only be confirmed by a pathologist. The behaviour of one is dictated by needs at that particular time. Glasser came to the conclusion that we are genetically social creatures who need each other and that the cause of almost all psychological symptoms is our inability to get along with the important people in our lives. The learners could not thrive well without the presence of teachers in schools. The control theory also states that behaviour is caused not by an outside stimulus, but by what a person wanted most at any given time. Glasser (1999 p.1-7) further argues that the basis of the control theory is that all people are driven by the following five basic needs:

- Survival (the need for nourishment, clothing, shelter, and the need to reproduce),
- Power (the desire to feel significant, competent, and successful),
- Love and belonging (the feeling of being connected with others),
- Freedom (an individual right to act according to his or her own will) and the need for one's own personal space), and
- Fun (the ability to find happiness, pleasure, and enjoyment in life).

Therefore, teachers and learners should work together in a positive atmosphere to create an atmosphere that could be conducive for teaching and learning to take place. Control Theory states that behaviour is caused not by an outside stimulus, but by what a person wants most at any given time (Glasser, 1999). Glasser's Control Theory focuses on personal choice, personal responsibility and personal transformation. This theory can be of utmost importance to demonstrate how people can find similarities and differences to fulfil needs. Strahan, Cope, Hundley and Faircloth (2005) strongly attest to Glasser's basic premise. The premise is that learners are in control of their

own conduct. The SMT members and teachers should make classroom management full of choices for learners. Activities such as class meetings conducted weekly or more often could provide learners with variety of ideas on how to improve behaviour in the future and provide support from peers to make behaviour changes. Consequences of unwanted behaviours might or might not be used by learners. Choice Theory explains that young adolescents make ineffective behavioural choices in an attempt to fulfil their basic needs (Loyd, 2005). It is therefore upon SMTs and teachers to provide a breathing space for students to realise their mistakes. The matter of a good discipline is not a quick fix thing but a process that can produce good conduct at the end of the day.

One of the elements of the control theory is reality therapy. There are several key aspects that set the foundation for the reality therapy model. Essentially, learners are motivated by five needs. First, learners are motivated by the need for survival which involves the need for food, shelter, and freedom from harm (Glasser, 1965). The needs for learners form the basis of the control theory. Teachers could aid learners in the satisfaction of this need by helping them feel safe in the classroom and by not using coercion to try to control behaviour. Furthermore, Education Partnership (2010) argues that learners have a need for belonging and love. Teachers could be of great assistance to learners and in fulfilling this need by creating a classroom environment in which learners work together on meaningful activities which are included in class discussions and receive attention from the teacher and others.

SMTs and teachers should allow learners to make choices regarding what they would study, how they will study it, and how they will demonstrate their execution. There should be better and excellent cooperation between teachers and learners in terms of study material choices. The teachers should not just make their own choices for learners. Teachers should involve learners in interesting activities and allow them to share their accomplishments with other learners. So, they should help learners meet their need for power by giving them responsibilities. Of significance to the control theory is the establishment of mutual respect between the teacher and learner. This aspect is achieved through the following positive teacher's responses to learners: supporting, encouraging, listening, accepting, trusting, respecting and negotiating. Teachers should avoid interacting with learners in the following ways: criticising, blaming, complaining, nagging, threatening, punishing and bribing (Glasser, 1965).

One way of improving the teacher-learner relationship is for teachers to assist learners in evaluating their feelings and behaviour through non-judgemental classroom meetings (Marandola&Imber, 1979). Therefore, teachers should allow learners to be independent and have their own choices in class.

Components of the control theory have been investigated in relation to addiction. For example, there is evidence that smokers experience difficulty setting appropriate quitting goals, monitoring their performance and more obviously altering their responses (Webb et al. 2010). Smokers utilise their own methods to stop smoking without being forced to do so. The control theory is largely used in interventions. Thus, if the SMTs and teachers could have different strategies of interventions to quell learners' bad behaviour, the learners' conduct might improve a great deal.

There are new ways of controlling learners in class. These are correctional measures to correct the misconduct of learners in class. These measures which are proactive and positive yield the desired results of good conduct in class (Glasser, 1999). The interactive rather than intervention strategy to stop or quell any indiscipline by learners is of great benefit for learners in class. Learners should simply quit their strange ways in class in the same way that smokers quit smoking. Any atmosphere where learners interact freely with their teacher creates an atmosphere that is conducive for teaching and learning to take place. Discipline is something for which it is mutually planned by teachers and learners and becomes a vision through which they would be able to achieve academic outcomes. Glasser's (1999) proposition is summarised in Figure 2.1 which depicts how a teacher-learner relationship can be achieved in maintaining good discipline in schools without the use of corporal punishment.

CLASSROOM SITUATION

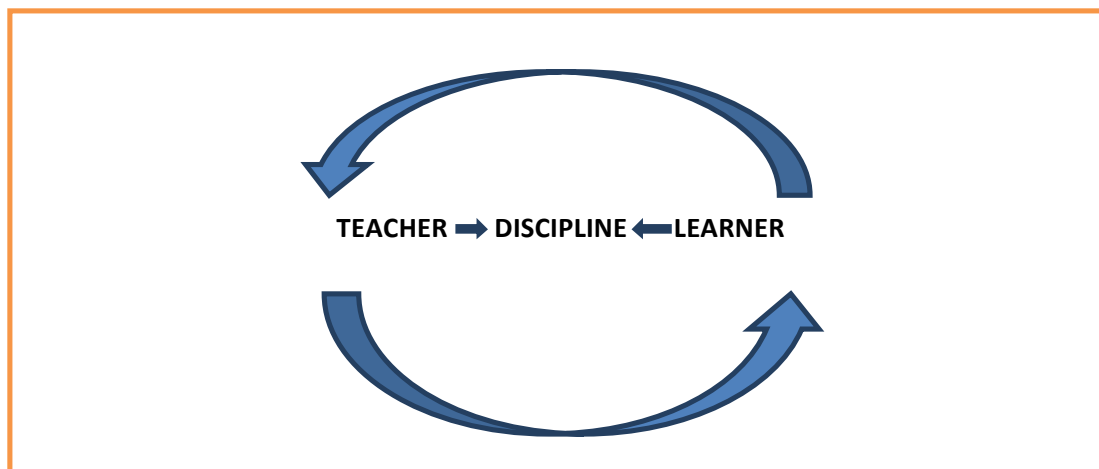


Figure 2.1: Teacher- learner relationship

Figure 2.1 shows how teacher-learner relationship can bring about positive learning atmosphere at classroom level. The arrows in the figure depict how communication between teachers and learners should flow in achieving common goal which is good behaviour in the classroom situation. As suggested by Glasser (1999), teachers on the one hand, should talk to learners and make them know what they expect from them, come to their level, understand their problems and assist them in overcoming their challenges. On the other hand, learners should strive to maintain good discipline as displayed by their teachers, communicate their motivations with their teachers and propose ways of overcoming their challenges so that their teachers can help them accordingly.

2.1.2 Congruent communication theory

Ginott (1971) developed the classroom management model. He believed that teachers are the essential elements in classroom management and that alternatives to punishment should be found because learners learn from how teachers responded to problems. This study therefore investigated how teachers at school and classroom level manage and respond to problems and how their learners emulate their actions. This means that it sought to explore how teachers show self-discipline which the learners have to imitate and how they deal with those learners who misbehaved. In

emulating Ginott's congruent communication theory. Fraser (2001) argued that classroom environment is a valuable goal of education which necessitates student outcome. The classroom environment so strongly influences student academic outcomes that it should not be ignored by those wishing to improve the effectiveness of schools. According to Ginott (1971), the relationship between teachers and learners is of vital importance in the school and classroom environment. Insulted learners behave rudely, overact, show cruelty and teachers with a lack of self-discipline usually lose their tempers and punish everyone for trivial issues. The calling of learners' names, has long lessons or lectures and brought back learners into a corner and make arbitrary rules without learner input. They do not want to argue with learners and yet do not recognise learners. The teachers are fed-up in class and do not take learners into cognisance. They take learners for granted in schools. In support of Ginott's congruent communication theory, Sokal, Smith and Mowat(2003) suggest that teachers should interact with learners so that they get to understand each other in the process of teaching and learning that takes place in the classroom situation. Sokal et al. (2003) argued that classroom management is a continuum of a range of methods employed by a teacher starting from high teacher control to low teacher control (see Figure 2.2). While teachers may have all the characteristics of a continuum when dealing with different situations, they are likely to be more inclined to one approach more than others.

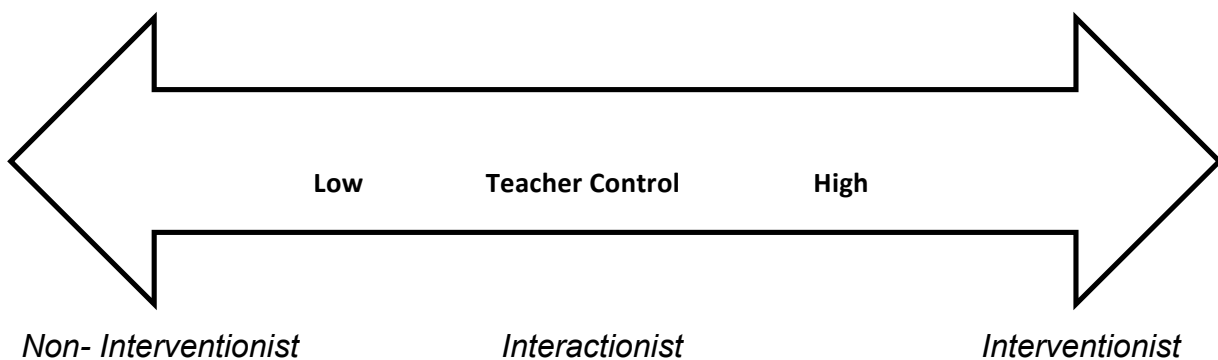


Figure 2.2: Continuum of teachers' attitudes towards classroom management (Adapted from Sokal, Smith & Mowat, 2003, p.8-16)

Figure 2.2 illustrates how teachers interact with their learners in the classroom situation. It can be noted from the above Figure that the control of teachers moves within a continuum from a low point to a high point or vice versa. However, teachers

tend to be located within a particular point most of the time. It is rare that a particular teacher is found in all the teacher control points all the same time. In the light of the above continuum of teacher attitudes towards classroom management, this study sought to investigate how SMTs and teachers are located in the continuum with regards to supporting the implementation of ATCP. Sokal et al. (2003) further argue that low teacher control is characterised by no-interventional approaches of classroom management which include Ginott's congruent communication. This approach is based on the assumption that children have innate needs that require expression. This model focuses on what an individual child does to modify his/her environment. In the middle of the continuum is moderate teacher control which is indicative of an interactionist model. Glasser's control theory and Albert's co-operative discipline fall within the ambit of this teacher control approach (low point). This approach balances between the individual child's effects on the environment and the effect of the environment on the individual child. The high level teacher control approach is teacher-centred and only focuses on the effects of the environment on the individual child (Ibid, 2003).

Ginott (1971) argues that the use of corporal punishment has a negative aspect. Ginott's theory is concerned with how learners feel. This means that teachers should adhere to avoiding the use of blame, shame and insults. The teachers should make the education experience of their learners more pleasant. Learners function more favourably in a classroom where positive disciplinary methods, rather than punishment procedures, are employed (Character Education Partnership, 2010). Punishment procedures could, as Ginott observed, result in negative side effects, thus making the learners' classroom experience worse off. Therefore, Ginott's stance on the use of positive procedures is important for this study.

Manning and Bucher (2001) revisited Ginott's congruent communication after 30 years and suggested that his theories continue to have relevance for middle and secondary school SMTs and teachers. "Ginott believed that the teacher's personal approach is the most influential element in creating the climate that contributes to children's behaviour in the classroom, whether positive or negative" (Manning and Katherine, 2001,p.215-218). Thus, all learners still accept responsibility for their behaviour and the teacher accepts responsibility for creating the climate for proper behaviour. Furthermore, learners' behaviour depends on how their teacher interact with them, that

is, teachers conduct has a bearing on how his/her learners behave. Ginott (1971) suggested the following three basic tenets which contribute to a positive class and school environment:

- Teachers demonstrate communication that is harmonious with learners' feelings about themselves and their situations.
- Teachers demonstrate behaviour that invites and encourages learner cooperation.
- Teachers promote discipline as an alternative to punishment and believe that the essence of discipline is finding effective alternatives to punishment.

In suggesting the above tenets, Ginott is of the view that the positive communication that is as a result of teachers abiding by these tenets, is harmonious, authentic and creates a situation where words fit the feelings of the learners (Ibid, 1971). As a result, the presence of teachers alleviates a number of classroom predicaments. The positive attitudes of teachers add value to learners. It is up to teachers to become receptive in class. The accessibility of teachers with readiness to assist learners in class creates new avenues for learners to be assisted by teachers. The new alternative methods of discipline required teachers to radically change their primitive methods executed before. Learners require teachers to take the role of their parents in class. Therefore, it is the teachers' responsibility to embrace learners with amicable control procedures in class unlike in the previous dispensation in South African schools and elsewhere in the world.

This study did not only focus on discipline at classroom level but at school level as well. In view of Ginott (1972), classrooms and school strategies should be congruent. The circumstances should create a climate in which discipline matters are discussed, evaluated and new strategies put in place. The co-operation and consistency among the staff should strengthen whatever individual teachers try to implement in their classes and give learners a sense of security, as they would know what to expect as well as what is expected of them (ATCP, 2001).

On the one hand, teachers who want to promote cooperation with learners and harmony in the classroom would probably be successful with Ginott's congruent communication. On the other hand, teachers who act automatically demand

obedience and adherence to all expectations, and dish out harsh punishments would probably not feel comfortable working with Ginott's theories. The teachers who believe in punitive ways and work against communication would suffer to understand learners in class. The short cuts to punish learners would not yield any good results.

In Ginott's model, communication is the key (Morris, 1996). The teachers had to give learners full attention in class. Learners' classroom problems should not be predicaments during the presence of teachers in class. Sane messages in addressing the learner's behaviour rather than the learner's character are important (Ginott, 1973; Morris, 1996). For instance, when the teacher addresses the situation the child feels less threatened by the teacher and more willing to listen to the teacher's request. Also, the tone and sincerity of the teacher's voice contributes to the effectiveness of the sane message (Morris, 1996).

Punishment interferes with the development of a child's conscience and often relieves guilt too easily, for example, learners who often feel that they have paid for their misbehaviour and are then free to repeat it (Ginott, 1965). Also, punishment rarely educates discipline because once the punishment is administered, the child tries only to avoid future punishment. Teachers should control their emotions when addressing a discipline problem and not let the problem become a teacher-versus-learners situation. By finding means of teaching discipline other than using punishment, teachers could make discipline in the classroom a learning experience for all learners (Morris, 1996). Ginott (1972a) maintained that addressing the problem of bad language could be more troublesome than the language itself. Ginott maintained that a better approach is to ignore the word and not make it a major issue. According to Ginott (1973), teachers who criticise often attack a child's personality and character, possibly calling him names and telling him where he would end up. When teachers use criticism, it should always be constructive. To point out what behaviour needs to be improved is much better than to direct comments to the learner. Also, teachers should entirely avoid negative remarks about a child's personality. Although most teachers assume that good teachers do not get angry, Ginott (1972b) maintains that even good anger should be conveyed appropriately and identifies three steps to surviving anger:

- We accept the fact that learners will make us angry.

- We are entitled to our anger without guilt or shame; and except for one safeguard, we are entitled to express what we feel.
- We could express our angry feelings provided we do not attack the child's personality or character (Ginott, 1965, p. 50-51).

Instead of speaking louder to convey anger, teachers should let feelings be known with 'I' messages. Ginott (1965) suggests statements such as 'I feel annoyed' 'I feel irritated' and even 'I feel angry'. Sometimes just the statement that one is angry would be sufficient to stop the child from demonstrating the behaviour.

When making demands on learners, an uncritical message invites cooperation, while a critical message engenders resistance. For example, when a learner interrupts a teacher, an uncritical message is, "I would like to finish my statement," while a critical message is, "You were very rude. You are interrupting". Other examples might include the learner who thinks there is too much homework. An uncritical message might be, "You seemed upset about the homework. It seems like a lot of work for one day, especially with this unexpected school assignment". A critical message would be, "When I was your age we had ten times as much homework. And as for the assignment, you had only yourself to blame. If you had finished it in class, you wouldn't have to do it at home. So stop complaining and start working" (Ginott, 1965,p.99).

Ginott emphatically states that teachers should not call learners names under any circumstances. The psychological results of such actions are devastating and they usually do not change negative behaviour. When a professional teacher shuns a learner's comments, that casually destroys the learner's self-esteem (Ginott, 1972). While one adolescent might not be offended (or show overt signs of distress), another learner might be deeply hurt. In addition to harming self-esteem, sarcasm posed a barrier to effective communication (Ibid, 1965).

"You" messages attack learners' personalities and character. To avoid personal attacks, teachers should use "I" messages that show how the misbehaviour made them feel. "I am annoyed," "I am appalled," "I am furious" are safer statements than "You are a pest," "Look what you have done," "Who do you think you are?" (Ginott, 1972, p.86).

Politely asking a learner to refrain from disturbing the class (whether the behaviour be talking or getting out of one's seat) might be the most workable discipline measure. For example, instead of telling a learner to sit down and shut up-you can find so many ways to disturb the class. The teacher might say, "I am bothered when someone walks around the room and talk to others. We do better when everyone cooperates." Learners often forget rules or perhaps even inadvertently break a rule. Teachers should develop a classroom management plan that teaches discipline rather than humiliating and embarrassing a learner. Sometimes learners break a rule only once and appreciate the teachers giving them an opportunity to agree not to make the same mistake twice. If a learner says that it would not happen again, the teacher should accept the learner's assertion and avoid any additional comments. The learner has agreed to the behaviour expectations and simultaneously saved face. Although teachers have good intentions, they sometimes intrude on children's privacy. For any number of reasons, learners might not want to share personal information.

Most teachers use praise to reinforce proper behaviour and to provide learners with an indication of their learning progress. Praise had long been considered a means to shape behaviour. However, Ginott divides praise into two types: evaluative praise and appreciative praise. He maintains that evaluative praise is destructive while appreciative praise is productive (Ginott, 1972). Evaluative praise leads to a dependency on approval. Words like 'Great' 'Good' 'Wonderful!' make and keep children dependent on adult evaluation. Learners expect teachers to evaluate and decide between good and bad behaviour and work, rather than forming their own judgements. Evaluative praise is from the teacher to learners in class. It is the teacher as a superior patting the child on the head and saying "well done", "you are very clever, well behaved" and so on. Appreciative praise is different as it combines detailed feedback on what the child has done plus a statement of appreciation. This then allows the child to pat herself on the back and feel good (Ginott, 1972).

Ginott (1965) suggested that parents (and his suggestions also applied to teachers) should follow a single and important rule about praise. Praise should only deal with the learner's efforts and accomplishments, not with the learner's character and personality (Ginott, 1965). Ginott's theories promote congruent communication among cultures and between genders important in our increasingly diverse schools. Students, regardless of their cultural backgrounds need positive perceptions of themselves and

their culture. Ginott's theories do not risk making students from another culture uncomfortable (for example, by expecting the students to look their teachers in the eye). Instead, Ginott's congruent communication and the accompanying positive treatment of all students should be well received by all students, regardless of their psychological and developmental needs.

According to Covey (2011), the above mentioned theme would be transformational change in education not a traditional change. Children are not raw materials to be packaged into products for the marketplace. Each child brings distinctive gifts into the world and the power to choose how to use those gifts. The job of education is to help each child to succeed at maximising that potential (Covey, 2011).

2.1.3 Follett's human relations approach management theory

Managing is one of the most important human activities. From the time human beings began forming social organisations to accomplish aims and objectives they could not accomplish as individuals, managing has been essential to ensure the coordination of individual efforts (Olum, 2004). As society continuously relied on group effort, and as many organised groups have become large, the task of managers has been increasing in importance and complexity. Henceforth, managerial theory has become crucial in the way managers manage complex organisations. Since this study is about support for the implementation of ATCP in schools, it is imperative that the researcher reviews a literature on human relations management theory by Follett. Unlike her predecessors, Mary Parker Follett's approach to management is based on principles of democracy and co-operation (Robinsons, 2005). Follett believed that principles of democracy be taught from an early age. Follett theorised about community, experience and the group, and how these related to the individual and the organisation. A business is a microcosm of human society. An organisation is one in which people at all levels should be motivated to work and participate. They should gather their own information, define their own roles and shape their own lives. Organisations are based fundamentally on co-operation and co-ordination; this is the single unifying principle holding them together. Power with 'a jointly developed power' rather than 'power over' is the key to social progress and business success (Robinsons, 2005).

The human relation approach to management is about inherent problem solving ability of people working in groups. Power should be co-operatively shared for the purpose of improving the organisation or resolving conflict. For instance when it comes to conflict resolution Follett asserted the integration method of conflict resolution as opposed to the three choices she sites of domination, compromise or voluntary submission by one side over another. If, for example, an individual is in a library on a warm spring day near an open window and a second person decides to share the table but wishes to close the window to avoid the draft, we have the basis of a conflict. Now one person could try and dominate the other and force the window to either be open or closed leaving the other person unhappy. A second alternative is for one person to simply submit to the wishes of the other, but be very unhappy. The third alternative is to compromise and close the window half way which will not satisfy either person. The best way to handle this situation is to resolve the issue jointly through creative conflict resolution where, in the example, the newcomer may voluntarily agree to sit in another part of the library adjusting the window according to his/her preference. In this case, both parties to the conflict are happy as the issue has been resolved according to their own desires. Creative conflict resolution involves cooperatively working with others to devise inventive new ideas often providing strong interpersonal benefits. Human relations approach emphasises on integration, synthesis and unifying differences and her work on group processes. This theory was relevant in this study in that a school is an organisation in which policies are implemented. ATCP is one of the DBE's policies which needs to be managed at school level by teachers and SMT members. This study therefore sought to establish how teachers and SMT members manage the ATCP within the ambit of human relation approach.

This approach is based on the thesis that managing involves getting things done through people. It focuses on management as centred on interpersonal relations. Human relations approach pays attention to an individual and his or her motivations as a socio-psychological being. Though this approach focuses on interpersonal behaviours it focuses on people in groups rather than interpersonal behaviour. It therefore emphasises on group behaviour patterns. The human relation approach put more emphasis on social systems as the corporative interaction of ideas, forces, desires and thinking of two or more persons (Koontz, 1980; Koontz and

Wehrich1990). This study focuses on how SMTs and teachers work jointly with other stakeholders in managing the implementation of ATCP in schools.

2.2 CONCEPTUAL ROOTS OF THE STUDY

This section discusses the relevant concepts and related literature. The key concepts that are discussed in this section are school discipline, school leadership, and discipline management. Literature on alternatives to corporal punishment would be reviewed. Literature on school discipline would also be reviewed because this study is about how SMTs and teachers maintain discipline in schools. Literature on school leadership will be reviewed because this study focuses on SMTs who are expected to provide leadership at school level in terms of supporting the implementation of ATCP. In addition, literature on discipline management will be reviewed because this study is about the management of ATCP.

2.2.1 School discipline and leadership

School leadership and discipline are like the two sides of the same coin; hence the researcher decided to review literature on school discipline and school leadership concurrently. Anyone who analyses discipline in school cannot exclude school leadership in the analysis. This section reviews literature on school discipline and school leadership. It is imperative that the researcher reviews the literature on school discipline and school leadership as this study is about how SMT members and teachers who are leaders at school level and classroom level respectively support the implementation of ATCP.

The term 'discipline' conjures up many different notions, depending on the individual situation. For example, the theorist may see discipline as a goal of student maturity toward self-directed management. The teacher might agree, but view discipline as students learning to apply self-control to the practical job of functioning or conforming within classroom rules. The parent may have another perspective, seeing discipline as the child staying out of trouble in the school or the community. The student may perceive discipline as an adult system of keeping him or her from enjoying life. The school administrator may view quiet classrooms as the key sign of a teacher who has

discipline (Swick, 1985). What all these definitions agree on is that discipline is about good behaviour.

Discipline is a crucial aspect of educational environment and learner outcomes largely dependent on good discipline both at school and classroom level (Morris, 1996). Discipline practices in schools affect the social quality of each educational environment (teaching and learning), and the ability of children to achieve the academic and social gains essential for success in the modern society (Skiba, Horner, Chung, Rausch, May and Tobin, 2011). If we talk about school leaders and forget to talk about them in relation to school discipline that would mean we do not adequately address the issues of educational leadership. "Schools face a number of challenges related to disruptive and antisocial students. The behaviour of these students interferes with learning, diverts administrative time, and contributes to teacher burnout" (Osher, Bear, Sprague and Doyle, 2010, p. 48).

Skiba and Peterson (2000) argue that punitive disciplinary measures are likely to result in the repletion of unwanted behaviour while preventative disciplinary measure increases the range of options for addressing violence and disruptions in school and classrooms.

Well-defined disciplinary requirement and attention to school security have a place in schools in maintaining order and ensuring safety. Yet harsh and punitive disciplinary strategies have not proven sufficient to foster school climate that can prevent the occurrence of school violence. Rather, a broader perspective stressing early identification, comprehensive planning, prevention, and instruction in important social skills, is necessary if schools are to prevent the tragedies that happen too often in our schools (Skiba & Peterson, 2000, p. 335).

It can be noted from the above excerpt that SMTs at school level and teachers at classroom level as leaders on their own right should strive to keep positive teaching and learning atmosphere by avoiding harsh measures of dealing with disciplinary problems and employing preventative strategies which create a range of options of dealing with unwanted behaviour. Schools have to plan in advance the strategies they will use to deal with behavioural problems or to maintain discipline. Sheldon and Epstein (2002) indicate that the schools should consider involving parents when they

want to deal with issues of discipline effectively. They argued that the more family and community involvement activities are planned and implemented, the fewer students are disciplined through reactive ways by being sent to principal's office or given detention or in-school suspension. Learners are influenced by the family, school, and community contexts in which they develop. According to Epstein (1987, 2001) the three contexts are 'spheres of influence' which overlap to a greater or lesser extent depending on the nature and degree of communications and collaborative activities among school personnel, parents, and community members. Student learning and development are enhanced when there is purposeful overlap of the spheres of influence. When dealing with issues of discipline in schools, SMTs and teachers should purposefully and consciously take into consideration that learners are influenced by the three contexts and their planning must be informed by this background knowledge. One possible outcome of this kind of collaboration is better student behaviour within and outside of school. Educators play an important role in determining the degree to which family, school, and community contexts overlap.

Sheldon and Epstein (2002) argue that schools can increase collaboration by implementing activities for the following six types of family and community involvement:

- Type 1: parenting or helping all families establish home environments to support children as students;
- Type 2: communicating or designing effective forms of school-to-home and home-to-school communication;
- Type 3: volunteering or recruiting and organising families to help the school and support students;
- Type 4: learning at home or providing families with information and ideas to help students with homework;
- Type 5: decision making or including parents in school decisions and developing parent leaders; and
- Type 6: collaborating with the community or identifying and integrating resources and services from the community to strengthen schools, students, and families.

Schools with comprehensive programs of school-family-community partnerships address all six types of involvement through activities directed toward specific goals and student outcomes (Sheldon and Epstein, 2002, p.5-6).

Like any other aspect or programme discipline in the school discipline needs to be planned and maintained. It needs people who are visionary and influential. Swick (1985) suggests that a proactive approach to maintain discipline is one that is responsive and anticipates and prepares for a situation through a comprehensive plan to achieve control of the situation. The use of such an approach to discipline and classroom management assists teachers and students in becoming self-disciplined, motivated and productive members of the classroom learning environment. Such an approach, under teacher leadership, requires the co-operation of teachers, parents, and students in designing and implementing strategies that support their mutual development as valued and capable members of the teaching-learning team. School discipline cannot be accomplished if schools lack good leadership.

Different scholars interpreted the concept of leadership differently Yuki,(1998). Bush (2008) broadly defined leadership by saying that management is about implementation and leadership is about purpose. The logical conclusion is that leading is about setting and driving a vision for schooling that should mean aiming to be the best. Leadership is the process of influencing the activities of an organised group towards goal-setting and goal achievement Stogdill, (1974); leadership in this study is the initiation of a new structure or procedure for accomplishing an organisation's goals and objectives or for changing an organisation's goals and objectives with regards to the support for the implementation of ATCP. Lipham, 1964 and Kenzevich, (1975) argue that leadership is a force that could initiate action among people, guide activities in a given direction, maintain such activities and unified efforts towards common goals.

Based on different perspectives, different approaches might be developed to lead, to manage, to influence and even to control people and their activities in the educational institutions. Bush (2007) states that the quality of leadership makes a significant difference to school and student outcomes. Since this study is about how SMTs and teachers support the implementation of ATCP in schools, it is imperative to establish how these officials provide leadership in the implementation of ATCP. Bush (2007) further states that there is also increasing recognition that schools require effective

leaders and managers if they are to provide the best possible education for their learners. Schools need trained and committed teachers but they, in turn, need leadership of highly effective principals and support from other senior and middle managers. The SMTs are leaders at school level and they have to see to it that schools run effectively and efficiently and this does not exclude school discipline. Since school discipline is crucial to a school tone, SMTs should be seen as good leaders in terms of maintaining positive learning environment. A well-managed school is led by a principal and his or her team of high quality leadership and management (Ibid, 2007). However, there are different leadership styles and each style or approach differs from the other. There are traditional approaches which are organisation-based and while others are modern approaches which are also organisation-based. Bolden, Gosling, Maturano and Dennison (2003) suggest the following leadership theories or styles: great man theories, trait theories, behaviourist theories, situational leader, contingency approach, transactional approach and transformational approach. This study seeks to establish the leadership approach with which the SMTs and teachers support the implementation of ATCP.

Great men theories are based on the belief that leaders are exceptional people, born with innate qualities, destined to lead. Trait theories are based on the assumption that the lists of traits or qualities associated with leadership exist in abundance and continue to be produced. They draw on virtually all the adjectives which describe some positive or virtuous human attribute, from ambition to zest for life. Behaviourist theories concentrate on what leaders actually do rather than on their qualities. Different patterns of behaviour are observed and categorised as 'styles of leadership'. This area has probably attracted most attention from practising managers. A situational leader sees leadership as specific to the situation in which it is being exercised. For example, while some situations may require an autocratic style, others may need a more participative approach. It also proposes that there may be differences in required leadership styles at different levels in the same organisation. Contingency approach is a refinement of the situational viewpoint and focuses on identifying the situational variables which best predict the most appropriate or effective leadership style to fit the particular circumstances. The transactional approach emphasises the importance of the relationship between leader and followers, focusing on the mutual benefits derived from a form of 'contract' through which the leader

delivers such things as rewards or recognition in return for the commitment or loyalty of the followers. Each of these theories takes a rather individualistic perspective of the leader. There are some other approaches that focus on the organisation and individual. These are transformational and distributive leadership (Bolden, et al, 2003).

Transformational approach is about change and the role of leadership in envisioning and implementing the transformation of organisational performance. This approach is organisational-based. In transformational leadership, people will follow a person who inspires them and stimulate persons with vision to achieve great things. To get things done, transformational leaders inject enthusiasm and energy to the followers. They start with the development of a vision, a view of the future that will excite and convert potential followers. This vision may be developed by the leader, by the senior team or may emerge from a broad series of discussions. Transformational leaders sell the vision immediately and continually create trust among the people in the organisation (Harris and Spillane, 2008). Another approach that is organisational-based is distributive or dispersed leadership. This approach views leadership as a process that is diffused throughout an organisation rather than lying solely with the formally designated leader. The emphasis thus shifts from developing 'leaders' to developing 'leaderful' organisations with a collective responsibility for leadership (Bolden et al, 2003). Distributed leadership is primarily concerned with mobilising leadership at all levels in the organisation not just relying on leadership from the top. It is about engaging the many rather than the few in leadership activity. The emphasis is on leadership as interaction and not just the actions associated with the formal leadership role or responsibilities. A distributed leadership perspective recognises that there are multiple leaders and that leadership activities are widely shared within and between organisations (Harris & Spillane, 2008). This study will bring to the fore how SMTs and teachers provide leadership with regards to the implementation of ATCP in schools.

2.2.2 Management and discipline management

There is a considerable overlap and shared meaning between the concepts of leadership and management and in many occasions people tend to use these concepts interchangeably. This is particularly so in discourses about school quality and improvement (Heystek, 2007). Management refers to the more structured approach of working within the confines of the rules, regulations, and policy boundaries provided. Since this study is about the implementation of ATCP, a policy

which was introduced after 1994 in South Africa, it is necessary to review literature on management. SMTs and teachers are managers at their different levels and discipline through the use of ATCP need to be managed. This means therefore that the implementation of ATCP is something that needs to be carefully managed in schools as it anchors the entire discipline of the school and losing focus on school discipline is tantamount to losing focus on learner academic outcomes. Wehrich (1993) stated that one of the most important human activities is managing. He further remarked that ever since people began forming groups to accomplish aims, they could not achieve as individuals. Managing has been essential to ensure coordination of individual effort. The schools as places of many people need teamwork as society come to rely increasingly on group effort and many organised groups have grown larger. The task of managers has been rising in a number of organisations to ensure good results (Ibid, 1993). Some would define management as an art, while others would define it as a science. Management is a process that is used to accomplish organisational goals. It is a process that is used to achieve what an organisation wants to achieve. It is attainment of organisational goals in an effective and efficient manner through planning, organising, staffing, directing and controlling organisational resource. Management is the process of designing and maintaining an environment in which individuals, working together in groups, accomplish efficiently selected aims (Ibid, 1993). This means that all groupings in any school have to have a harmonious climate for yielding good results. The management has to be upright at all cost. In order for any policy to be implemented effectively, there should be stable management which is firm on policy implementation.

Management is the art or science of working with people to achieving goals of the organisation. Managers also supervise, management can be interpreted to mean literally overseeing, and that is, making sure that people do what they are supposed to do. Therefore, managers are expected to ensure greater productivity or continuous improvement.. Schools strive to use ATCP; so, managers should be careful in their management process. Managers have carried their managerial functions of planning, organising, staffing, leading, and controlling. Management applies to any kind of organisation and to manage at all organisational levels; it also implies effectiveness and efficiency Wehrich,(1993). Thus, management refers to the development of bureaucracy that derives its importance from the need for strategic planning, co-

ordination, directing and controlling of large and complex decision-making process. Essentially, management entails the acquisition of managerial competence, and effectiveness in the following key areas: problem solving, administration, human resource management, and organisational leadership (Ibid,1993). First and foremost, management is about solving problems that keep emerging all the time in the course of an organisation struggling to achieve its goals. Managers ensure that organisational leadership is developed along lines of interpersonal relationship, teamwork, self-motivation to perform, emotional strength and maturity to handle situations, personal integrity and general management skills Bolden et al. (2003). School principals, who are sometimes called school managers, SMT members and teachers carry out the managerial functions of planning, organising, staffing, leading and controlling. It is entirely on the principals and his or her teachers to attain good discipline of both learners and teachers if the overall management is effective and efficient. The researcher selected the rural schools where incidents of indiscipline such as fighting among learners are always reported.

Morkel (2006) states that discipline is the practice of care and respect for others and self. Humphrey (1998,p.10) states that “it is about safe guarding the rights of people who were exposed to uncooperative aggressive or blocking responses by others.” Oosthuizen, Roux & Van der Walt (2003) contend that the application of discipline should not be construed as solely a champ-down on unruly, mischievous and disruptive behaviour, but as a means of entering into a loving, caring and guiding relationship with learners. According to the South African Schools Act, 84 of 1996 section 11(2), discipline should be corrective and nurturing (Mokhele, 2006).

In managing discipline in the classroom, teachers have to remove other forms of punishment harmful to learners’ self-esteem. This implies that physical punishment as well as emotional castigation has no place in the classroom. The positive, constructive discipline should promote the development of self-discipline. This could be achieved if teachers could model true discipleship for the learners to emulate (Oosthuizen, Wolhuter, & Van Der Walt, 2003).

Furthermore, the management of discipline calls on teachers to make learners feel emotionally comfortable and physically safe so that they (learners) can develop self-discipline (intrinsic discipline) and accountability in their actions. Every teacher has to

create an environment in which each learner is guided towards an attitude of caring and respect for other learners (Mokhele, 2006). Charles (2006) and Mokhele (2006) discovered that teachers should improve ways they related and worked with learners by working in a collaborative manner that learners could take control of the teaching-learning situation. The teacher-learner relationship therefore refers to the communication and understanding that exists between the teacher and the learner.

Fontana (1985) and Mokele (2006) proffer that classroom management refers to the way in which individual teachers organise their approach to learning and how they organise the classroom as an aid to that process of learning. Therefore, it is clear that teachers' classroom management involved learner management and lesson planning skills. Doveton, Langa and Steyn (1991) state that pupil management deal with the establishment of procedures and a conducive atmosphere for all learning activities.

Mokele (2006) asks the following question: What is the influence of teacher authority in managing discipline in the classroom? Kok and Grobler (2000) and Oosthuizen et al. (2003) stress the fact that authority appropriately applied could be described as imitational education towards the learner to develop his or her potential to become a responsible adult. The teachers have authority due to the principle of loco parentis. Visser (2000p.1-59) argues that in executing discipline in class, teachers should carefully prepare and address learner behaviour with great caution. They should be tough but fair on misbehaviour. Visser (2000) further states that teachers should have the skills of good management behaviour within classrooms for the following reasons:

- It provides a structure for academic learning.
- It does occur spontaneously.
- It provides for greater job satisfaction.
- It provides learners with models acceptable social behaviour.
- A final pertinent reason for managing behaviour is the prevention of poor behaviour, which disrupts academic learning.

Thus, SMTs and teachers should have strategies that will benefit themselves in terms of managing discipline in schools. So, teachers must create an environment that will make them enjoy working with learners. Cowley (2001) argued that in a well-behaved

class, teaching is one of the most wonderful jobs in the world. Cowley (2001) further advised that one of the most essential characteristics of a good teacher is the ability to manage our students' behaviour, so that we could help them to learn and this is especially so if one works in a school where there are many behaviour problems. The teachers and principals of rural secondary schools could only spark the crucial need to learn that teachers could first get learners to concentrate, to have discipline and to have behaved themselves.

Rogers (1998, p.11) indicated the few following aims of discipline:

- To develop learners 'self-discipline and self-control;
- To enable learners to be on task with their learning;
- To encourage accountability for behaviour;
- To encourage individual learners to recognise and respect the rights of others;
- To affirm co-operation as well as responsible independence in learning;
- To promote the values of honesty, fairness, respect for others;
- To enable rational conflict resolutions.

The above proposition by Rogers (1998) fuelled the researcher's interest in this study. The researcher saw the need for the development of research-based framework that would assist SMTs and teachers as people who deal with learners on daily basis.

Finally, Rogers (1998, p.10-11) identified three types of discipline: preventative discipline, corrective discipline and supportive discipline. According to Rogers (1998), preventative discipline is concerned with:

- Clear rules and routines established with the class;
- Clear expectations about learning, tasks, etc.
- Attractive environment;
- Well-planned room organisation (seating, movement capability, access to equipment, clearly labelled cupboards etc.;

- Setting of time-out area in the room and beyond the classroom;
- Adequate resources;
- Organising curriculum to cater for mixed abilities.

The circumstances in schools are such that resources are too limited to fulfil the teaching obligation and responsibilities. As noted above, schools lack the sufficient facilities. The teachers have given up because they yearn for the reintroduction of corporal punishment Rogers,1998. The researcher hoped to come up with a framework that would enable everyone to embrace and believe in the ATCP in schools thereby increasing the understanding of alternative and preventative measures for disciplining learners.

The main reason that triggered the researcher to embark on this study was what, in midst of ATCP, is described as a total collapse of discipline of learners in schools. One of the prominent factors influencing the learning environment in South African schools is the conduct of learners. The South African education system is still struggling to create a culture of teaching and learning. However, ill-discipline behaviour cancelled all well-intended efforts to create this culture (Rossouw, 2003). Learners who misbehaved tended to perform poorly in school and tended to be frequently absent from school. Discipline at school is correlated with learner absenteeism (Andrews and Taylor, 1998). The learners have since lost a culture of respect and trust towards the teachers. Learner safety, security and success in education is often adversely affected by disruptive behaviour or other forms of misconduct by fellow learners, (Moloi, 2000). The continued disruptive behaviour of learners makes life unbearable for all in schools.

Vally (1998) states that all learners are expected to conduct themselves in a manner conducive to learning. Teachers are in charge of their classrooms. They can make reasonable rule for governing their classrooms which is acceptable to the administration. The learners are expected to respect all teachers at all times and comply with school rules in class, on the playground, in the halls or any sponsored activities (Ibid,1998). In present-day society, teachers feel that they are not exercising enough control in the classroom due to the fact that corporal punishment had been banned in all schools under the South African Schools Act. Many teachers find

themselves in a position of not knowing what to do in the absence of corporal punishment (Ibid, 1998).

A classroom climate based on mutual respect within learners' feet safe and affirmed would decrease the need for disciplinary action and develop learners' ability to practice self-discipline. By implementing a proactive approach, teachers could put things in place, which would safeguard the culture of learning, teaching in their classrooms, simple things like:

- Preparing for lessons;
- Exercising self-discipline;
- Having extension that teaching and learning happen consistently;
- Ensuring that learners are stimulated;
- Establishing class rules with the learners;
- Making a space for time out or a conflict resolution corner;
- Affirming learners;
- Building positive relationship with learners (Vally, 1998).

In the past, corporal punishment was commonly used to maintain discipline in schools. There has never been any understanding between teachers and learners due to beatings in class. The banning of corporal punishment in 1996 has increased disciplinary problems among learners in schools. However, Covey (2011) states that helping each one to become a leader is the inspiring and powerful primary purpose of education. It is primary because the success of the secondary purposes depends on it. Highly skilled people who lack character can be truly destructive, (Covey, 2011). The heart and the spirit of each learner must be educated if primary success is the goal. Deep down we all know that most parents did. And if it was going to be done, likeminded people might do it (Covey, 2011). The practical meaning of the above was anything that could be done. Covey (2011) notes that a perennial whine in the great educational society cannot expect to have excellent schools. Of course, many schools barely survive in troubled neighbourhood filled with crime and disease. For other schools, on the surface, everything seems fine, yet the learners inside struggle. Many

become addicted to drugs, computer and video games and other means of escaping the banality of our society (Covey, 2011). Excellent schools can and do rise up even in the most grim conditions. All learners are capable (Covey, 2011). In any school, a key to success is parental support and involvement. An excellent model would be to merge the power of school with the power of the home. Covey, (2011), tried his level best to close the gap of being antagonistic between learners and teachers in schools. The teachers should help learners through inspiring and powerful purpose of education. All learners do have certain competencies irrespective of home background. The parents have to be encouraged to give parental support and get involved in schools. The third alternative means that one abandons his or her bad ways and seeks the best solution of having the lasting and dignity plan in schools. Each one seeks one. There should be synergy between the two people. In this study the two is the teacher and a learner in class. The teacher and a learner will give out a third alternative thinking in class. This means therefore there should be good and understanding between the teacher and the learner in class. There should be harmony and endeavours that should prevail in class, so that the good academic results can be achieved at the end of the year.

Other strategies, however, are more specific to that group of intervention resistant learners, and more congruent with an intensive level of supports and interventions. According to Bear (2005), such services and supports should be:

- Comprehensive, targeting a system in which a network of mental health specialists, teachers and others in the community work together with learners and their families;
- Evidence-based;
- Intensive, sustained over time and implemented with fidelity;
- Individualised;
- Cognisant of the importance of early interventions.

Finally, these interventions, services and supports address not only the needs of learners with chronic behaviour problems, but also those who might have no history of

behaviour problems but nevertheless exhibited an immediate intervention, and response, especially for acts of violence.

This suggests that the third alternative at work is appropriate in dealing with challenges and opportunities (Covey, 2011). People have weaknesses and are not consistent in their principles. Visionary, synergistic leaders left and people with different paradigms took their places and direction has changed. This means that the alternatives to corporal punishment like the use of cane are bound to change if SMTs and teachers do not have a framework to perfectly implement them. It is essential to focus on principle and group the transformative power of the third alternative at work in every domain in life (Covey, 2011). The envisaged educational implementation of ATCP could be accomplished. The third alternative thinking would avoid all antagonistic tendencies between teachers and learners in schools,

Covey (2011) proposes the following steps to synergy. It is that synergy that could make SMTs and teachers of all secondary schools implement alternatives to corporal punishment.

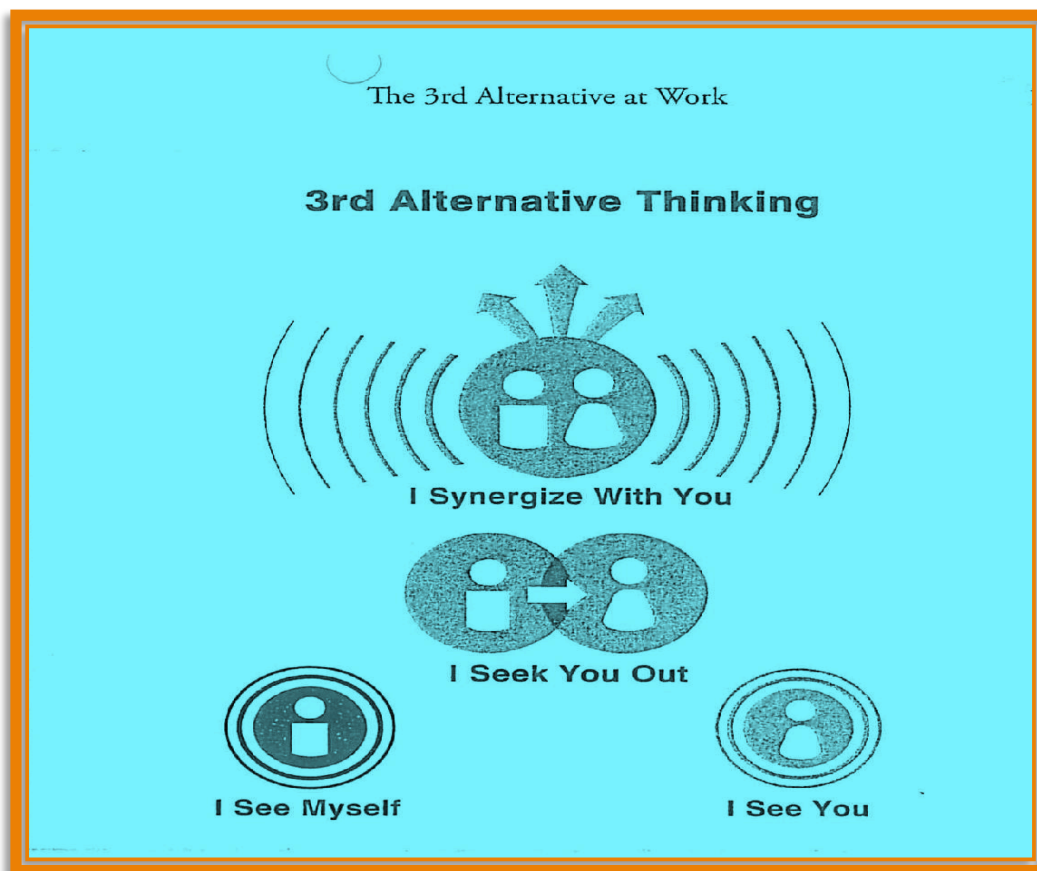


Figure 2.3: 3rd Alternative thinking (adapted from Covey, 2011, p.111)

Figure 2.3 represents two persons, a learner and a teacher. There appears to be a conversation between the two. Each of them has so many questions in mind. Firstly, each seems to enjoy his domain of power but at the end, the change is afoot. Educationally, there is the urgency of ATCP in schools. The teacher and the learner decide to make a synergy. Therefore, this is the synergy that would make one great success in the classroom(Covey,2011). The SMTs, teachers and learners should reach a cordial agreement of accepting each other in class so that the ATCP could be accepted. For discipline to prevail in schools, teachers, SMTs and learners need each other so that they can work towards a common goal.

This coming together to suspend the judgemental tendencies and anything that might make this synergy very ugly has to be taken seriously. What is needed is the new vision and mission that would move mountains of success. When the SMTs, teachers and learners eventually reach that understanding, the hesitation and suspicions will come to an end. They would keep working at that synergy until they can experience that burst of creative dynamism that would represent a successful third alternative, and they would recognise it when they could see it (Covey, 2011). The third alternative would be taken as implementation of ATCP in order to maintain discipline in schools.

According to Rossouw (2003), the core feature of childhood is that the child remains dependent on education for the purpose of reaching adulthood. Education is possible because God has created human beings not only to educate others, but also to be able to equip themselves through education for the challenges of adulthood. Education is also necessary since the child would otherwise not have been able to grow to the status of adulthood. The child would not have been able to be guided, formed, equipped, enabled and disciplined for the task of responding to his or her calling to serve God and her or his fellow human beings (Roussouw, 2003). This is a reformist perspective. The need for education is what childhood adds to being human. Education does not make human beings, but helps form and change them into adults (Volgelaar&Bregman, 1983).Teachers as agents of change in class would be teachers in schools.

The kind of education that a child received is determined by the societal relationship. Education and discipline in schools differ in several respects from those in parental

homes. Rossouw (2003) states that the nature of the discipline to which a child is subjected is also determined by the personality trait of the particular child. A child does not arrive in this world as a tabula rasa, but rather as a person with potential that has to be used through education.

Van Brummelen and Van Dyk (1993) describe the educational process involved in schooling as follows: Firstly, it means guiding the child to follow a certain direction. That guidance has to be maintained until such time that the child has become enabled to choose for him or her a life of service to God and follow human beings. Secondly, it amounts to unfolding, on a double sense. On the other hand, reality has to be unlocked or unfolded for the purpose of understanding his or her task in creation. Thirdly, education enables the child to achieve discipleship. All these steps are beneficial for the child in class.

The Western Cape Department of Education (2007) states that whole school development with a focus on a culture of positive behaviour must be well managed, as it involves an attitude and work ethic that are driven by good professional behaviour, supported structures and good planning. Realising a permanent belief in the system requires active leadership. The management of a culture of positive behaviour is a co-ordinated and integrated approach with a clear task for each role player to ensure positive behaviour. The 'Circle of Courage' model was the basis for implementation of ATCP. The management of a culture of management of a positive behaviour requires active leadership to realise a constant flow of positive predisposition towards and belief in the system. It therefore involves firm, co-ordinated and planned actions in the implementation of the general code of conduct for learner and school ethics. On the one hand, there are scholars who support the anti-corporal punishment view. They note that significant empirical evidence suggests that physical punishment has negative developmental consequences for children (Gershoff, 2002 & Holden, 2002). Straus (1994) further argues that all forms of physical punishment under all conditions have detrimental correspondences for short- and long-term developmental outcome. On the other hand, Baumrind (1996a) and Larzelere (2000) argue that mild to moderate forms of corporal punishment such as normative spanking-especially in loving families might not have negative consequences and might, under some conditions, even have beneficial effects. The latter group of researchers could be characterised as 'conditional defenders' of corporal punishment. They argue that a

blanket injunction against the use of corporal punishment was scientifically unsupportable (Baumrind, 1996a). Thus, they argue that the effects of spanking may be positive, negative, or both, depending on the conditions in which it occurred. Overall, then, conditional defenders and detractors of corporal punishment do not disagree on the use of severe or frequent punishment as the primary form of parental discipline. Both sides agree that this should be discouraged. These researchers disagree completely, however, over the use of such mild to moderate forms of corporal punishment as ordinary or normative spanking (Baumrind, 2003). As already noted, some of those holding an anti-corporal punishment (alternatives) stance maintained that such punishment was undesirable under any circumstance. Many detractors consider all forms of corporal punishment as abuse and they often include in their definition of physical punishment a continuum of practices ranging from normative spanking to severe beatings. Article 1 of the Universal Declaration of human rights states that human beings are born free and equal in dignity and rights. Article 2 further supports that rights and freedoms afforded to adults are also applicable to children. Article 5 of the Universal Declaration states that no one should be subjected to torture or to cruel, inhuman or degrading treatment or punishment. While the Universal Declaration is held to be no-binding, the non-binding degradable rights enshrined within it, such as Article 5, are held to be binding under customary international law.

Robertson (1996), Charles (2002), Balson (1996), Kruger and Van Schalkwyk (1997) and Mokhele (2006) examined how the teacher-learner relationship could help in promoting effective classroom discipline. Kruger and van Schalkwyk (1997) look at various ways of promoting good relations in the classrooms. They found that behaving consistently, and being open and approachable would ensure a healthy relationship. Robertson (1996) contends that using humour, friendly greetings and non-verbal supportive behaviour might help improve such relations. Spaulding (1992), however, is of the opinion that teachers should avoid humour targeted at the learners. Charles is of the opinion that teachers should work together with learners from a position of social equality. Robertson (1996) in turn argues that teachers who solicited friendship, run the risk of being in need of acceptance. That simply means that teachers do everything in their power to win learners' attention in the classroom. Robertson (1996) further believes that teachers should establish their authority in the classroom by establishing a definite classroom policy. When authority is not established some

learners, might take over the control and in effect determine when teaching could take place.

However, Balson (1992) argues that when rules or routines are decided by the teacher without consulting the learners, many learners would feel inclined to ignore such rules. These authors agree that authority is the essential feature of the early relationship, but the question is how do teachers establish a less authoritarian working relationship without losing control in the classrooms? Again the problem remains about the best way to promote good relations and to encourage learners to accept the teachers' authority in the classroom. The SMTs, teachers and learners could live together for decades in such a state of emotional situation or set-up in class, battling again and again over the same issues. But if we do, we could enter into what some experts called the 'Third Space.' Rather than dragging you over to my new or abdicating to your view, we looked for a best of both of our insights (ATCP,1996). In the Third Space, we "make a fundamental shift from dualistic, excessive perceptions of reality and the complementary aspects of diverse values, behaviours and beliefs into a new whole (ATCP,1996). In simpler terms teachers and learners stop thinking in terms of 'my way versus your way' and start thinking in terms of 'our way' a way that take advantage of what is special about them (teachers and learners).

The United States of America abstract of 2014 states that compilation of school discipline and regulations for 50 states, shows that the CP had no room in the United States of America. The US, Department of Education, 2823 pages combined 52 separate documents, one each for 50 states, Washington DC and Puerto Rico. Each document is an offence such as compilation of school discipline-related state statutes, school discipline related regulations and, where available, links to state-sponsored websites or resources related to school discipline and student conduct (Education Commission of the states, 2014). These discipline laws and regulations presented in this compilation have been categorized by type of specific discipline issue covered, according to an organizational framework developed by the National Centre for Safe and Supportive Learning Environment (NCSSLE).

For example, one major category encompasses all state laws or regulations mandating specific disciplinary sanctions such as suspension for specific offences such as drug possession on school grounds. The school laws and regulations were to

be compiled by King William's town Education District for all rural secondary schools but to no avail. The SMTs and teachers could have been in a better position to apply all sanctions to maintain order in schools. The Circuit office level of the King William's town Education District could have been able to do compilation through exhaustive searches of legislative websites that identified all laws and regulations relevant to each specific category.

Stedje (2010) is of the view that steering committees allow schools or communities to have a diverse group that can direct the programme, provide resources, facilitate training and generate community involvement instead of relying on one person to propel the initiative. The general character of the four schools appeared very strange in that the matter of discipline rested with teachers in schools. There had never been any outside involvement of the community, parents and some stakeholders. The study saw a greatest need of a steering committee that could be formed by all rural secondary schools to direct discipline programmes and facilitate training which the King William's town Education District failed to provide for teachers. The principal of school A ended up earlier propelling discipline on his own and that earned him being called a dictator by his teachers.

The most effective programmes choose specific aspects to measure, such as absenteeism, tardiness, number of disruptions in class and on the bus and test scores. The South Carolina Department of Education identified these indicators of progress: improved student attitudes and behaviour; enhanced student performance and classroom productivity, enhanced teacher motivation; increased parental satisfaction; and enhanced school/community partnership (Stedje, 2010).

The study revealed lengthy times of absenteeism by learners, tardiness and so on. It is a matter of must that schools would identify the indicators of progress that is improvement on a number of aspects such as learner attitudes and community and parent involvement. The progress could be seen after the discipline initiative by all schools in the rural areas.

There had never been symposiums and workshops of ATCP by the Department of Education, but Stedje (2010) maintained that, many character education evaluations suggest inviting student or learners' input and participation in the creation of the character education programme. Learners know their own behaviour better and that of

their peers and what drives it. Listening to students' reflections can also help teachers know the age-appropriateness of character traits and how to better guide classroom discussions. The learners must enjoy the open days in schools (Stedje, 2010).

Character Education Partnership (CEP), founded in 1993, is the leading advocate for character education in New York, identifies the following as the main reasons for incorporating character education into schools: improve school climate and culture, increase teacher satisfaction, enhance student achievement and prevent disruptive behaviours. The five out of eleven principles are meant to some as a guide for executing an effective and comprehensive programme. The programme would act as a guide to adhere to the following:

- Fosters a caring school community
- Offers opportunity for moral action
- Supports academic achievement
- Requires positive leadership of staff and students last but not least,
- Involves parents and community members (Graff, 2012, p.1-59)

Covey (2004) states that those who had made things happen have greatly expanded their four native human intelligence or capacities. In view of Covey's point of view, the collective by all parties, that is, the SMTs, teachers and learners seems to fast-track the attainment of ATCP to be achieved. The highest manifestations of those intelligences are for the mental, vision, for the physical, discipline, for the emotional, passion, for the spiritual, our voice (Ibid, 2004).

In order for discipline to exist, a trust between teachers and learners must prevail for them so that they can work towards the same goal. Figure 2.3 identifies the main factors dealing with the production of trust.

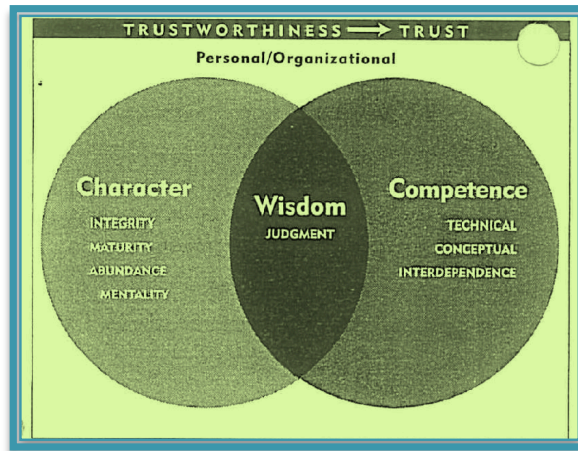


Figure 2.4: Trustworthiness (Covey, 2004)

Covey (2004) suggests that highly effective people embody the essence of becoming a balanced, integrated and powerful person. Figure 2.4 depicts how individual or personal trustworthiness affects organisational trust. Therefore, for trust to exist in any organisation, trustworthiness should occur at individual level. This means interdependence among the individuals in the organisation will exist. At an individual level, trust is perceived in the character of an individual and at an organisational level, trust competence is the manifestation of trust and interdependence. School leaders should create an atmosphere of trust in which all stakeholders in the school can feel free to argue, propose, question and challenge. Covey (2004) suggests seven principles of personal-organisational relationship. These are: proactivity, beginning with the end in mind, putting first things first, thinking win-win, seek first to understand then to be understood and sharpen the saw. Being proactive is more than taking an initiative. Proactive people are agents of change who choose not to be victims, reactive or to blame others. The SMTs and teachers are agents of change. The researcher sought to establish how SMTs use their proactive strategies in supporting teaching and learning in schools and the positive attitude which makes SMTs and teachers use proactive strategies in class. Begin with the end in mind means individuals, families, teams and organisations shape their own future, just like schools, by first creating a mental vision for any project, large or small, personal or interpersonal. They do not just live day-to-day with no clear purpose in mind. This

study therefore investigates how SMTs and teachers shape the future through supporting the use of ATCP. Putting first-things-first means organising and executing one's most important priorities. Whatever the circumstances, it is living and being driven by the principles you valued most, not by the urgent agencies and forces surrounding you. The researcher also seeks to uncover how SMTs and teachers organise and execute their priorities when it comes to discipline in schools.

Thinking win-win is a frame of mind that seeks mutual benefit and mutual respect in all interactions. It is thinking in terms of abundance and opportunity rather than scarcity and adversarial competition. It is not thinking selfishly (win-lose) or like a martyr (lose-win). It is thinking in terms of 'we' not 'me'. This study will examine how SMTs and teachers work as a team towards their common goal of achieving good discipline in schools. 'Seek first to understand then to be understood' means listening with the intent to understand others rather than with the intent to reply, beginning with communication and relationship building. What comes to the fore is for SMTs and teachers to firstly understand themselves before understanding other people, particularly learners.

Synergy is the third alternative – 'not my way, not your way' but a third way that is better than what any individual could come up with. It is essential to solving problems, seizing opportunities, and working out differences. It is a type of creative co-operation and the key to any effective team or relationship. A synergistic team is a complementary team where the team is organised so that other people's strengths will compensate others' weaknesses. The SMTs and teachers should work together to complement each other in order to gain the favour of learners. The SMTs and teachers should not be complacent. Everyone should be on the look-out so that alternatives to corporal punishment could give good and perfect results or outcomes in schools (Covey, 2004).

Teachers should try and deal with the innate egocentric behaviour of learners. Berger (2003) states that adolescent egocentrism is a characteristic of adolescent thinking that sometimes leads young developing persons to think that they are better than others. Adolescents frequently think about themselves, and even those who reach formal thinking could lose their logical detachment (Berger, 2003). Therefore, it is imperative that SMT members and teachers be aware of the huge task of discipline

control on such learners. They (learners) worry about how others perceive them, they try to sort out their conflicting feelings about their parents, school and close friends, they think deeply (but not always realistically) about their future possibilities, they reflect, at length, in each day's experiences (Ibid, 2003).

Berger (2003) further states that new ventures in introspection are part of expanding self-awareness for young developing adults. However, they are often distorted by adolescent egocentrism, a self-view in which adolescents regard themselves as more socially significant than they actually are (Elkind, 1967, 1984; Lasley, 1993). Young adolescents tend to hypothesise about what others must be thinking (especially about them) and egocentrically take their hypotheses to be fact – a kind of deductive reasoning that could lead to very false conclusions (Berger, 2003). Therefore, teachers should find ways of dealing with such tendencies. They should make them recognise others and know that they should work with others and even share their belongings. So, the classroom is a place where socialisation takes place.

Bladford (1998) states that management of discipline in schools is a complex area involving all members of the school and wider education community. In schools, where discipline is a problem, there is little chance of learners receiving an education that meets their needs (Bladford, 1998). If pupils are to develop academically, they also need to develop socially. Learners need self-esteem and self-confidence in order to reach potential as members of the school community (Ibid, 1998).

According to Bladford (1998), there are accepted practices that are common to some schools. These include:

- Responding positively to all learners' needs;
- Defining the parameters for acceptance behaviour;
- Providing a safe and secure environment for all learners;
- Adapting discipline policies to meet the needs of pluralistic society;
- Effective communication between all agencies;
- Open management

However, the majority of schools are faced with disciplinary problems. In line with the above discussion, there are three main types of classroom management. These are ecological classroom discipline management, school wide positive behavioural supports and social and emotional learning (Doyle, 2006).

2.2.2.1 *Ecological approaches to classroom management*

According to this approach, school discipline entails more than punishment. It is complex and includes developing student self-discipline (Bear, 2005). Discipline and its opposite, indiscipline, are transactional phenomena located in the classroom, the school, and the community ecologies. The interactions that produce disciplined behaviour (or indiscipline) are mediated and moderated by the developmental needs of students, teacher, student and school culture, student socioeconomic status school and classroom composition and structure, pedagogical demands, student and teacher role expectations and capacity to meet the institutionally established expectation for their roles and school climate and community atmosphere (Doyle, 2006).

The ecological classroom management approach is more concerned with how learners and teachers interact in the classroom. It is about improving the efficacy and holding power of the classroom activities in which students participate. Ecologist teachers believe that it is the strength and the stability of the programmes of action embedded in particular activities that create and maintain classroom order (Doyle, 2006). This means that teachers who are more from the ecologist point of view believe that classroom management is an enterprise of creating conditions in which teaching and learning occurs smoothly. They consider student involvement in curricular events, and attentions are focused on the classroom group and on the direction, energy, and flow of activity systems that organise and guide collective action in classroom environments. This means that ecologist teachers are activists as they believe in active classroom participation. The emphasis is on cooperation, engagement, and motivation, and on students learning to be part of a dynamic system, rather than on compliance, control, and coercion (Doyle, 2006). This study therefore sought to establish how teachers and SMT members create ecological classrooms and school atmospheres in which discipline is maintained without the use of corporal punishment.

2.2.2.2 **School wide positive behavioural supports (SWPBS)**

School wide positive behavioural supports take into cognisance that the school is a whole that is made up of systems each of which contributes towards the attainment of good school atmosphere (Horner & Sagui, 2005). The following figure depicts how school wide positive supports emphasises collaboration in the school context.

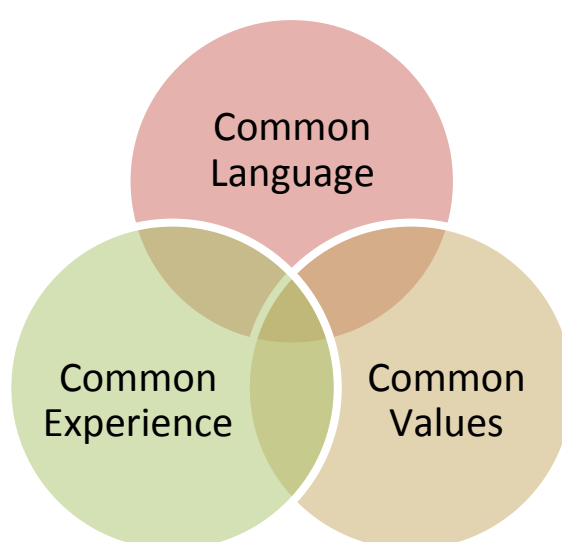


Figure 2.5: Establishing a social culture (Horner & Sagui, 2005)

Figure 2.5 depicts that school community works collaboratively, talking in common language with common experience and common values. Thus, there should be common understanding among the school stakeholders. It is anticipated that having common understanding brings shared vision. School wide behavioural support views school a system in which all elements have to be considered towards achieving school discipline. Therefore, a systems approach is essential in attaining positive school culture. Horner and Sugai (2002) argue that a systems approach is key to establishing the social culture and individualised behavioural supports needed for schools to be effective learning environments for all students. In school wide behavioural support the following preventative elements are taken into consideration:

- Define and teach positive social expectations.

- Acknowledge positive behaviour.
- Arrange consistent consequences for problem behaviour.
- On-going collection and use of data for decision-making.
- Continuum of intensive, individual interventions.
- Administrative leadership – team-based implementation (Sugai& Horner, 2002).

Based on good behavioural foundations and research validations, systemic efforts to implement and sustain effective behavioural interventions can evolve. These efforts focus on taking specific behavioural strategies, practices, and processes beyond the behaviour of the individual and the emphasis on the collective behaviours, working structures, and routines of educators and focusing on the whole school as the unit of analysis (Sugai& Horner, 2002). By focusing on the whole school as a system and unit of analysis, more efforts to arrange learning and social environments for the adoption and sustained use of research-validated practices have become increasingly important in addressing the social behavioural needs of all students in schools. Schools are being asked to organise their resources, activities, and initiatives in ways that efficiently occasion high quality and sustained improvements and positive change in teacher and student behaviour. School wide positive behaviour supports is the combination of the following four key elements:

- Outcomes (e.g. academic achievement, social competence, employment options) that are uniquely defined and valued by stakeholders (e.g. students, families, teachers, employers).
- A behavioral and biomedical science of human behaviour that provides fundamental principles for the design of support.
- Empirically validated practices for achieving identified outcomes in applied contexts.
- The implementation of validated practices in the context of the systems change needed for durable and generalised effects (Sugai& Horner, 2002).

Systems-based behavioural interventions in schools take into account contemporary principles of positive behaviour support (PBS). PBS are the application of positive behavioural interventions and systems to achieve socially important behaviour change (Luisselli et al. 2005). Although it takes into account the individual student behaviour support plan, its primary aim is the implementation of prevention practices that target the entire school population. PBS emphasises the setting of consensus-driven behaviour expectations where in all stakeholders (teachers, learners, school managers and parents and even community members) agree on what they see as good behaviour of learners in the school environment. PBS focuses on teaching interpersonal skills and providing systemic positive reinforcement for meeting and exceeding performance criteria. It also takes into account the monitoring of intervention efficacy and the involvement of stakeholders in the formulation of discipline practices (Luisselli et al. 2005). Therefore, the school-wide application of PBS is a prevention oriented approach to learner discipline that is characterised by its focus on defining and teaching behavioural expectations, rewarding appropriate behaviours, continual evaluation of its effectiveness, and the integration of supports for individuals, groups, the school as a whole, and school/family/community partnerships (Warren, Bohanon-Edmonson, Turnbull, Sailor, Wickham, Griggs & Beech, 2006).

2.2.2.3 *Social and emotional learning (SEL)*

Communities, parents, government officials, politicians and educators require young people to succeed in their academic, personal and social lives. They expect young people to have the motivation and ability to achieve, to establish positive relationships with their peers and adults, to adapt to the complex demands of growth and development, to contribute to their peer group, family, school, and community, and to make responsible decisions that enhance their health and avoid risky behaviours (Payton, Wardlaw, Graczyk, Bloodworth, Tompsell&Weissberg, 2000). By focusing on social and emotional learning (SEL), schools could easily achieve the desirable academic outcomes:

Social and emotional learning (SEL) programs provide systematic classroom instruction that enhances children's capacities to recognize and manage their emotions, appreciate the perspectives of others, establish pro-social goals and solve problems, and use a variety of interpersonal skills to effectively and ethically handle developmentally relevant tasks (Payton et al. 2000, p. 1).

The teaching and learning process in schools has strong social, emotional, and academic components. This means that the learner-teacher interaction is influenced by a number of factors. Learners typically do not learn alone but rather in collaboration with their teachers, in the company of their peers, and with the encouragement of their families. Emotions can facilitate or impede children's academic engagement, work ethic, commitment, and ultimate school success. School relationships and emotional processes affect how and what we learn. Thus, schools and families must effectively address these aspects of the educational process for the benefit of all learners (Durlak, Weissberg, Dymnick, Taylor & Schellinger, 2011).

SEL programmes are dynamic in that they also establish enabling environments that support, reinforce, and extend classroom instruction so that what children learn in the classroom is generalised to their lives outside the classroom. The aim of SEL programmes is to foster the holistic development of students who are knowledgeable, responsible, and caring, thereby contributing to their academic success, healthy growth and development, ability to maintain positive relationships, and motivation to contribute to their communities (Payton et al. 2000). This study therefore sought to establish how teachers and SMT create an environment in which learners are able to generalise what they have learnt in their classrooms. Knowledge of personal feelings, strengths, and areas in which one might want or need to improve, along with self-regulation of impulses and actions, are critical to the development of a sense of confidence and optimism that one will be able to meet the challenges of everyday life now and in the future. Furthermore, social situations require young people to extend their awareness and understanding of feelings and other personal attributes to others (Ibid, 2000).

There is a universal consensus among educationalist, educators, policy makers, and the public that educational systems should graduate students who are proficient in

core academic subjects, able to work well with others from diverse backgrounds in socially and emotionally skilled ways, practise healthy behaviours, and behave responsibly and respectfully. This means that schools have an important role to play in raising healthy children by fostering not only their cognitive development but also their social and emotional development (Durlak et al. 2011). The current study therefore sought to investigate how teachers and SMTs besides fostering cognitive development develop learners socially and emotionally through the use of ATCP.

2.2.3 Understanding discipline and disciplinary problems

Although there are contesting definitions of the concept discipline all these agree that discipline is the system of child rearing which includes teaching and nurturing good behaviour, as well as correcting unwanted behaviour (Rogers, 1998). The aim of discipline is to promote obedience and positive behaviour as well as to induce a sense of self control and self-discipline (DoE, 2000; Potgieter, Visser, Van der Bark, Mothad&Squelin, 1967; Wolfgang&Wofgang, 1995).

On the other hand, discipline problems can be defined as “disruptive behaviour that significantly affects fundamental rights to feel safe, to be treated with respect and to learn” (Mabeba and Prinsloo, 2000, p.34). Disciplinary problems are not only a South African challenge limited to the South African public school system. They are a universal phenomenon which its prevalence and gravity is the worldwide concern. The tendency has been that authorities such as teachers and principals have responded to this problem through the use of reactive and punitive strategies which are neither effective nor educationally sound. Therefore, it is imperative that learners obey rules, observe the school’s code of conduct, carry out instructions from the teachers and to respect the teachers and fellow learners for the success of teaching and learning activities. It was for this reason that the secondary schools were selected to investigate the practices of SMTs and teachers in supporting the implementation of ATCP in schools.

As indicated above, there are competing views by different scholars on the concept discipline and its restoration and maintenance thereof. For instance, Heme and Cameron (2006) view school discipline as reliant on deterrence, control and punishment since discipline might not exist without some normative force and

manipulation. Thus, discipline is perceived as something that can only be seen or observed only in the presence of rules (deterrence) and some form of punishment if the rules are broken. According to this view there are no measures or methods that are employed to create a culture where individuals know that breaking a rule is not admirable. There are also scholars like Rossouw (2003) who view the causes of ill-discipline from the deformational perspective. Rossouw argues that no scholar can analyse phenomena such as the learner, discipline, learner misconduct and the restoration or maintenance of discipline in a religious vacuum, that is, without a normative framework. Importantly, a child is a complete human being. In view of this, all the aspects of a reformational anthropology is applicable to the child. This study therefore sought to establish the perspective from which the SMTs and teachers support the implementation of ATCP in schools.

Squelch (2000) describes punishment as a facet of discipline that involves action taken in response to inappropriate behaviour in order to correct it, or to modify it. Therefore, this study explored if the SMTs and teachers were using punishment as corrective measure to disciplining learners and if there was any punishment that was administered to inflict pain on learners who had transgressed. Punishment for learners might take many forms such as detention, withdrawals of privileges, time-out, assignment, extra assignments and manual work, and in extreme cases, suspension and expulsion (Slee, 1995). With reference to different forms of punishment, Slee (1995) opines that schools are places of peace and order where learners would be punished amicably without any harm in class. In Slee's point of view, ATCP are any forms of punishment other than the use of cane that are aimed at correcting learners' behaviour. It can be noted from Slee's point of view that discipline measures are reactive actions rather than proactive ones.

The aim of this study was to come up with a framework for supporting the implementation of ATCP in schools hence it was imperative that any literature on alternative measure to corporal punishment should be interrogated. With the advent of ATCP there had been indiscipline in South African schools. However, this is not only a South African problem, but also a global one (Heme and Cameron, 2006). In South Africa, scholars like Mokele (2006) have been crying foul at the alarming rate of indiscipline in schools, resulting in hurt, disappointment, hatred and low morale of both

learners and teachers. Such disturbances impede and obstruct the core business of learning and teaching in schools.

McNamara and Moreton (2001) observed that teachers wanted the children to change their behaviour so that the children could learn better. They further stated that teachers were concerned about the distractive climate that was created for the rest of the class as they knew that it impeded learning. They claimed the usual strategies of sanctions, reasoning, punishment and exclusions just did not seem to work for these children, but added to the children's pain of neglect in class by some teachers. MacNamara and Moreton (2001) further argue that teacher unions are more concerned with protecting their fellow members and that teachers have a right to such protection. However, sometimes teacher protection is at the expense of learners and that teacher unions dismiss the fact that sometimes indiscipline is caused by poor teaching on the side of teachers. They instead insist that behaviour is internal to the child. This means that teachers forget that learners may misbehave because of narrow responses from the teacher and school behaviour management skills.

In order to address the pain, McNamara and Moreton (2001) recommend the following three elements should be eliminated

- The relationship with the teacher and the classroom environment which can cause pain through failure
- The relationship with other children where pain can be inflicted by name calling being ignored, being belittled or being singled out because you are different in some way; and
- Pain that has been caused through home circumstances.

McNamara and Moreton (2001, p.6) further argue that:

Time and again our experience shows that if the teacher takes the time to structure the group so the get to know each other then the pupils are less likely to humiliate each other and put one another down. Individuals are then less likely to refuse to conform to whole-class instructions. If there is a dispute between pupils and

teacher/pupil the other pupils are more likely to stick up for each other.

So both the teacher and the pupil concerns get met.

However, in most cases, teachers use punitive measures which do not always work for misbehaving learners. Learners who are persistent offenders do not need punitive ways to deter them from misbehaving. They need to understand their own motivations and be involved in devising systems that support their good behaviour and work for them. This means that teachers need to adjust their attitudes accordingly (McNamara and Moreton, 2001). This study therefore sought to explore how SMTs and teachers take into cognisance that some learners need to understand their own motivation and be involved in designing systems that will work for them.

2.3 ALTERNATIVES TO CORPORAL PUNISHMENT

Given the increased emphasis on accountability for learner achievement and discipline problems that seem to be prevalent in schools due to use of corporal punishment, local schools and education authorities are increasingly turning to nationwide prevention models which are alternatives to corporal punishment to promote a positive school climate and reduce discipline problems. Seemingly, learner discipline seemstottbe de-escalating in South African schools. The policy requires teachers to employ other strategies that are positive when dealing with learner behaviour. However, indiscipline seems to be a problem in the South African schooling system (Oosthuizen, 2001; Geyser and Wolhuter, 2001; Magau, 2002; Moyo, Khewu&Bayaga, 2014).

Franks (2009) states that at an official level, there is unanimous and regular condemnation over the years of the ongoing use of corporal punishment in South African schools following the legal abolition of the practice. On numerous occasions, the Department of Education has acknowledged that corporal punishment continues to be used in South African schools, despite its abolition in 1996, and admits that there is an official concern about the issue. In 2003, for example, the Department of Education's spokesperson, Assegaai, stated that the Department of Education cannot defend teachers who defy the regulations concerning corporal punishment and that there will come a time when teachers will be jailed and tried in a Court of law for their

wrongful actions. He further stated that large classes and learners, who misbehave, do not justify the use of corporal punishment.

In June 2004, Swartz, Head of the Western Cape Education Department, reportedly stated that over a period of 18 months some 210 complaints had been lodged in respect of corporal punishment, and of those, 210 had been finalised. He made it clear that the Western Cape Education Department had “a zero-tolerance approach to corporal punishment, and that it aimed to finalise each case within three months (Franks, 2009). In view of Assegai’s point of concern, the Department of Education put measures in place for any teacher who would transgress by resorting to corporal punishment. The matter of sending teachers to training sessions took long to materialise but there was stipulation that one might be sent to jail after committing the corporal punishment on learners in schools.

During the same month, it was reported that the spokesperson for the Northern Cape Department of Education had expressed the Department’s regret at the continued use of corporal punishment by teachers in schools. In an effort to address the problem, it was reported that the Education Department had visited all schools with practical guide and conducted numerous workshops on the subject (Ibid, 2009).

A month later, at a conference of the National Teacher’s Union, the former Minister of Education, Pandor, also broached the budget of the continued use of corporal punishment. She stated:

One thing I will be talking to teachers about is the continuing reports of corporal punishment in schools. We do not tolerate corporal punishment, it is illegal. Our approach is towards corrective discipline, fostering good behaviour rather punishing bad behaviour. When we will on occasion, we must do it in a manner that is humane, and that does not strip the child of his or her right by dignity. The Department has produced some useful materials on alternatives to corporal punishment and I must ask your organisation, with its influence, to assist in driving this message home (DBE, 2009, p.2).

Over the last decade, there have been numerous cases of increasing violence within and outside South African schools. With corporal punishment no longer a legitimate

means to discipline unmanageable learners, teachers have been left feeling powerless to stem the tide of violence. In 2001, in an article entitled "Corporal punishment in South African schools: a neglected explanation for its persistence" Morrel (2001, p.4) writes:

For some serious violent crimes, the chances of being arrested, prosecuted and successfully convicted are as low as 1 in 50. Teachers are therefore often expected to act as law enforcers. They are also required to act as counsellors and mediators (to assist with situations that are threatening to turn ugly). Most schools no longer employ psychologists. In short, teachers are expected to handle more teaching, more administration, large classes as well as cope with factors beyond their control. Little wonder that the easy expedient of corporal punishment is still used.

Franks (2009) continues to state that another reason for the continued use of corporal punishment in some schools following its abolition in 1996 might perhaps be found in low teacher morale and frustration due to a perceived lack of viable disciplinary alternatives. For example, between 1994 and 2004, a survey of 80 participants from schools located in Bloemfontein in the Free State, was conducted. The results of the survey showed that the lack of learner discipline was linked to a general feeling of low morale among the teachers. There is a direct correlation between (teacher) morale and (learner) discipline at school. Since the scrapping of corporal punishment, a sense of despair seems to have taken over among South African teachers. More than 65% of teachers claim that discipline in schools has deteriorated and that their passion for teaching has been adversely affected. Among the many reasons for low morale, cited by the teachers, lack of discipline was clearly the most prevalent and common concern and generally seemed to be attributed to the abolition of corporal punishment (Franks, 2009).

According to Franks (2009) teachers appeared to be experiencing high levels of frustration in relation to the issue of learner discipline, and the perceived lack of viable alternatives to corporal punishment. Franks (2009) further argues that one of the most daunting tasks teachers today are grappling with, is how to maintain a balance between learner discipline and performance without losing their sanity. It is an undisputed fact that, prior to the abolition of corporal punishment. Many teachers in

this country (if not all) found solace in the assurance that they could rely on this method of discipline as a last resort to curb any form of inappropriate behaviour in and around the classroom. It is reported that teachers complained that the new educational policy had been implemented without adequate training on alternatives to this mode of punishment (Franks, 2009).

Niekerk, (2009) states that disciplinary measures at schools have generated a great deal of debate and varying opinions in South Africa, founded on religious, social and cultural norms and practices on the one hand and on the country's constitution on the other. Debate rooted on religious, social and cultural norms suggests that it is necessary to punish children, even by means of corporal punishment, because it helped to instil in them the values of society, good behaviour and discipline. However, the constitution regards any form of corporal punishment as illegal. To a large extent, there is agreement regarding the need for disciplinary measures, but disagreement concerning the disciplinary type or measures (Niekerk, 2009).

Busienei (2012) indicates that many educational practitioners and researchers have sought to identify the most efficacious methods of enhancing school discipline. The use of rewards and punishments, stemming especially from the psychological research works of Skinner (1989), have been used by many teachers, although in varying degrees, in managing learners' behaviour. Of these methods, the use of corporal punishment has gained much debate, especially on its efficacy and its consequences to learners (Busienei, 2012). Corporal punishment has received support for thousands of years from interpretation of legal and religious doctrines, including those beliefs based on Judeo-Christian and other religions (Watson, 1985). That all means that the corporal punishment's time to exist was very short. It was questioned in all corners of the world even in South Africa. There was a rise of rewards and constructive punishments that would not hurt learners in class.

Interpretations of discipline include: a branch of knowledge; training that develops self-control, character, orderliness or efficiency; strict control to enforce obedience and treatment that controlled or punished and as a system ruled (Rosen, 1997). Rosen further indicates that the practice was even acknowledged in various education policy papers, including the Educational Regulations of 1972 governing the administration of corporal punishment in schools.

Busienei (2012) states that in 1979 in Sweden, corporal punishment was banned in schools and homes. In order to make parents take the law seriously, the Ministry of Justice carried out an extensive pamphlet distribution to household with information on the law and suggestions of alternatives to corporal punishment (Save the Children, 2000). In response to global advocacies and research suggestions, many countries have taken steps to prohibit or limit corporal punishment (Human Rights Watch, 1999).

Presently, most states have prohibited the use of corporal punishment in all contexts, schools or homes (Human Rights Watch, 1999). Several African States, such as Burkina Faso, Ethiopia, Namibia, South Africa and Kenya, have equally outlawed the use of corporal punishment in schools. In Kenya, the outlawing of corporal punishment has principally resulted from the Act of 2001, which had declared such a practice unconstitutional (GOK, 2001). Corporal punishment was banned in Kenyan schools in 2001 through Legal Notice No 56 of 2001 (GOK, 2001).

Reports by African Network for the Prevention and Protection against Child Abuse (ANPPCAN, 2005) in Kenya indicated that teachers, parents and caregivers had continued to discount systematic evidence of the ineffectiveness of corporal punishment existing in research-based literature. Such evidence is often scorned as impractical and theoretical, thus many adults continue to ignore the evidence that corporal punishment does not have the desired effect on the child discipline at home and at school. There is no evidence that discipline is better when corporal punishment is used, especially in schools where corporal punishment is rampant and has the worst discipline records (Kompasky, 2002). On the other hand, teachers feel that they had been completely stripped of their powers and had no control over their learners and they felt that they had been given no alternatives.

This study sought other means of maintaining learner discipline. The use of corporal punishment in managing school discipline, although had ancient historical and religious roots, had faced criticism from human rights advocates, child and educational psychologists (Human Rights Watch, 1999). These protests had obligated many governments, including Kenya, to outlaw the use of corporal punishment in schools through legislative and punitive sanctions.

Jambor (2001) remarks that over the past decade there has been increasing dialogue over the value of corporal punishment as a viable discipline alternative in American

school systems. For instance, Norway was also a country that banned corporal punishment from its schools in 1936. Norwegian children had a new breed of teachers who, as pupils themselves, were schooled without the threat of corporal punishment (Ibid, 2001). This study sought to bring forward a model that would produce teachers who would not resort to corporal punishment. The framework for the implementation of alternatives to corporal punishment would be an answer to the scourge of punitive punishment in schools.

Cases of learner indiscipline have impacted negatively on teaching and learning in schools (Maphosa&Shumba, 2010). Cases of learners injured and killed within the confines of the school are on the increase in South African schools. Press reports continue to alert the public on the rise of indiscipline cases (Thompson, 2002). Disciplinary strategies that school authorities and teachers use to punish learners might result in torture that demeans the humanness of a child. Nevertheless, Morell (2002) states that even after the banning of the use of corporal punishment in schools, teachers still use it as a strategy to discipline learners. Wittingly or unwittingly, teachers might be aware that they are committing crimes under the guise of disciplining learners.

Furthermore, the escalation of cases of learner indiscipline in South African schools suggests failure by teachers to institute adequate disciplinary measures after the abolishment of corporal punishment (Maphosa&Shumba, 2010). The severity of the issues around teachers' stress is also revealed in school leadership literature that highlights its impact on the core business of the school and the critical aspects of the culture and climate (Ibid, 2010). This study was aiming to sanction conducive atmosphere in schools. There was dire need to engender good behaviour in schools. The good and clean climate could enable secondary schools to attain the desired school results at the end of each year. More socially appropriate behaviour would influence the learners' behaviour and good quality of life in schools.

Lwo and Yuan (2011) state that corporal punishment officially banned in Taiwan in December. Several explicit or implicit provisions had been issued in Taiwan by administrators prohibiting the use of corporal punishment (CP) on children and were further banned by a law in December 2006 (Ibid, 2011). The Ministry of Education provides some strategies to help schools and teachers put the CP banning policy into

action, including posting a list of alternative discipline and establishing a website to encourage teachers to create warm and lovely learning environments at all levels of schools (Lwo and Yuan, 2011). The purpose of this study was to uncover how SMTs and educators implement ATCP in secondary schools.

From the historical perspective, CP against children had received support for thousands of years from interpretation of legal, educational, and religious doctrines; for example, spare the rod, spoil the child (Slate, 1991). Paintal (1999) conducted research and listed consequences of CP based on research. In view of Paintal's point of view, children whose parents used corporal punishment to control antisocial behaviour showed more rebellious behaviour themselves over a long period of time and adults who were beaten as children were more likely to be depressed or violent themselves. The researcher would like to relate this notion of beatings by parents to what was happening at secondary schools where boy learners emulated their fathers by beating girl learners in schools. The antisocial misconduct was then transferred from the village community to the schools.

The rural secondary schools might include plans and skills for dealing with discipline problems. Diamantes (1992) shortly proposes that some alternatives to corporal punishment include measures such as home contact that would involve calling home and explain to the parent(s) exactly what happened and seek support in helping the child succeed in school. Furthermore, statements arguing or antagonising are not unreasonable to expect both learners to write an explanation of what happened who started it, what resulted, the seriousness of the offence, and what could happen to those who were loud and disorderly. This study was based on what was stated by Diamantes (1992) in deliberating with learners' control system in schools.

Moyo, Khewu and Bayaga (2014) state that according to Wilson (2002), teachers in South Africa express their displeasure by stating that the ATCP strategy is ineffective, inadequate and a waste of time. They also feel that the Department of Education trivialises the problem and does not understand its magnitude as far as its impact on learning and teaching, and the total management of the ATCP as a strategy to bring about or maintain discipline in schools. Furthermore, Moyo et al.(2014) states that in South Africa, there are few studies that critique the ATCP being implemented in schools or assess whether education practitioners have developed their own set of

alternatives to the ATCP which government has mandated. According to Masitsa, (2008), it is only in the Free State where one study was conducted and it looked at discipline and general disciplinary measures used in the schools. The researcher was triggered by what was taking place in schools in terms of indiscipline in the secondary schools in the King William's Town Education District. The researcher intended to embark on the study to bring forward the framework for the implementation of ATCP in schools.

Leadership, as studied through traditional theories such as the Ohio State University Studies (Halpin, 1996), the managerial and grid model (Blake & Mouton, 1985) and the contingency theories (Fielder, 1978; Kerr and Jermier, 1978), is often assumed to occur between a leader and a follower group in a steady situation where a task is to be completed in a relatively short time period (Hampton et al. 1987). The principal of any secondary school should set this example in a school.

There seems to be no need for educational leaders to question the goals of their organisations such as secondary schools in particular, expect their followers to perform beyond the ordinary limit, and their followers' beliefs, values and behaviours (Bush, 1998). The leaders must create breathing spaces for their followers to perform with great zeal and honesty.

A transformational leader is proactive about the organisational vision and mission, shaping members' beliefs, values and attitudes and developing opinions for the future, while a manager or a transformational leader is reactive about the organisational goals, using a transactional approach to motivate followers (Cheng, 1996a, Firestone, Louis, 1996; Schein, 1992). Therefore, in view of Schein (1992), it is important for a leader to shape organisational culture and define the vision of the organisation. The educational leaders such as SMTs and teachers needed study to play a key role as transformational leaders to facilitate paradigm shifts in learning, teaching and curriculum (Cheng, 2000b; 2001a; 2001b).

As noted earlier, in some first world and even in developing countries, the use of corporal punishment is forbidden. However, in nearly half of all states in the USA, children are still subjected to corporal punishment with little or no practical means of prevention. The fundamental rights of children against abuse by adults and caregivers are so rife. Among those rights are the rights to protection from abuse and the right not

to be tortured or subjected to degrading forms of disciplinary measures (RSA1996a: section 108).

Coetzee (2010) states that a positive discipline approach is grounded on a human rights framework. The second objective of this article was to identify those children's rights as found in the human rights instruments that Nigerian principals and teachers could promote in following a positive discipline approach. In Article 11(2) of the African Charter on the Rights and Welfare of the Child (African Children's Charter), it is stated that education should be directed towards the fostering of respect. For human rights and fundamental freedom with particular reference to those set out in the provisions of various African instruments on human and people's rights and human rights declarations and conventions. Education has the mandate to foster respect for human rights and freedoms, but also to make learners aware of their responsibilities in this regard. The New Partnership for Africa's Development (NEPAD) (2010) emphasises in its Democracy and Political Governance Initiatives the importance of heightening public awareness of the African Charter on Human and People's Rights (African Charter) in education institutions.

Pretorius (2010) states that if corporal punishment of children by their parents becomes a criminal offence, it follows that the family and its private internal sphere become public domains. Hales (2006:355) as cited in ActaAcademica of Pretorius (2010) refers to the UN Convention on the Rights of the Child, which states that the child is not the child of the state "and" the child is (also) not just the child of the family. In South Africa according to the children' Act, the High Court was the upper guardian of the child. When the family disregarded and disrespected the Rights of the child, the state had an obligation to protect the child. When, for instance the bodily integrity of a child was violated, criminal legal action should follow.

Pretorius states that with the practical implementation of this Act, many parents need guidance pertaining to constructive alternatives to corporal punishment. Parents should be encouraged and assisted to strengthen the relationship between themselves and their children (Golombok, 2003). Effective communication and non-violent disciplinary strategies as well as building coping skills should also be included in parental training (Christopherson&Martweet, 2003). Hopefully, these conditions will protect the rights of the parent and the child in discipline. It is reported that parental

emotional well-being is associated with discipline practices (Regalado et al., 2004) as well as genetic and environmental factors. It follows that parental well-being and environment factors (such as poverty and other psychosocial political factors) would also need to be addressed in a training campaign for South African parents in order to achieve this endeavour (Pretorius, 2010). Coetzee (2010) states that the first objective is to explain what positive discipline entails. This is done by emphasising the principles underlying a positive discipline approach. From these principles, it is evident that a positive discipline approach is appropriate for observing and fostering children's rights. Coetzee (2010) emphasises that positive discipline is not a soft approach to discipline, but an approach whereby everyone takes responsibility for his or her actions. The positive discipline approach proposes that children learn more through co-operation and rewards than through conflict and punishment. Nelson as cited in Pretorius' work (2010), calls it effective discipline, while Adder and Drekurs, often called the fathers of positive discipline, refer to it as a "kind and firm approach to teaching which is democratic".

Positive discipline is, first and foremost, based on the notion that discipline should be rooted in human rights. The learners should be respected as a person in his or her own rights (Pretorius, 2010). Positive discipline required teachers to lose the 'them and us mind-set'. This means that teachers and learners should operate in accordance to achieve one objective. This requires that they uphold the principle of mutual respect. This can only be achieved through maintaining a good relationship between teachers and learners. Thus, the teacher should take an interest in every child in his or her class. In promoting good relationships, a teacher should emphasise participation and co-operation. Teachers should invite co-operation rather than demand it. Communication and negotiation are needed in order to establish good relationships and encourage participation and co-operation. Learners' self-esteem should be preserved and unacceptable behaviour should be criticised and defined. Discipline is not aimed at suppressing undesirable behaviour in the short term, but at building responsibility and self-discipline. Acceptance behaviour should be modelled, while unacceptable behaviour should be given as little attention as possible. Limits and rules should be clearly spelt out and framed in a positive manner and consistently enforced. Sanctions should be non-violent and in proportion to the transgression. In line with the principle of communication and negotiation, rule-making is a shared

negotiation rather than retrospective. Thus, the emphasis should be on prevention rather than on punishment (Pretorius, 2010).

2.4 MANAGING DISCIPLINE IN SOUTH AFRICAN SCHOOLS

The notion of managing learner discipline in South Africa has been left in the hands of school managers and teachers (DoE, 2000). According to the policy teachers are expected to create a classroom atmosphere that is conducive for teaching and learning to take place. This means that teachers working together with learners have to create an environment that is supportive for the attainment of learners' academic outcomes. Whatever is done by teachers in their respective classroom in relation to learner discipline should be in line with the school culture (DoE, 2000). Figure 2.6 below depicts how learners, teachers and SMT should work collaboratively in attainment of positive school environment.

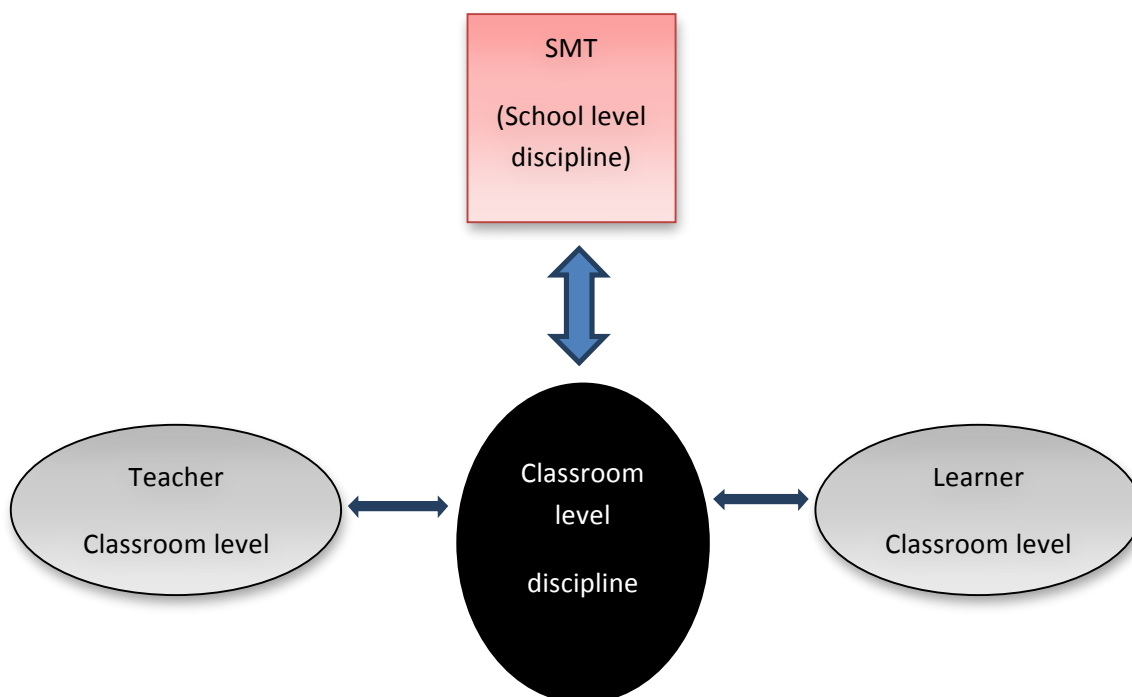


Figure 2.6: Illustrates South African policy on ATCP

It can be noted from figure 2.6 that teachers and learners are supposed to work together in achieving classroom level discipline. The arrows depicts that this process is two way. It can be noted that classroom discipline affects how teachers teach and how learners learn. SMT at school level expect classrooms to conform to school level discipline. This means that classroom culture should be congruent to school culture. Lwo and Yuan (2011) further argued that teachers are educators and disciplinarians in their respective classrooms. However, levels of discipline have plummeted since 1994 (Rossouw, 2003). With the advent of democracy since 1994 South Africa has been facing discipline problems in schools especially secondary schools and this has created a lot of burden on the side of teachers. It is reported that discipline problems include among others, learners not taking their studies, come late to school, do not do school their work, behave in unacceptable manners, abuse drugs in the school premises carrying knives and guns to school, which they use to threaten and fight both the teachers and other learners (Nthebe, 2006, Rahul, 2014).). This study there sought to investigate how SMTs and teachers support the implementation of ATCP in the Eastern Cape secondary schools.

Most countries have introduced alternatives to corporal punishment (DoE, 2000). South Africa, like most countries has banned the laws that infringe the right of the child. South Africa is the signatory to Convention on the rights of the child and it is the member state of the African Charter on the Rights and Welfare of the Child has committed to ban CP (DoE, 2000). However, in other countries such as the United States of America and Taiwan there has been resistance by some teachers in the banning of CP (Lwo & Yuan, 2011). A lack of learner discipline might seriously hamper the culture of teaching and learning. If the disruptive behaviour prevails, education cannot be a success. The safe atmosphere could be created for one's child so that he/she could grow and develop positively. The secondary school adolescents want to be acknowledged and are always giving expression to their feelings.

Currently, one of the most prominent factors influencing the learning environment in South African schools is the conduct of learners (Rossouw, 2003). In an education system that is still struggling to create a culture of teaching and learning, ill-discipline

behaviour could cancel all well-intended efforts to restore or create this culture. Learners do not deserve to get chaotic control in class. Andrews and Taylor (1998) point-out that learners who misbehave, tend to perform poorly in school and are often frequently absent from school. They further state that discipline at school is correlated to learner absenteeism. Moloi (2002) argues that in recent research in South Africa, learners have lost a culture of respect and trust towards the teachers. There can be no effective teaching and learning process where mutual respect does not exist between teachers and learners. Although it might not be possible for all learners in a classroom setup to misbehave, at the same time learner safety, security and success in education would often be adversely affected by disruptive behaviour or other forms of misconduct by fellow learners. This simply means that teachers have to use good language and create a conducive atmosphere in the classroom at all times. The punitive language does not have any room in maintaining discipline in schools. The teachers are simply the agents of change in terms of inculcating good discipline in schools. Teachers are perceived as implementers of these alternative measures to corporal punishment. Nxumalo (2001) noted that teachers and learners should be disciplined in order to ensure the effective functioning of schools. Discipline is vitally important for teaching and learning to take place effectively. When ATCP was introduced by the South African government, there was hope that there would be a positive learning atmosphere in schools. It was hoped that teachers, learners and school managers would strive together towards attaining school discipline which would enable an appropriate environment for teaching and learning. This study therefore investigated the practices of SMTs and teachers though the use of ATCP in creating the environment that is positive wherein teachers and learners work harmoniously to achieve educational outcomes. Rossouw (2003, p. 415) argues that “a lack of discipline may seriously hamper the teaching and learning process, and few ideals for education can be realised if disruptive behaviour prevails”.

Over the years, discipline has been equated with punishment, especially corporal punishment. Punishment and discipline are not the same thing. Discipline involves teaching others to do what is correct; specifically, discipline includes methods to prevent or respond to behaviour problems so that they do not occur in future (The Behaviour Analyst, 1991). It is indeed the ultimate intention of this study to confirm the actual implementation of alternative methods of good discipline of learners in schools.

The misconduct of learners and unwillingness of teachers to apply alternatives to corporal punishment adversely affects the school climate and atmosphere. The order of any school is disrupted by its own community if respect and understanding are absent. The rowdy learners do not yield any good fruits if their bad behaviour was not controlled or monitored.

2.5. CONCLUSION

It can be noted from the above presentation that if SMTs and teachers are to have a positive culture of learning and teaching in their schools the learning environment would be safe, orderly and conducive to learning. The implementation of ATCP should provide ideas on how the void can be filled through proactive and constructive alternatives that would ultimately contribute to the growth of well-balanced child who is able to interact effectively with others. Teachers' success with Ginott's congruent communication would depend on a significant extent, on their ability to consistently demonstrate and model positive communication, behaviours, and relationships. Ginott's theories are appropriate for middle-level and secondary teachers, as long as they share the mindset that teachers should demonstrate congruent communication. The school climate is always expected to be conducive in schools. The monitoring mechanisms have to be conducted by all in schools. The teachers should have a positive attitude and attend to learners' behaviour with a positive approach. The three above-mentioned basic tenets of Ginott (1965) should be remembered by teachers in schools. Also, committing to Ginott's work can help schools value and respect diversity. Even without a well-defined classroom management model, teachers can still use Ginott's ideas to complement other more established and developed models of classroom management.

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

This chapter discusses the research methodology and design that was used in the study. This is done by unpacking the research approach and paradigm within which this study is premised and relating them to the study. Methods of data collection and fieldwork methodological issues and how they evolved during data collection are also discussed. This chapter also touches on issues of reliability and trustworthiness and concludes by discussing the relevance of ethical considerations raised in this study.

3.2 RESEARCH APPROACH

3.2.1 How qualitative research approach was relevant to the study

This study was conducted through qualitative research approach. De Vos, Strydom&Delpont, (2007) note that qualitative research will, during the research process, create the research strategy best suited to the research, or even design the whole research project around the strategy selected. Qualitative research is an approach in which researchers are concerned with getting deeper insight about the meaning which people attach to their experiences or phenomena within their society (Letherby&Bywaters, 2007). Since this study is about the practices of SMTs and teachers in supporting the implementation of ACTP in schools, the researcher employed qualitative research.

According to Letherby and Bywaters (2007, p.73), "Qualitative methods are particularly appropriate in the experience of under-researched groups and/or groups that are misunderstood". This is the case with this study. Qualitative research was used in this study because this study was mainly concerned with exploring peoples' everyday behaviour regarding the implementation of ATCP. Though numerical figures in the biographic section of the study are used, this study is mainly qualitative in nature and all numerical data in the tables in chapter four are 'qualified' by means of narrative.

Qualitative research has since developed rapidly as a method for research in the social sciences. The primary purpose of this method is to understand the characteristics that

form the basis of certain phenomenon. This method has a number of advantages, among which the following are the most prominent:

- In-depth understanding of the situation and meaning for those involved;
- Lived experiences and deeply held beliefs or feelings cannot truly be determined through quantitative survey questionnaires, in which the set number of items are expressed in predetermined language, formulated by the researcher.

Qualitative research is an effort to avoid the imposition of previous theory or hypothesis upon the subjects of the research(Lemmer,1991). “Participants can narrate their experience more efficiently when asked to do so in their own words in interviews”(Henning, 2004, p.34).

Qualitative research begins with assumptions, a worldview the possible use of a theoretical lens, and inquiring into the meaning individuals for groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflectivity of the researcher, and a complex description and interpretation of the problem (Fonche&Delport, 2003; Cresswell 2007; McMillan & Schumacher, 2010).

3.3 RESEARCH PHILOSOPHICAL ORIENTATIONS

There are many research philosophical orientations. Since research is about knowledge generation, researchers have to indicate their philosophical standpoint when it comes to what they think knowledge is. This means that knowledge generation involves ontological and epistemological issues. Research methodology therefore should somehow reflect on issues of ontology. Ontology is the philosophy that studies reality and includes questions such as what we believe about the nature of reality (Patton, 2002). Epistemology is the branch of philosophy that looks into the nature of knowledge and truth. It focuses on questions such as how we know what we know and how that knowledge is produced or generated. When researchers conduct research, they encounter new information and are influenced by the belief they hold of knowledge and knowing (Hofer &Pintrich, 2009). In the field of research, the beliefs that the

researchers have about knowledge and knowing are known as paradigms and each research paradigm is in line with a specific research approach. These are positivism, post-positivism, post-modernism, constructivism and Interpretive paradigms. Qualitative researchers are often associated with interpretive paradigm.

Positivists argue that knowledge can only be generated through observable and identified phenomena (De Voset al.2005). Positivists believe that the best way of generating knowledge is through scientific methods in which things are only meaningful if they are observable and verifiable and are quantitative researchers (Leedy&Ormrod, 2005). Post-positivists propose that there is only one reality or truth that can be known within a certain level of probability (Tashakkor&Teddie, 2003). They advocate that values and perspectives are the important considerations in the search for knowledge (Mouton, 2005). Theirs is to work in naturalistic settings rather than under experimental conditions and prefer holistic approach rather than controlling. Post-modernists argue that knowledge is only valid when it is seen from a certain position (Singleton and Straits, 2005). Post-modernists like interpretivists, are qualitative researchers. They believe that interpretation and writing are central features of research. Constructivists are of the view that truth is a matter of consensus among informed and constructors and not of correspondence with objective reality. They propose that facts have no meaning if they are outside of a value framework and that phenomena can only be understood within the context in which they are studied. They argue that findings from one context cannot be generalised to another and neither problems nor solutions can be generalised from one setting to another (Patton, 2002).

3.3.1 How interpretive paradigm was relevant to the study

This section discusses the interpretive paradigm and how it is related and relevant to the study. This study is anchored within the parameters of the interpretive paradigm. Interpretivists argue that direct observation is not the way of knowing about the world. Knowledge and perceptions are produced through human interpretation of what our senses tell us (Ritchie & Lewis, 2003).

The interpretive paradigm is about understanding the everyday lived experiences of people in a specific area or historical setting (Leedy& Ormrod,2005). Interpretivism is

about engaging in an active process of interpretation and social reality is regarded as the product of its inhabitants (Blaikie, 2010). The interpretivists argue that the knowledge is produced by means of interpretation and meanings the participants have on a phenomenon. They advocate that it is necessary for the researcher to understand humans' roles as social actors and the meaning the humans give these roles. This research falls within the parameters of the interpretive paradigm because it seeks to explore how the SMTs and teachers viewed as supporting ATCP. The explanations and descriptions the SMTs and teachers gave served as a source of the meaning they gave to their roles as ATCP policy implementers. The interpretivists argue that reality is pluralistic and is constructed in language and interaction (Leavy&Hesse-Bibber, 2006). The interpretivism paradigm states that actions are only meaningful to us as long as we are able to ascertain what those who are studied intend to do (Ibid, 2006). This paradigm is relevant to this study because practices of SMT and teachers in supporting the implementation of ATCP are explored. This was done through interviewing them about how they support the implementation of ATCP.

In the context interpretive paradigm the researcher visited the SMT members and teachers of the selected secondary schools and listened to their views on how they practise the implementation of ATCP and this helped the researcher to be aware of how SMTs and teachers of the selected schools support the implementation of ATCP.

3.4 RESEARCH DESIGN

Maree (2007) notes that a research design is a plan or strategy which moves from the underlying philosophical assumptions to specifying the selection of respondents, the data gathering techniques to be used and data analysis to be done. A research design is a detailed plan of how a research project will be undertaken. It provides the basis according to which the data are to be collected to investigate the research question. This section therefore discusses the design of the study, case selection and how participants were selected from each case.

3.4.1 Case study

The case in this study is how SMTs and teachers implement ATCP. A case study is an in-depth investigation of an individual or phenomenon in a given space of time (Briggs & Coleman, 2007).

Unlike other research designs, a case study digs deeper into a single issue or phenomenon. A case study is a research in which the researcher explores a single entity or phenomenon within a specified space of time and using a variety of data collection procedures to gain detailed information about such an entity or phenomenon (Punch, 2006; Leedy & Ormrod, 2005). It is a way of organising social data in order to preserve the unitary character of the social object being studied (Blaikie, 2010). Furthermore, a case study, unlike a survey which focuses on individuals but only as a collection of traits and variables, “attempts to keep together as a unit, those characteristics which are relevant to the scientific problem being investigated” (Blaikie, 2010, p.188). A case study is an in-depth investigation of a single bounded entity with a variety of methods over extended time.

This study follows a case study design in that the researcher explores the implementation of ATCP by SMT members and teachers of the four selected secondary schools in King William’s Town District. In exploring the practices of SMT members and teachers, the researcher hoped to have a deeper understanding of how these officials implement ATCP in schools and what happens in rural schools on matters of school governance. Huberman and Miles (2002) note that a case study focuses on understanding the dynamics that prevail within one entity. A case study is necessary because context-based knowledge serves as a basis for the broader knowledge in a field of ATCP (Seale, Gobo, Gubrium & Silverman, 2007). However, the limitation of the case study is that the researcher cannot be sure of the generalisability of its findings to other situations, especially if one case is involved (Leedy & Ormrod, 2005). In responding to this limitation, the researcher selected four schools. In each school a continuum of participants ranging from parent, principal to SMT members and teachers were investigated. All the participants were directly involved in the educational context and were able to provide valid information which the researcher was able to use for the final suggestions and recommendations.

3.4.2 Population of the study

Population is also referred to as target population, universe of sampling frame (Blaikie, 2010). A population is the total set from which the individuals or units of the study are chosen. It is the totality of persons, events or organisation units (schools) with which the real research problem is concerned. It is an aggregate of all cases that conform with some designated set of criteria. They are individuals or units such as people,

social actions, social situations, events, places, time or things that possess specific characteristics (Blaikie, 2010). There is a target population and accessible population. The portion of a population to which a researcher has reasonable access is known as the accessible population (sample). The target population is the population which the researcher does not necessarily have an access but which bears the characteristics of the researcher's own study (Blaikie, 2010). In this study, the target population comprises the 75 rural secondary schools of King William's Town Education District. Each school has approximately five SMT members including the principal and about eight to thirteen teachers.

3.4.3 Sampling: Purposive sampling

Sixteen participants were purposively selected from four high schools in the King William's Town Education District and for confidentiality purpose, participants and schools were given codes. These were Principal1, SMT1, Teacher 1 and Teacher 2 from school A. Principal 2, SMT2, Teacher 3 and Teacher 4 were from school B. The researcher selected Principal 3, SMT3 Teacher 5 and Teacher 6 from school C. In school D Principal 4, SMT4, Teacher 7 and teacher 8 were selected. In qualitative research, sampling occurs subsequent to establishing the circumstances of the study clearly and directly (De Vos, 2005). A sample consists of a group of participants selected from the population and thus smaller in number than the population. This is done to give the researcher a more manageable group for purposes of research. The concept sample means a subset of the population that is used to gain information about the entire population. A sample in this sense is a model of the population. A good sample will represent the population well. The sample often does not have intrinsic interest to the scientist, but rather is a tool to find out more about the population (Blaikie, 2010). Sampling is done through various methods, for instance random, systematic, stratified, or cluster sampling (Blaikie, 2010). Sampling is thus a scheme of action or procedure that clarifies how subjects are to be selected for research. It involves the selection of a group of participants with which the researcher is to conduct the study. Sampling is about deciding the place or site and the participant or person from whom the data will be collected (Punch, 2006). It is also a process of selecting a particular sample for particular entities in a study (Leedy&Ormrod, 2005). Flick (2002) notes that the issue of sampling is about making a decision on the persons to focus on when a researcher makes an inquiry. In an interview study for instance, the researcher

should decide which persons to interview (Ibid, 2000). Samples are chosen because researchers want to have findings in a particular situation at a particular time and apply these findings more generally. In this study, sampling was done because the researcher wanted to have a detailed interpretation of the practices of SMT members and teachers in supporting the implementation of ATCP.

This study used purposive sampling because the selected (schools) and the selected participants were chosen for a specific purpose regarding ATCP. Schwandt (2001) further notes that in purposive sampling, the units or characters are not chosen for their representativeness but for their relevance to the research question, analytical framework and explanations given in the research. This method of sampling is used in special situations where the sampling is done with a special purpose. As this study was about alternatives to corporal punishment where SMT members and teachers were taken as implementing agents of change, principals, SMT members were purposively selected.

3.4.4 Selecting the research sites

The researcher selected four rural secondary schools in the King William's Town Education District. These schools were selected because they were all rural and not far away from where the researcher stays which would make it easier to conduct a research. In selecting these schools the researcher hoped to get similar and different findings as the context of these schools was the same.

3.4.5 Description of research sites

School A

School A is situated in circuit 12 of the King William's Town (KWT) Education District about 20 kilometres from King William's Town. It has about 350 learners and 11 teachers.

School B

This school is also in circuit 12 of the KWT Education district and has about 220 learners and nine teachers. It is situated in one of the rural villages about 15 kilometres away from Bhisho, the capital of the Eastern Cape.

School C

This school is in circuit 13 of the KWT Education District and has about 400 learners and 14 teachers. It is situated in one of the rural villages about 25 kilometres away from King William's Town.

School D

This school is in circuit 13 of the KWT Education District and has about 170 learners and eight teachers. It is situated in one of the rural villages about 19 kilometres away from King Williams Town.

3.4.6 Selecting participants

The researcher purposively sampled the participants because each sample element was chosen for a specific purpose (Wysocki, 2004). Furthermore, in purposive sampling, samples or participants are chosen because they are representative, knowledgeable and informative about the phenomenon the researcher is investigating (O' Leary, 2004). In the four secondary schools that were selected the researcher sampled sixteen participants. They were one Principal, one HOD/SMT member and two teachers from each school. As suggested by May (2002) the selected participants are expected to be representative of other people tasked to supporting teaching and learning in schools.

Principals: Principals were selected because they are the custodians of the policies of the department of education. Moreover, principals are the managers of their respective institutions and are expected to be educational leaders at school level. They are supposed to see to it that school policies are implemented.

SMT member (Heads of departments): These educators were selected because they are the subject heads and are supposed to assist the principal in the execution of his duties which in this case includes the supporting of the implementation of ATCP.

Teachers: These educators were selected because they are supposed to maintain discipline in their classroom in line with the school policy on discipline and code of conduct.

3.5 SEEKING PERMISSION

Maree (2007) notes that research cannot simply be conducted by anyone and anywhere. It is imperative to obtain clearance from an ethics committee when human (or animal) subjects are involved in any kind of research of an empirical nature. Researchers must obtain permission from an education department before conducting any form of research. Furthermore, De Vos, (2002) argues that entry into the community by the researcher must be negotiated beforehand and the researcher should introduce himself to the community in which the research will be conducted. The researcher first applied to the University of Fort Hare for ethics clearance and a certificate was issued (see Appendix H). After having secured the ethics certificate, the researcher applied to the Department of Basic Education Eastern Cape Province and a letter of permission was granted (see Appendix G). After having obtained a letter of permission to conduct research in the school, the researcher wrote to the circuit managers and principals (see Appendices E and F). It was of great necessity to write letters to individual participants and also to call them telephonically.

3.6 METHODS OF DATA COLLECTION

Guided by the research approach and research questions the researcher used two methods of data collection. These were semi-structured interviews and document analysis. This section presents the instruments used, followed by a description of the process of data collection.

3.6.1 Tools of data collection

In line with qualitative research approach, this study made use of multiple data collection methods. However, structured and semi-structured interviews were the main methods of data collection.

This part concentrated on one-to-one interviews where the researcher had open conversation with the interviewees as interviewing methods for information collection of qualitative research. The conversation, like the interview, has a central focus, but is not one-sided. Interviewing the participant involves description of the experience, and also involves reflection on the description (De Vos et al. 2007).

The interviews were conducted by the researcher to do full data collection in this study because they enabled the researcher to converse naturally with the participants. This allowed especially semi-structured interview participants to freely express their feelings. During the interview process, the researcher was also able to probe the interviewee and to observe the body language of participants. In-depth interviewing is a data collection method on which qualitative researchers extensively rely. The interview has an advantage in that a large amount of data can be collected quickly (Marshall and Rossman, 1995). Interviews give access to other people's perceptions, including crucially the thoughts, attitudes and opinions that lie behind their stressful conditions they find themselves in. Merriam (1998) points out the purpose of interviewing is to find out what is on someone else's mind and since this cannot be directly observed or measured. The researcher has to ask questions in such a way as to obtain meaningful information. The interview also serves to understand the experience of other people and the meaning they make of that experience (Seidman, 1998).

3.6.1.1 Structured interviews

The interview is any formal person-to-person interaction between two or more people with a specific purpose or objective in mind on a specified date and time (Kumar, 2005). The researcher used structured interviews to collect data from the participants. This means that there were sessions during the data collection, in which the researcher had to visit the participants in order to get information. This was sometimes done after school hours in the evening. The researcher had to be patient as he had to persuade the participants to avail themselves in the interview process. In some cases the participant would postpone the interview meeting in the eleventh hour and in some instances the researcher would travel to a school during the set time and upon arrival would be told by the participant that he/she was busy with other things.

In using structured interviews (see appendixes A to C), the researcher probed participants' reasoning because he wanted them to respond to a standard set of questions without giving any clarifications (Leedy&Ormrod, 2005). A structured interview is a technique that is easy to administer because it permits the researcher to have a well-defined role of sitting with a questionnaire in his/her lap (Plummer, 2001). The interviews were administered to all the participants. The reason for choosing these people was that they are the people whom this study was about.

3.6.1.2 Semi-structured interviews

After the administration and analysis of the structured interviews, the researcher used semi-structured interviews for the selected educators (see appendix A to C). Semi-structured interviews are neither fixed nor fully free,; yet they are a flexible research technique or method (O'Leary, 2004). This means that the order of the questions as advised by Robinson (2002) was changed depending on the situation the researcher encountered. In some instances, the researcher would ask a question about the availability of policies for instance but instead of the participant responding to the specific question he/she would also allude to the factors that hinder the implementation of policies. Sometimes, the researcher would want to know about the school policies but the participant also would want to talk about the departmental policies. As suggested by Bless and Smith (2000), this would necessitate the researcher to ask probing or clarity seeking questions. Therefore, this means that in following-up with the semi-structured interviews, the researcher wanted the participants to elaborate as much as they could on certain issues they were raising.

3.6.1.3 Document analysis

Documents like minute books, school records, log-books, discipline record cards and circulars were used to source for information. Document analysis is a form of qualitative analysis that requires readers to locate, interpret, analyse and draw conclusions about the evidence presented (Briggs & Coleman, 2007).It is the situation in which the reader reads and analyses important documents such as minutes of the meetings, newspaper articles and historical archives and previously gathered census

data (O'Leary, 2004). The process of documentary analyses is done with the aim of understanding the participants' actions and the meaning they attach to their actions or events (Mouton, 2005; Plummer, 2001). The researcher requested public documents such as official memos, minutes, records and copies of letters and logbooks (see appendix D) (Cresswell, 2009 & Sibanda, 2006). In requesting these documents, the researcher hoped to get information on how issues of ATCP are handled and recorded in official documents of the school.

3.7 DATA COLLECTION PROCESS

3.7.1 The process of data collection data through structured interviews

This section discusses how data were obtained from the participants through structured interviews. The researcher decided to administer the discussing-structured interviews in which the participants were visited to their schools during break time and asked predetermined questions which sought to elicit predetermined answers. This process took about twenty minutes as participants were not necessarily probed by the researcher. During this process, the researcher requested one participant SMT member from each school to participate.

3.7.2 The process of data collection through semi-structured interviews

After administering the structured interview, the researcher prepared the interview questions for the structured interviews. These interviews were often conducted during break time; however, some of them were done after school hours in the evening. The structured interview allowed researchers to dwell much in the relaxed conversation between the researcher and interviewee. During the interview process, the researcher and the interviewees were involved in a discussion of the framework of the implementation of ATCP in schools. The researcher participated as a guide, posing questions, clarifying them where necessary and using probing follow-up questions. Because the discussion was in a natural format, it was flexible and thus gave the participants confidence to share their feelings even on sensitive topics. The participants were given the opportunity to describe their experiences of learner discipline in school and classroom situation. The researcher only guided the participants in expressing their opinions about the themes. The researcher ensured

that a relationship between himself and participants existed by being open-minded and assuring them that they do not necessarily have to agree on the issue under discussion. This means that this research method helped the researcher to get more data on how SMTs and teachers implement ATCP in schools. It was during this phase when the researcher encountered some problems in terms of co-operation with the participants. Some of them were complaining about the non-availability of time as they were busy with school work. This in some instances led to adjourning of the interview process for the later date.

3.7.3 The process of data collection through document analysis

Document analysis was in most cases done after the interview session which was conducted during break time. The researcher would request for documents (see Appendix G) which would assist him in getting data on how the selected schools handled the implementation of ATCP. In some instances the researcher made copies of these documents so as to be able to analyse them when he was at home. All the findings from the document analysis process were recorded in Appendix G. Not all the schools had the documents that the researcher looked for. Of the four schools, only one had a school code of conduct. The majority of schools (three) did not record cases of misconduct by learners in their log books. Some schools had their cases of misconduct by learners recorded in counter books.

The researcher experienced a nasty time of good and bad results especially with some principals of some schools to get access to analysing school documents such as log books, minute books, circulars and any other useful books that were used regarding their implementation of alternatives to corporal punishment. The principal of school A reluctantly availed documents. It was a further struggle of getting documents with school D. The principal in this study put the excuses that he was an acting principal and he was a new person to the school. Principal 4 could not find any of the documents; but only supplied the researcher with an exercise book where cases of misconduct were recorded. There had in this study never been a supply of minute and log books in School D. The circulars and other documents were never supplied to the

researcher in School D. Evidently, school D seemed not to have a school filing system.

School C was the only school in this study that attempted to supply the researcher with a minute and a counter book that showed all learners' cases of misconduct. The cases of misconduct in this study were logged according to grades, ages and severe cases in school.

School B was never at ease to supply the researcher with documents. After much struggle to get any of the documents, Principal 2 managed to give the researcher a minute book. At this school, there was no disciplinary policy or the disciplinary committee. The principal dealt with the learner's offences alone. There was absolutely no regard to alternatives to corporal punishment in school B.

3.8 DATA ANALYSIS

The major pre-occupation of the data analysis is the pairing down and condensing of the data that have been collected by a researcher during fieldwork (Hardy & Bryan, 2004). In qualitative research, data analysis is more diverse though it addresses the goals listed under purposes which could include meaning, contexts, process, inductive theory development, and in-depth understanding of single case (Tashakkor&Teddie, 2003). Qualitative data analysis involves organising, accounting for and explaining the data, in short, making sense of data in terms of participants' definitions of the situation, noting patterns, themes, categories and regularities (Leedy&Ormrod, 2005). The researcher can therefore set out for example, to describe, portray, summarise, interpret, discover patterns, generate themes, understand individuals and idiographic features, understand groups and nomothetic features (e.g. frequencies, norms, patterns, laws), raise issues, prove or demonstrate, explain and seek causality, explore, test, discover commonalities, differences and similarities and examine the application and operation of the same issues in the different contexts (Ibid, 2005). Data analysis can systematically indicate how this might proceed, comparing different groups simultaneously and overtime, matching the responses in interviews to observed behaviour, analysing deviant and negative cases, calculating frequencies of occurrences and responses and assembling and providing sufficient data that keeps

separate raw data from analysis (Cohen et al. 2007). Data analysis is any approach, qualitative or quantitative, to reduce the complexity of the information and to come to an interpretation of what is real and what is not real (Martin, Bauer and Gaskel, 2000).

According to Best and Kahn (1993), the first step in analysing qualitative research involves organising the data and this differs depending on the research strategy and data collection methods used. Interview data, for instance, may be organised according to individual participant, or if a standard interview format is used with a number of individuals, by grouping answers together across participants. Observations may be considered individually or by grouping similar types of occurrences together while also looking for difference among individuals, settings or times. Once the data have been organised, the researcher can move to the second stage in the data analysis, namely, description. The researcher describes the various relevant aspects of the research including the setting, both temporally and physically, the individuals being studied, the object of any activities examined, the viewpoints of the interviewees, and the impact of any activities on the interviews. Only after the data have been organised and described does the researcher begin the final process which comprises interpretation (Best & Kahn, 1993).

In this research, the data were collected in three phases that are in accordance with the research methods that were indicated above. The data were analysed according to the phases in which they were collected and data from each phase was incorporated to the formulated themes. This means that data presentation from multimethods was done simultaneously. The following are the three phases in which the data were analysed:

3.8.1 Analysing data from structured interviews

After having collected data from the structured interviews, the researcher then sorted data according to themes which were based on the questions that were asked during data collection. The sorting was done according to sets of participants. This means that data from principals, SMTs and teachers were collated respectively and this helped the researcher in comparing and contrasting the data that emerged. Structured interviews provided biographic information, availability of disciplinary policies, and implementation of disciplinary policies and supporting of ATCP.

3.8.2 Analysing data from semi-structured interviews

Another method of data collection that was used to collect data in this study was the semi-structured interviews. In analysing data from the semi-structured interview, the researcher categorised the information according to themes that were identified in accordance with interview questions. The data from the tape recorder were combined with the notes that the researcher compiled during the interviewing process and condensed into their corresponding themes. This means that the researcher categorised the information and removed what was irrelevant from what he considered relevant for the study.

3.8.3 Analysing data from document analysis

In analysing data from the document analysis, the researcher summarised the information that he obtained from the available note books and disciplinary policies and this data was integrated into themes which the researcher had formulated. This helped the researcher to interpret the data and relate them according to the themes that had already been identified from the semi-structured interview data analysis process. By analysing these documents, the researcher was able to get the same information related to SMTs and teacher implementing ATCP. Leedy and Ormrod (2005) note that data analysis in the case study involves the organisation of the details about the case, categorisation of data, interpretation of single instances, identification of patterns and synthesis and generalisation.

3.9 MANAGING SUBJECTIVITY THROUGH REFLEXIVITY

Reflexivity entails the researcher being aware of his effect on the process and outcomes of research based on the premise that knowledge cannot be separated from the knower. Researchers who are keen to acknowledge the situational nature of their research and to demonstrate the trustworthiness of their findings are using reflexivity (Finlay, 2003). In managing subjectivity, the researcher exercised reflexivity. The researcher was a principal of a different circuit. His school was far away from where he was doing this study however, the fact that he was a principal warranted that he considered managing subjectivity.

Hammersley and Arkison (2007, p.15) note that reflexivity implies that:

The orientation of researchers will be shaped by their socio-historical locations, including the values and interests that these locations confer upon them. What this represents is a rejection of the idea that social research is, or can be, carried out in some autonomous realm that is insulated from the wider society and from the particular biography of the researcher, in such a way that its findings can be unaffected by social process and personal characteristics.

Reflexivity is about monitoring researcher's actions in the research process and is more than self-consciousness but involves the active monitoring of the ongoing flow of social life (Blaikie, 2010). This means that the researcher was an insider in the sense that he was a principal of the school and an outsider because he tried to distance himself from the practice as school principal and strived to get enough data regarding how SMT support the implementation ATCP. In overcoming subjectivity, the researcher applied bracketing. Bracketing was used as a technique that always kept the researcher objective. Bracketing is committing oneself aside one's own pre-understanding and assumption and values while studying the phenomenon (Vagle, Hughes & Durbin, 2009).

3.10 RESEARCH QUALITY AND RIGOUR

This section discusses how the issues of research quality and rigour were considered. Research quality and rigour is about ensuring data trustworthiness and credibility in the qualitative research study (Mills & Birks, 2014). Some writers treat trustworthiness and validity synonymously, while others refer to issues of validity and reliability in quantitative research as aspects of trustworthiness (Crossman, 2003 & Elliot, 2005).

3.10.1 Data trustworthiness

The importance of trustworthiness in qualitative research is a way of assuring or reassuring the reader that a study was of significance and value (Mills & Birks, 2014). Trustworthiness implies asking questions about how the researchers persuade their audience including themselves about the findings of their research. This includes asking questions regarding the validity of the findings (Tashakkori & Teddies, 2003). Data trustworthiness involves trusting the integrity and credibility of the data, and the historic criteria to judge data trustworthiness are validity, reliability, generalizability and

objectivity (Rossman, 2003). Reliability implies the replicability or stability of research findings and validity is the ability of research to reflect an external reality or to measure the concepts of interests (Elliot, 2005). In qualitative research the criteria to check issues of trustworthiness are credibility, transferability, dependability and confirmability (Mills & Birks, 2014).

3.10.1.1 Credibility

This study was premised on the interpretive paradigm and the issue of reliability and validity were not important. However, the researcher considered the issue of credibility. Credibility determines whether the research truly measures that which it is intended to measure or the truthfulness of the results (Golafshani, 2003). The interview questions were a reliable measure of what the researcher wanted to achieve and different participants were engaged in the study. Marree (2007) refers to credibility as the assurance that the researcher's conclusions stem from the data. Credibility like validity in a quantitative study implies the extent to which the measurement instrument measures what it is supposed to measure (Leedy&Ormrod, 2005). In responding to the issues of credibility, the researcher used all the data that were collected by different instruments (see appendices A to F). It was during the data analysis stage that the researcher could determine if the measurement instruments actually tested or measured what they were supposed to measure, in this case, the support for the implementation of ATCP by SMTs and teachers in schools. The use of multimethod in a research is likely to bring about a sense that similar results increase the credibility of research findings ((Tashakkori& Teddies, 2003).

3.10.1.2 Triangulation

Triangulation implies the consistency with which a measuring instrument (interviews and documentary analysis in this case)yields certain results when the entity being measured has not changed (Leedy&Ormrod, 2005). In trying to certify the dependability of the data, the researcher selected four secondary schools and four participants from each school were selected to answer questions in the form of semi-structured interviews (see appendices A to F). A document analysis was also done and all the data from the three sets of research instruments were triangulated to measure consistency and variables from all schools were compared. According to Maree (2007),

triangulation is considered as a process of using multiple perceptions to clarify meaning and to verify the repeatability of an observation. By analogy, triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint. The researcher aims to triangulate the findings from the case study in order to facilitate the verification and validation of the findings. The use of different sources to verify the information gives stability to a study and this is also referred to as data completeness (Collins, du Plooy, Grobbelaar, Puttergill, TerreBlance, Van Eeden, van Rensburg, & Wigston, 2000). This helped the researcher to understand his biases and tried as much as possible to eliminate the influence this might have during data analysis stage.

3.11 ETHICAL CONSIDERATIONS

Ethics are sets of guidelines, principles and codes which are used to guide the behaviour of the researcher when conducting research (Merrill & West, 2009). The development and application of research ethics is important not only to maintain public confidence and to try to protect individuals and groups from the illegitimate use of research findings, but also to ensure the status of the research project as a legitimate and worthwhile undertaking (May, 2001). The domain of research ethics is concerned with the protection of the rights and interest of research participants (Mouton, 1996). The researcher is ethically responsible for protecting the rights and welfare of the subjects who participate in a study, which involve issues of physical and mental discomfort, harm and danger (McMillan & Schumacher, 2006). Research, like any other profession has its principles. Kumar (2005) notes that ethics are the accepted principles of the code of conduct for a particular profession to accommodate the ever changing ethos, values, needs and expectations of that particular profession. Therefore, the researcher was ethically accountable to norms and values of the research. The researcher also ensured the protection of the rights and welfare of the participants in this investigation. The researcher's ethical responsibility was to take into cognisance the fundamental principles of honesty and integrity and respect as well as sensitivity towards other people who were affected in the study (Punch, 2006).

3.11.1 Voluntary participation

The research participants cannot be required or forced to be involved in the study and if they agree they must know that they have a right to withdraw at any time (Blake, 2010). Participants are often required to reveal personal information that may not be known by their friends or relative and no person should be forced to participate in the research process (Kumar, 2005). The participants should be made aware of the information you want from them and why they are requested to give that information. They should be aware of how they are expected to participate in the study and how the study will directly or indirectly affect them. To ensure voluntary participation ethics, the researcher explained to the SMTs and teachers the purpose and the importance of the research. He explained the value of participating in the study and that the decision to participate depended on them. This means that the researcher did not force participants in the study.

3.11.2 Informed consent

Obtaining the informed consent of the research participants involves informing participants of the nature and purpose of the research (Blaikie, 2010). It is also about informing the participant of the method the researcher is going to use and how the results will be used. The principle of informed consent is about the right of individuals to determine for themselves whether or not they want to be part of a research project (Ruane, 2008). More specifically, informed consent refers to the right of research participants to be fully informed about all aspects of a research project that might influence their decision to participate. It must be proven that individuals are entering research studies voluntarily and adequately informed (Ragin & Amoroso, 2011). The researchers are often required to obtain informed consent from all participants or the participants' legally authorised representatives. Furthermore, to obtain informed consent, researchers must clearly communicate the research procedure, purpose, risks and benefits to the participants in "jargon free" language. Also, researchers must clearly communicate that participation is voluntary and that the participant can withdraw at any time. Merrill and West (2009) also argue that it is essential that all participants enter the research process voluntarily and willingly through "informed consent" and that they are aware of their rights as participants. In conforming with informed consent principle the researcher first wrote letters to participants asking them

to participate in the study. This was followed by telephone calls in which the research explained to the participants every aspect of the study. The researcher explained the purpose of the study to the participants. He emphasised that the SMTs and teachers are the persons who are tasked to support the implementation of ATCP and who he believed would contribute worthwhile information about the study.

3.11.3 Protecting the interests of the research participants

This implies the protection of the participants' privacy by ensuring that their anonymity is preserved and confidentiality of data guaranteed (Blaikie, 2010). Protection of right to privacy involves keeping the information in terms of who gate it. This means that under no circumstances should the researcher divulge the ownership of the information (Leedy&Ormrod, 2005). In keeping the privacy and confidentiality principle, the researcher gave the participants codes and the schools were also given codes such as School A, School B, School C and School D. Confidentiality involves the manner in which the information is safe guarded and the identity of the people and the institutions involved are protected (Punch, 2006).

3.11.4 Inappropriate use of the information

This refers to the manner in which information obtained from participants is handled or utilised. The use of information in a manner that directly or indirectly negatively affects the participants is unethical (Kumar, 2005). The information that would negatively affect the study population was handled with care. The researcher told the participants that some information that is not good for them would be divulged in order to make recommendations where necessary. However, the participants were given an opportunity to decide if they wanted to participate.

3.11.5 The participants were not exposed to any harm

This is when the researcher recognises that the participants should not be exposed to undue physical or psychological harm. (Leedy&Ormrod, 2005). This means that the participants should not lose any of their physical parts or subjected to unusual stress, embarrassment or loss of self-esteem. When the interviews were conducted, questions that could tamper with their emotions were avoided. Interview questions were directed to how they support the implementation of ATCP in schools. The researcher tried by all means not let the participants regret having participated in the study. Information that could lead to anxiety and harassment was not requested.

3.12 CONCLUSION

This chapter presented the research approach and research paradigm which exposed the philosophical orientation of the study. The interpretive paradigm from which this study is premised was pinpointed among other paradigms and extensively discussed. However, other paradigms which influenced this study to a lesser degree were unpacked. The chapter also discussed the research design, methods of data collection data analysis and how issues of research ethics were considered.

CHAPTER 4

PRESENTATION AND ANALYSIS OF FINDINGS

4.1 INTRODUCTION

This chapter presents the findings of the research and gives detailed description and analysis of the data. It also interprets the data that were collected during data collection stage. This chapter is also divided into five sections which are biographic information, indiscipline and causes of in disciplinary problems in schools, teachers' perceptions of ATCP in schools, supporting the implementation of ATCP in schools and conclusion.

4.2 BIOGRAPHIC INFORMATION

It was necessary to collect biographic information of the participants as this would help the researcher in the analysis of findings. This section therefore unpacks the biographic information of the participants. It is divided into age and gender distribution, qualification and distribution of participants by experience. As indicated in chapter three, the researcher successfully interacted with 16 participants in four secondary schools in the King William's Town Education District. For purposes of confidentiality, schools and participants were given pseudonyms and codes respectively.

4.2.1 Distribution of participants by age

This section presents the distribution of participants by age. The data reveals that the majority (44%) of participants were above the age of 50 years. The participants between the ages 41 to 50 years of age were four (31%). The participants between the ages of 31 to 40 were five (25%). There were no participants between the ages of 20 and 30.

4.2.2 Distribution of participants by gender

This section presents the distribution of participants by age and gender. There were nine (56%) females and seven (44%) males that participated in the study. Table 4.1 depicts distribution of participants by age and gender.

Table 4.1: Distribution of participants by age and gender

Age (years)	Gender		Totals
	Males	Females	
20-30	0	0	0
31-40	1	3	4
41-50	3	2	5
51-60	3	4	7
	7	9	16

Table 4.1 above describes the overall number of participants in terms of gender in all the four schools. It indicates that it was only 25% of young teachers who were teaching in the selected schools. This may be an indication that there were no longer young teachers interested in taking up teaching as their career. If this is the case with other schools means that the department of education is running a risk of not having continuity in the teaching profession. The fact that the majority (44%) of teachers in the selected schools are at the age above 50 was an indication that many teachers are about to leave the profession. Naturally, teachers who are above the age of fifty are at times reluctant to abide by the new rules of department and in the case of ATCP this category of teachers have for a larger part of their teaching profession been exposed to and practicing corporal punishment. Table 4.1 indicates that females are in majority (56%). The fact that females are in the majority was an indication that females were dominating in the selected schools. Therefore, if we take the overall number of participants issues of gender balance (50/50) were not considered in the appointment of teachers.

4.2.3 Distribution of participants by qualifications

This section presents data on the distribution of participants by qualifications. Table 4.2 depicts the qualifications of each participant from the four schools. Although all the participants were in possession of academic degrees, none of them was in possession of a Master's degree. Of the sixteen participants, one was not in possession of a professional teacher's diploma and all participants had passed their standard ten.

Table 4.2: Distribution of participants by qualifications

Participant	Qualification			
	STD 10	Diploma	Degree	Masters+
School A				
Principal 1	x	x	x	0
SMT1	x	0	x	0
Teacher 1	x	x	x	0
Teacher 2	x	x	x	0
School B				
Principal 2	x	x	x	0
SMT 2	x	x	x	0
Teacher 3	x	x	x	0
Teacher 4	x	x	x	0
School C				
Principal 3	x	x	x	0
SMT 3	x	x	x	0
Teacher 5	x	x	x	0
Teacher 6	x	x	x	0
School D				
Principal 4	x	x	x	0
SMT 4	x	x	x	0
Teacher 7	x	x	x	0
Teacher 8	x	x	x	0

Key :X = Qualification O = No qualification

From Table 4.2, it can be noted that there were no teachers who were either unqualified or underqualified, and even the one who does not have a teacher's diploma might have done her Bachelor of Education (B.Ed), a professional degree which has since replaced the old teaching diploma. This means that the selected schools were run by professionally qualified teachers. There was no teacher with a Masters' degree.

4.2.2 Distribution of participants by experience

This section presents data on the distribution of participants by experience in the teaching profession. There were no teachers between five to 10 years of experience. There were two teachers (about 13%) whose experience was between 11 and 15 years. The majority (56%) of teachers who participated in this study had 20 years or above of teaching experience.

Table 4.3: Distribution of participants by experience

Experience (years)	Gender		Totals
	Males	Females	
5-10	0	0	0
11-15	1	1	2
16-20	2	3	5
21 and above	3	6	9
	6	10	16

The fact that there were no teachers with five to 10 years of experience might be an indication that the teaching profession is no longer attractive to the youth. There was no one who was interested to take up teaching profession. As indicated in the selected schools, a ten-year period without new teachers joining the profession is a challenge in the teaching industry. This means that there might be no continuity for new teachers coming in the profession understudying the stock of old teachers.

4.3 DISCIPLINE CHALLENGES IN SCHOOLS

This section presents the data on the disciplinary problems in the selected schools. Any study that was to deal with ATCP had to investigate disciplinary problems in

schools. It was therefore imperative that the researcher asked the participants about the disciplinary problems they encountered in their schools. Secondly, the researcher had to understand the causes of these disciplinary problems. Therefore, this section presents the findings on the indiscipline causes of disciplinary problems in the selected schools. Through interviews, the researcher learned that disciplinary problems varied from school to school and some disciplinary problems were experienced by all schools. The following were the disciplinary problems that emerged from the data.

4.3.1 Infighting among learners

This section presents data on the reported infighting among learners in the selected schools. Fighting between learners was reported as a serious problem by all the participants in the selected schools. For instance Teacher 4 indicated that:

...I think they bring their local conflicts to school where they meet because they want to be recognized by peers for everything they do even if it is wrong to them **(Teacher 4/Dataset 3)**.

In Teacher 4's point of view, the conflicts that occur in the school locality or school environment moved over to schools. This means that any competition or conflict that takes place in the community has a bearing on the way the learners behave at school. It can be noted from the above quote that in School B, learners came from backgrounds with conflicts. This may be an indication that parents and other community members were not dealing with issues of discipline in this community.

It emerged from the data that in some instances schools face serious criminal offences by learners. SMT2 reported that:

...we once had a stabbing case in the classroom. We checked South African Schools Act where we referred that matter to the Department of Education. We recommended that one boy be suspended. The other boy brought a knop-kerry to protect himself from the one who stabbed him **(SMT2/Dataset 2)**.

The majority of participants like SMT 2 (75%) reported that rural schools were battle fields of learners to fight each other. SMT 2 revealed that learners brought weapons to

schools for their protection against other learners. According to SMT 2, the learners took societal fights to school. The fights that happened between parents were taken to school. Some boys thought it was correct to beat girl learners in school. The boy learners simulated their fathers who bit the mothers at home. This actually confirms what was noted by Teacher 4. The data shows that community infightings is a major cause of indiscipline in schools.

Principal 4 remarked that:

...the main problem is that this school is situated between two villages. Sometimes there are misunderstandings between the boys of this village and that village. They fight. If they fight; the case is taken to me to make sure that everything is going right. This is the main problem we experience in this school. **(Principal 4/Dataset 1)**

The fighting was the order of the day in the rural schools as eluded by Principal 4. This was true that community fights were taken to the school by learners of that particular school. This was a great concern of Principal 4 and it was clear that the surrounding schools did not have a common disciplinary policy on factional fights. The fights that were spilt over to school were proof of a disciplinary problem in this study.

SMT4 confirmed that:

...for the past two years we did have major problems of stabbing.

The school fights that culminated in severe stabbings emerged in the documentary analysis. There were cases of fights, stabbing and bringing of dangerous weapons such as knives and knop-kerry. It came very clearly in the study that the rural secondary schools were the battle fields and where all kinds of indiscipline were done by old learners in particular.

It can be noted from the above presentation that the selected schools faced problems of fights among the learners and that all these schools had no clear strategies of dealing with infighting among learners. There was no indication of any proactive strategy that sought to combat the fight between learners, what the data revealed was that any case of fighting was referred to the authorities. There was no indication that schools and community work together in their fight against indiscipline.

4.3.2 Substance abuse by learners

Another factor that was reported as a disciplinary problem was smoking and the use of drugs in the school premises. This section therefore presents data on how learners indulged in substance abuse. When asked about disciplinary problems in her school Teacher 2 commented that:

....smoking and substance abuses are major problems in our school. Learners are implicated in rape cases every year. Some of learners were sentenced in court because of this **(Teacher 2/Dataset 3)**.

The comment of smoking and substance abuse by Teacher 2 seemed to be a reality of disciplinary problems in schools. Teacher 2 seemed to be worried about the practice in her school, and according to her, it was interfering badly with learners' future. Due to substance and drug abuse, learners in this school even indulged in unacceptable behaviour such as rape.

Teachers are faced with problems of learner indiscipline of smoking and drugs in schools. This poses a challenge in this study that teachers have to employ strategies that would maintain discipline and enhance the culture of teaching and learning environments.

The use of drugs was also reported as rife in School C. When asked about disciplinary problems in the school SMT 3 replied that:

...learners misbehave sometimes because some of them are using drugs. Steve Tshwete Police Station used to come to the school and teach learners about the danger of using drugs **(SMT 3/Dataset 2)**

According to SMT 3's point of view, the intervention of police in the affairs of learner indiscipline in schools was crucial. This may be an indication that SMT 3 views the police as strategic people in terms of curbing learner indiscipline in schools. The data also revealed that societal formations play a big role when involved in maintaining discipline. School C was in partnership with a local police station to talk to learners and combat the wrong use of drugs and alcohol in schools. According to SMT 3, one

of the major challenges in some schools was that learners brought drugs and alcohol to schools; unfortunately, there was no concerted effort by SMTs and educators to deal with such disciplinary problems.

Teacher 4 also remarked that:

...bullying between girls and boys are rife. They start fighting when bullying each other. They use drugs and sometimes they come drunk to school. **(Teacher 4/Dataset 3)**

This is an indication that some teachers see alcoholism as having a bad effect on how learners relate to each other at school. In schools, drunkenness in learners could lead to girls being bullied by boys. This issue raises serious concerns regarding discipline in schools. SMT 4 commented that:

...although there are tests that are conducted to test the use of substances or drugs, learners carry on to use drugs.**(SMT 4/ Dataset 2)**

Despite measures taken against drug use and abuse, learners still continue to indulge in drugs. This indicates that learners are addicted to drugs and are not threatened by drug tests conducted at school level.

4.3.3 Lack of commitment to academic work of learners

The participants also reported that learners' lack of commitment to academic work was another problem of indiscipline in schools. Participants viewed lack of commitment as including non-submission of school tasks and neglect of assignments. SMT2 noted that:

...learners do not do their work. Learners do not observe submission dates. Learners do not finish their projects and some do not do projects at all. **(SMT 2/Dataset 2)**

It can be noted from the above quotation that there is a problem of work not done and projects not completed by learners. According to SMT 2 it seemed that submission target dates were never observed by learners in school.

The data reveals that learners are not committed to their school work. All schools reported that here is a challenge of the learners' failure to conform to submission deadlines of school work. Teacher 8 claimed that:

...learners do not do school work. We talk to learners but they do not listen. Learners smoke in front of teachers. **(Teacher 8/Dataset 3)**

It can be noted that Teacher 8 is concerned about learners who do not do school work. He attributes the lack of discipline among learners as caused by the banning of corporal punishment. He further indicated that:

...the rural child's behaviour was not to do school work and projects. This was ugly after the corporal punishment was stopped. The assessment that was done continuously was faced with so many challenges. One of those challenges was the allocation of assessment marks. There was no work done by learners and teachers could not give them marks. If learners did not do work or projects, they lost their books due to the fact that learners did not take care of their books. Some books of learners got stolen by other learners. The learners lacked respect for teachers. The disciplinary problems in schools ranged from learner's refusal to wear school uniforms, a refusal to accept and acknowledge the educator's authority. **(Teacher 8/Dataset 3)**

It can be noted that Teacher 8 is of the view that corporal punishment should be reintroduced to ensure the restoration of an organised teaching and learning atmosphere. Also, SMT 2 further confirmed the issue of learners' neglect of school work:

SMT 2 stated that:

...learners do not do their work. Learners do not observe submission dates. Learners do not finish their projects and some do not do projects at all. **(SMT 2/Dataset 2)**

This is an indication that learners do not have the urge of doing their school work. However, there is no indication that parents are involved in their children's school work. SMT 2 reported that she suspected that learners submitted incomplete assignments and projects due to lack of monitoring at home. School work is not a priority for rural learners. Lack of learners' commitment to work is a serious challenge that teachers and SMT's are facing. According to the data, there is no strategy employed by SMTs and teachers to overcome this challenge other than talking to learners. The data also reveals that learners spend their precious time on unimportant matters like fights or engage in sexual activities.

4.3.4 Absenteeism and lack of punctuality

Learners' absenteeism and lack of punctuality was also reported by the majority (88%) of participants. The data reveals that learners in some schools do not attend classes regularly. Teacher 4 commented that:

...there are sporadic attendances by our learners in classes. **(Teacher 4/Dataset 3)**

There is concern about learners' irregular attendance of classes as can be noted from Teacher 4's comment. This also indicates that disciplinary procedures employed in Teacher 4's school are not effective and SMTs and teachers are not efficiently managing learner attendance.

SMT 2 reported that:

...learners performed badly due to social problems. **SMT 2/Dataset 2)**

According to SMT 2's observation, the social problems contributed to the underperformance of learners in schools. When the researcher probed the SMT 2 about the social problem, she did not want to dwell much on them except to say

learners have different social problems and these problems impact on the way they are conduct in school.

With regard to truancy, Teacher 5 noted that:

...learners always dodge from school and they don't wear school uniform especially the initiates when they are from the initiation schools.

(Teacher 5/Dataset 3)

The data reveals that learners bunked classes and dodged from school. Through Teacher 5's explanation, boy learners disobeyed the school learners' dress code.

The document analysis of almost all schools the researcher visited reveals quite an alarming high rate of pregnancy by girl learners. School A's log book revealed a considerable amount of teenage pregnancies. Although pregnancy in itself was not necessarily an indication of indiscipline, the fact that so many young girl learners fell pregnant might be a symptom of a promiscuous lifestyle which undoubtedly had a bearing on school discipline.

Another discipline problem that was reported was learner absenteeism that was caused by pregnancy among girl learners. Principal 2 remarked that

...the main problem I discovered at my school is the high rate of absenteeism. **(Principal 2/Dataset 1)**

There is high rate of absenteeism that occurred in schools. There are reasons behind lengthy absence of some learners and among them is the high rate of pregnancy among girl learners. Some learners got hurt through fights in school. Some learners got sick through different diseases such as sexual related diseases. Among other things that had an influence on their ability to attend school, was to submit their school work timeously and to learn effectively.

Teacher 5 expressed the view that teenage pregnancy was rife. It was also reported that the introduction of grants for children brought so many complex challenges for the government of South Africa. This study revealed that the girl learners end up getting pregnant in order to obtain the government child grant, even to the extent of having more children to get more money from the government. Even though the pregnancy of certain learners and the ill-disciplined behaviour that resulted from pregnancy might

affect other learners, such learners might not be prevented from attending school. According to the South African Schools Act (RSA, 1996b:5) they have to be allowed to attend school as usual until they are referred to a hospital school for pregnant girls. The present South African government aims to assist the poor by providing child grants for them.

Teacher 8 confirmed that:

...learners have got children or babies because they want to get government grants from revenue tax. Pregnancy rate is very high in secondary schools. **(Teacher 8/Dataset 3)**

According to Teacher 8, the girl learners joked about getting pregnant before time so as to get money from the government. The old girl learners got pregnant and had to look after their children. They in turn got absent each time the grants were to be paid out. The classrooms were usually empty when the government grants were paid out. This means that girls who have got babies after pregnancies become absent from school. They go out to get government grants from the offices of Social Development pay points.

According to the National Department of Education (RSA, 2007), whenever possible and as soon as possible, pregnant learners should be referred by the schools to health clinics or centres which should provide to the schools, on a regular basis, records of attendance. Health professionals should provide advice to the learners regarding termination of pregnancy options and any other necessary information.

The issue of punctuality was reported by the majority (60%) of participants. For instance, Teacher 4 remarked that:

...learners do not come to school early. During the first period learners will knock on the door time and again and come in, in drips and drabs.
(Teacher 4/Dataset 3)

According to Teacher 4's point of view, lateness is really a problem in school. It seems that the first periods of the day are disturbed by learners who come in small and large numbers. This practice is a clear revelation of learners' lack of punctuality.

Teacher 4 stated that:

...the HIV/Aids sicknesses are very minimal in our school. There are few learners who are getting ill. (**Teacher 4/Dataset 3.**)

The fact that HIV/AIDS is not the major cause of absenteeism might be caused by the fact that not all HIV/AIDS-related issues are divulged to the school by parents. This might be confirmed by the fact that there is the high rate of absenteeism suspected to be caused by a number of other sicknesses. According to the National Department of Education (RSA, 2003), AIDS is causing a lot of pain and trauma in the lives of learners. Many of them are struggling to do well at school. In many schools, learning is disrupted when learners become ill. However, in most schools, it is not reported that the HIV/ AIDS issue is rife but it is minimal as reported by Teacher 4 in schools the researcher investigated. Although HIV/AIDS is not reported as a major cause of absenteeism, most school documents of School A, School C and School D showed a large number of cases of rapes, pregnancies and learners who got ill through undisclosed sexual related cases.

The data also reveals that teachers are managing large numbers of classes which are in most cases overcrowded. Overcrowding was reported as one of the factors that contributed to learner indiscipline. SMT 3 stated that:

...in the school, we have the large numbers in classes with few teachers. You will find out we have the hall that is full of 90 learners. It is grade 9 and grade 10b with 72 learners. So we, have big numbers, surely there is a lot of mischief with learners. (**SMT 3/Dataset 2**)

Large classes are a cause of disciplinary problems in schools as it is difficult for teachers to handle them. The data reveals that School C is the school that learners and parents in the area prefer. This might be an indication that teaching and learning in this school is more effective than other schools in the area. It was reported that many learners had left their own schools in their villages that had got same secondary schools but decided to go to school C.

The data also reveals that there is inconsistency in the application of disciplinary measures. Some of these instances are seen in the transcriptions of at least three schools. The data clearly shows that teachers never had teamwork to meting out disciplinary measures on learners. Many teachers had given up because they were

used to the outlawed corporal punishment. The teachers and school principals continued with the corporal punishment. That was the contributing factor to the problem of learner indiscipline. While teachers thought of doing the expected ATCP, others never took an inch to do either ATCP or corporal punishment as was stated by Teacher 4.

Teacher 4 remarked that:

.....the rural learners do not bother to be present at school daily. Their attendances to school were not regular and do not care for their presence at school. They do not put value to their schools. **(Teacher 4/Dataset 3)**

According to Teacher 4, learners do not appreciate what their teachers are doing for them. This data reveals that in the selected four rural secondary schools, learners cared less about their daily attendance at school.

Principal 3 claimed that:

...children like to dodge and bunk classes. **(Principal 3/Dataset 1)**

Principal 3 seemed concerned that learners brought themselves problems of being away from classes in school. Seemingly, it might have been the bad culture of being away from school as this is shown in this study. Clearly, absenteeism and learners' lack of punctuality is a serious problem in the selected schools.

4.3.5 Lack of respect by learners

This section presents data on the reported lack of respect among learners in the selected schools. The majority (56%) of participants reported that learners are disrespectful. There are reports that the problem of disrespect is rife among elderly learners. Principal 3 indicated that:

...it is a problem in disciplining especially when you are having old learners since this is a high school. The students here are old and we are a rural area where we teach very old learners. We punished children not following ATCP because ATCP does not work with old pupils. **(Principal 3/Dataset 1)**

According to Principal 3's point of view, old pupils create disciplinary problems in schools and in some instances, Principal 3 reported that he diverts from using the officially accepted ATCP and resorted to using corporal punishment. Learners who are over age do not feel the impact of ATCP.

The data also reveals that students in the selected sample of schools often disregard the authority of teachers. Teacher 2 commented that:

...children come late to school. The learners do not wear school uniform. It is the behaviour of learners to come late to school. The learners do not bother to come early to school through the belief that they would not be beaten for the corporal punishment was banished in South Africa. The learners fear nothing and are determined to have this abysmal situation to stay like that till the end of time. The school uniform is not worn just to spite teachers. The parents never took upon themselves to force their children to wear school uniform. They fail to buy their learners school uniform but willing to buy their children some other clothes and expensive cell phones. **(Teacher 2/Dataset 3)**

According to Teacher 2, learners should be subjected to corporal punishment if the schools want to achieve good discipline among learners. Furthermore, Teacher 2 also remarked that parents do not assist in the problems of discipline among their children; instead they perpetuate ill-discipline among learners by not conforming to school rules especially on the issue of wearing full school uniform.

The data showed that the teachers regarded some of their colleagues as poor role models for learners, which according to them, also contributed to a lack of learner discipline and especially to disruptive behaviour in schools. Learners tended to follow what their teachers and parents did (School C, D and B participants).

Teacher 4 remarked that:

...teachers send learners to buy alcohol. Sending secondary school students to errands was rather illegal exercise. It was worse to have discovered that teachers sent learners to buy cigarettes. **(Teacher 4/Dataset 3)**

Teacher 4 is appalled by the fact that some teachers send learners to buy them alcohol and cigarettes. Such behaviour hinders teachers' attempts to work as a team to discipline learners.

Another contributing factor to learner indiscipline in schools is caused by poor relationships between learners and teachers. Teacher 3 confirmed that:

...some teachers and the principal wanted to be popular to learners. If one wants to check that some teachers do not insist on discipline in class and the same teachers have given up to punish learners and that resulted that those teachers are favoured by learners. **(Teacher 3/Dataset 3)**

Teamwork should prevail among teachers in order to effectively deal with issues of discipline. It was advantageous that teachers formed a popular front to instil discipline. Teacher 3 indicated that in any school, there should be a rapport (sic) between teachers and learners so that effective learning and teaching can take place.

Teacher 4 further stated that:

...learners disrespect adults at school. Learners belittle teachers because of too many rights they have. They also compare their teachers' achievements with those of their parents and then that became a stepping stone for disrespecting them. **(Teacher 4/Dataset 3)**

It can be noted from the above quotation that Teacher 4 viewed learners' rights as something that impacts negatively on school discipline. This might be an indication that Teacher 4 belongs to the old school of thought where learners were treated as unequal to their parents and in which they should not question the authority. The fact that Teacher 4 mentioned the competition by learners with their teachers was an indication that Teacher 4 did not see learners as equals with teachers in the school set-up. Furthermore it could be an indication that learners' rights is a cause of indiscipline in schools. To him learners' attitude of wanting to compare themselves with teachers is a sign of indiscipline. There is competition between teachers and students from well-off backgrounds. Some teachers felt inferior to such students.

SMT 3 mentioned that:

...parents are afraid of their children. **(SMT 3/Dataset 2)**

In SMT 3's point of view, parents should assist teachers on issues that affect their children's discipline. Any attempt to maintain discipline in schools should include parents. Parental involvement is impeded by the fear of parents who do not want to discipline their children. It is also clear that some children are not respectful to their parents. As a result, some families have produced ill-disciplined children who are uncontrollable in school.

Teacher 2 stated that:

...there are drugs and liquor that are used by boys. Teachers send boys to errands to buy those cigarettes and liquor. It becomes worse if teachers send learners to buy some liquor. Teachers buy cigarettes from learners. **(Teacher 2/Data set 1)**

According to Teacher 2, teachers who abuse learners to be involved in the buying of liquor and cigarettes are the cause of indiscipline in schools. This may be an indication that this teacher saw teachers who implicated learners to buy cigarettes and liquor as not setting good standard and this could lead the learners to be tempted to learn how to smoke and not drink liquor. This could also result in the learners misbehaving and disrespecting teachers. Teacher 3 commented that:

...teachers find themselves in a difficult position when learners disregard punishment. Any punishment that doesn't involve corporal punishment is not effective with learners. **(Teacher 3/Dataset 1)**

According to Teacher 3, indiscipline among learners is caused by the fact that learners are no longer subjected to corporal punishment. This might be an indication that some teachers do not view ATCP as effective as the previous way of disciplining learners.

Disrespect among the learners is a problem that SMTs and teachers are unable to cope with. It can also be noted from the above presentation that some SMT members and teachers are of the view that harsher punitive measures should be introduced if corporal punishment is not reintroduced in schools.

4.3.6 Thieving and stealing

This section presents data on how learners are engaged in thieving in the school premises. The data reveals that in some cases, learners steal cell phones from one another, resulting in learners fighting with one another. The issue of fighting over stolen items among learners is common in the selected schools. Principal 4 indicated that:

...it is that fight of learners. The rate of cell phones being stolen is very high. As a result I told them that no cell phones are allowed at school.

(Principal 4/Dataset 1)

Principal 4 decided unilaterally to impose a ruling that cell phones must not be brought to school. According to him, cases of cell phone stealing are rife and this perhaps places much pressure on him as the head of the school. Principal 4's decision is a manifestation of the type of leadership and management with which rural secondary schools are run.

To confirm the level of theft in schools Teacher 4 lamented that:

...theft of calculators is a big problem. We do not have a solution to stealing. Thieving is just fun **(Teacher 4/Dataset 3)**.

It can be noted from the above presentation that the issue of thieving is rife in the selected schools and that this behaviour often results in learner fight which the SMTs and teachers are not able to deal with effectively.

4.4 TEACHERS' AND SMTS' PERCEPTIONS OF ATCP IN SCHOOLS

This section presents findings on the teachers' perceptions of alternatives to corporal punishment. The data reveals participants' diverse understanding of alternatives to corporal punishment. There are different and conflicting statements noted regarding the support and assistance shown and done through the implementation of ATCP in schools. The majority of participants (88%) indicated that the abolition of corporal punishment has resulted in a collapse of discipline in schools. According to them, the teachers cannot do anything to quell indiscipline without corporal punishment.

Teacher 8 lamented that:

...we are disadvantaged by not using corporal punishment. I sometimes talk strongly with learners. (**Teacher 8/Dataset 3**)

According to Teacher 8, teachers are no longer able to maintain discipline in schools and they want the reintroduction of corporal punishment. Teacher 8 admitted that strong measures are needed to stop indiscipline of learners. The best measures according to the majority teachers, is corporal punishment.

Principal 3 noted that:

...we make them do frog-jumps which give them funny feeling. The frog-jump measures gave teachers desired results that learners were cooperative in class. (**Principal 3/Dataset 1**)

As stated by Principal 3, subjecting learners to some form of physical exercises is part of implementing ATCP. However, Principal 3 reported that ATCP is not effective in maintaining discipline as learners do not feel any pain; instead they take it as a joke.

The data reveals that schools do not have the same strategies of quelling down offences that were done or committed by learners. There had never been any common way or any need to look at any ATCP document which was non-existent. Some schools did have their ATCP to stop and control the discipline of learners as it was in school C.

Teacher 4 stated that:

...the matter of a disciplinary committee is just written and put on the wall for it is not functional. (**Teacher 4/Dataset 3**)

According to Teacher 4, the disciplinary committee in his school is a dysfunctional structure that does not implement disciplinary procedures. This might be an indication that this teacher did not see any form of activities that were aimed at supporting the implementation of ATCP in his school. He further reported that the disciplinary policy was not implemented and that it was just a document that was never used. SMT 3 stated that:

...we call their parents. Parents are afraid of their children. We write down warnings where parents sign. The initiates do not wear school uniform when they come out of the bush. **(SMT 3/Dataset 2)**

SMT 3 viewed writing letters to parents as part of ATCP. She reported that the parents are given warnings and they commit themselves that they will look after their learners. SMT 3 further stated that there has been an issue of initiates who refuse to wear school uniform after returning from initiation school. Parents do not advise their sons to follow school rules and regulations when they return from the bush initiation school. According to SMT3, the initiates are expected to remain learners even if they regard themselves as men. They belong to that particular school community.

Teacher 8 stated that:

...we call them for talks and we call their parents. We find out that in some instances learners' fights at school are a continuation of community conflicts. The father is imitated by his son at school. Boys of a certain area are fighting each other. **(Teacher 8/Dataset 3)**

Teacher 8 views the involvement of parents in maintaining discipline as something important. Although Teacher 8 reported the calling of parents when learners misbehave, there is no mention of how parents participate in resolving the problem of learner discipline. Teacher 8 stated that at times, the boys of a certain area fight with the boys of another area over nothing. He further reported that most boys imitate their fathers. In the rural areas, there is a problem of unstable homes. The culture of such a home is transferred to schools. The boy learners from unstable homes harbour grudges and anger towards their fathers at home. Those boys vent their anger by beating other learners in schools.

It was also reported that in some instances, teachers deny learners to write tests and other school assignments. SMT 4 stated that:

...we deny them to write the test at times if they do misconduct. **(SMT 4/Dataset 2)**

However, it seems that SMT 4 was not aware that when teachers deny learners to write tests and examinations it is a gross violation of learners' rights set by the

constitution of South Africa. It is the learners' constitutional right to learn and be given opportunities to write tests and examinations. The denial of certain number of rights of learners is therefore transgression of the constitution of the country as the constitution states that learners should not be denied their right to education.

Teacher 6 concurred that:

...we give them tasks of scrubbing the floors. We do not do this after school because learners walk long distances home. The girls may get raped. The old learners do resist this punishment at times. We let them do the frog jump which makes them very tired. **(Teacher 6/Dataset)**

As can be noted, Teacher 6 regards enforcing learners to do manual labour as an alternative to corporal punishment. The manual tasks are done by learners during school times. Teacher 6 further stated that the detention does not have a room at rural schools because of long distances home. According to Teachers 5 and 6, it is risky to detain learners after school due to rampant rapes that could take place on the way home. This data reveals that the rural schools are situated away from dwelling places. The teacher's life is also at risk on the way home because most teachers do not stay around the school. Teacher 6 also admitted that the older learners have a tendency of resisting the punishment. Similarly, teachers 4,5, and 6 state that older boys resist punishment. The girls get raped.

Teacher 5 noted that:

...we do ATCP. The ATCP is okay but it needs some supplement of some sort. The detention at some other time is detaining the child and detaining you, as a teacher. You will find out that learners are living far away from school so they are at risk of being raped for there is no scholar transport. The teacher is also at risk of driving home alone. **(Teacher 5/Dataset 3)**

School C regards ATCP as detaining misbehaving learners. Furthermore the above quotation reveals that Teacher 5 is not happy with detention as part of ATCP as there is a high risk of being raped after school, especially when they stay at school until late. Teacher 5 further reported that there is a need for supplementing weak ATCP.

Teacher 5 further attested that the best option is to reintroduce corporal punishment and other possible punitive measures against undisciplined learners. Teacher 5 also reported that scholar transport was another cause for ineffectiveness of ATCP as learners sometimes cannot be detained because they do not have transport other than the arranged departmental transport. It was also reported that in School C and School D there is a problem of overcrowding of classes which makes it impossible for teachers to implement ATCP effectively. Teacher 2 further commented that:

Corporal punishment was abolished long time ago in our society. Learners must call their parents. This is ATCP. We need to give learners awards, but that is not happening here anymore now. We do motivation every time. Detention is ATCP. It does not have any impact. Learners take it as a joke. Detention does not help for it is the teacher who is tortured. You also detain yourself. Kids like to be out of class. The ATCP does not work at all. If you tell them to clean toilets, learners would say they are not labourers who clean toilets. **(Teacher 2/Dataset 3)**

It can be noted from the above quotation that teacher 2 views ATCP as something that can be accomplished through the involvement of parents. In Teacher 2's point of view, ATCP are any strategies that are punitive aiming at correcting learners' behaviour. Furthermore, Teacher 2 viewed other punitive measures such as detention as not having any impact on learner behaviour than inconveniencing teachers who have to remain behind during detentions of misbehaving learners.

Teacher 8 commented that,

...learners' rights be cut. There are too many rights for learners. Rights be removed or shortened. **(Teacher 8/Dataset 3)**

It can be noted from Teacher 8's point of view that the fact that learners have many rights impacts negatively on how teachers maintain discipline in schools. Teacher 8 is not aware that constitutionally, children have many rights. Teacher 8 suggested that those rights have to be cut. Teacher 8 further stated that shortening these rights will stabilise schools.

However, Teacher 5 commented that:

...we make a point to all teachers that we do not overstep learner's rights when executing punishment. Punishment should be done within the rights of learners. We do not deprive them their rights to eat and go to toilets and we are always careful of such things. **(Teacher 5/Dataset 3)**

From Teacher 5's point of view it can be noted that she is conscious of the fact that learners' rights should be respected. Teacher 5 reported that it was the learners' right to eat, to go to the toilet and that the punishment should be done within the precincts of the Department of Education. The data reveals that teachers are concerned about too much emphasis on learners' right which according to the data is compromising discipline in schools. The data also reveals that ATCP is regarded as a waste of time by other teachers as it takes away their teaching time.

Teacher 4 stated that:

...most of these alternative methods are actually time wasting. A teacher would for many weeks trying to deal with the case of a child who is bullying other learners at school. This takes the teacher's time and also disturbs serious learners as the teacher may not attend classes attending to disciplinary hearings or to parents summoned to the school. **(Teacher 4/Dataset 3)**

Teacher 4 is of the view that corporal punishment which does not protract for a long time taking away teaching time should be reintroduced. This may also be an indication that Teacher 4 prefers disciplinary hearings to occur after school hours. According to Teacher 4, hearings disturb tuition of learners in class. In Teacher 4's point of view, hearings are a waste of time during school hours. Teacher 4 further reported that sometimes one teacher or principal summons parents to visit the school during school time and this is waste time for learners to learn.

The principals who were interviewed demonstrated diverse knowledge and understanding of the implementation of alternatives to corporal punishment. Unlike the teachers, principals were more conversant with these alternative methods. However, the data reveals that even principals themselves do have the same understanding of how ATCP should be implemented. According to principals interviewed some of the

alternative methods to corporal punishment are effective while some are not effective at all.

Principal 1 commented as follows:

...it is best to call parents to school because immediately you call a parent, the child feels the presence of his or her parent and is far much more better than corporal punishment. I am aware of ATCP.

(Principal 1/Dataset 1)

In Principal 1's point of view calling parents to deal with issues of learner discipline was the best solution and corporal punishment according to the above quotation should not be administered by teachers. Although Principal 1 seemed to have understanding of ATCP, his school did not practise ATCP at all. The confusion among the teachers of School A was so rife. There was limited support and assistance for teachers to do the implementation of ATCP in school A.

Teacher 4 stated that:

...yes I agree because there is nothing I can do. I think ATCP is a government policy and has to be implemented, but it does not work. Some of the offences require tough measures which we cannot implement. According to the policy there is nothing strong which could be done by the learners. They completely disregard the ATCP.

(Teacher 4/Dataset 3)

Teacher 4 alluded to the fact that it in reality, the ATCP is not correctly brought to schools by Department of Education. Teacher 4 further stated that it is correct through a large number of some teachers that the ATCP is not yet implemented in schools. This data reveals that teachers want something stronger than ATCP. It also emerged that learners disregard the ATCP in schools.

Principal 2 stated the following:

...we do a demerit system at the school. The detention is also done during school hours now that this is a rural school that is at times far from some learner's homes. The ATCP is not clear to do or

implement. Teachers struggle to implement ATCP. **(Principal 2/Dataset 1)**

As stated by Principal 2, it is becoming clearer that it is difficult to implement ATCP in schools. Principal 2 also confirmed that all teachers faced challenges in implementing ATCP in schools. This reflects ATCP measures are not entirely implemented. For instance, the demerit system is one of ATCP measures that teachers must employ. Detention measures are far from being executed due to long distances between schools and homes of learners.

Principal 3 commented that:

...my understanding is that the new system of discipline does not work on our learners. We do some ATCP measures that are not in the government side, like frog-jump. With government ones, learners do not feel anything, so our frog jump makes them feel something. We speak to teachers to talk to learners. Teachers motivate learners, but as a principal I support my teachers to do ATCP at all cost. Education cannot out be carried if the discipline is not there. **(Principal 3/Dataset 1)**

The support and assistance provided by Principal 3 were of great importance. The quality of leadership and management played a great deal in School C. According to Principal 3, it is a known fact that schools are never given a practical manual of alternative to corporal punishment. But, School C could do its level best to implement ATCP. The frog jump measures are also part of ATCP because such an exercise is not corporal punishment. The motivation that was encouraged by principal 3 was the correct thing in the right direction.

Principal 4 commented as follows:

...yes, since the corporal punishment was abolished, now the department of education introduced something like detention. This detention is not functioning properly in our school. Because we find out those girls have a way of meeting their boyfriend after being released from the detention late in the afternoon. If that particular naughty girl wants to meet his boyfriend, she will try to be naughty

again so that she could be detained and released late in the afternoon to meet her boyfriend again. **(Principal 4/Dataset 1)**

It is commendable that Principal 4's school implemented the detention. Principal 4 stopped the detention because girl learners abused the time given to the detention to meet their boyfriends on the way back home after hours. He further found out that the girl learners were found to repeat being detained so that they aimed to meet their boyfriends.

The different and diverse understanding by principals of schools revealed that even principals were not quite 100% conversant with the understanding of alternatives to corporal punishment. Some principals said that ATCP was done in their school yet some said it was not done.

This study revealed that the teachers of the same schools gave contradicting statements regarding ATCP in schools. It also emerged in this study that some principals and teachers thought that ATCP was best practised in former white schools. Principal 3 confirmed that the alternatives to corporal punishment were meant for all schools in South Africa. There was no teamwork and consistency in the school. Some teachers were sure that the disciplinary policies of their schools were outdated because they still talked about the corporal punishment which was abolished in South Africa, let alone the framework to implement the ATCP in schools.

According to the data collected by the researcher, teachers displayed diverse understanding of alternatives to corporal punishment (ACTP). Some teachers knew nothing that there were alternatives to corporal punishment, let alone the framework for the implementation of ATCP in school.

Principal 3 stated that:

...my understanding is that the new system of discipline does not work on our children. We stay with learners doing misconduct even this morning they did misconduct. We wanted to send them out to bring their parents. They refused and I am not going to force them by handling them with my hands for they are going to fight us. So ATCP does not work at all, unless something new has to come up. No, we

do not do the corporal punishment for learners are going to arrest us.

Learners do not care about the ATCP. **(Principal 3/Dataset 1)**

It emerged in the data that the ATCP is not implemented to the fullest in some schools. The study shows that the learners of some schools never minded about the ATCP measures. Furthermore, Principal 3 clearly expressed it that the new system of discipline did not work in her school. She continued that something new had to be brought forward instead of ATCP. The learners of School C refuse to take orders from their teachers. Seemingly, older learners are prepared to fight back their teachers.

It arose from the data that the teachers need to acquaint themselves with government documents on discipline, especially the implementation of ATCP in schools. Teachers never saw or received the manual on discipline. It also emerged that teachers would then be conversant with new methods as the manual clearly outlines disciplinary measures to be employed when dealing with learners misdemeanours.

Teachers have limited understanding of what ATCP is about and they are falling short of what is meant by the implementation of ATCP framework. Teacher 2 stated that:

...corporal punishment was abolished long ago in our society. Learners must call their parents. This is ATCP. We used to give learners awards, but that is not happening here anymore now. We do motivation every time. Detention is ATCP. It does not have any impact. Learners take it as a joke. Detention does not help for it is the teacher who is tortured. You also detain yourself. If you tell learners to clean toilets they would say, they are not labourers who clean the toilets. **(Teacher 2/Dataset 3)**

The measures that form up the ATCP and one of them being detention do not work. There are reports that the detention also tortures teachers. During detention, learners are instructed to clean up toilets; however, they complain that they are not labourers who are supposed to clean up toilets. Teacher 2 put it across that rural secondary school learners are very old and were prepared to fight and be a strong opposition against their teachers. This is a clear indication that ATCP framework is not implemented in schools.

In addition, SMT 3 echoed:

...well, I think these alternatives do pose a challenge to us in the sense that, detention to learners means also detention to me. It is a major problem with us for we do not stay locally here. We leave the school at 4pm or 5pm. I think this detention thing is better for schools that break earlier and they then come back and watch the learners.

(SMT 3/Dataset 2)

SMT 3 and some teachers confirmed that the detention as part of ATCP poses big challenges to the rural schools because of long distances home. Seemingly, principals, SMT members and teachers never acknowledge ATCP in schools. This study reveals that there are schools that have tried to apply and comply with ATCP but have fallen short of doing ATCP completely; instead schools have resorted to enforcing corporal punishment. There is clear misunderstanding and lack of acknowledgement of the ATCP in schools.

Finally, teachers grapple and attempt to have their own understanding of ATCP as SMT 2 remarked that:

...the ATCP has been there since 1996. It is not applicable in our environment. Ours is different really. It is not done like the schools in towns. Sense of responsibility is not with our learners. The framework for the implementation of ATCP was far-fetched in the rural set-up.

(SMT 2/Dataset 2)

SMT 2 is of the view that the rural environment of the four selected schools is not conducive for the teachers to implement ATCP.

Furthermore, all teachers of schools the researcher visited are not fully aware of ATCP implementation. In some of the schools, only a few teachers support ATCP. Evidently, most schools lack the framework on the implementation of ATCP.

Teacher 5 stated that:

...this implementation is not about negativity, but is about building the future of the child and upliftment of school's morale. **(Teacher 5/Dataset 3)**

Teacher 5 supports the fact that School C is doing its level best to apply ATCP. School C practices ATCP but not to the fullest because there has never been training and workshop for teachers. Teachers are demoralised by the introduction of ATCP. However, Principal 3 tried to uplift the morale of the teachers of her school by supporting and assisting teachers.

Principal 1 stated that:

...I strongly agree because it is not correct to act unconstitutional more especially when one is an educator. Because as teachers we are the light of the society and it is us who are supposed to be exemplary in the implementation of the policies of our country if we want our constitution to be respected. **(Principal 1/Dataset 1)**

Principal 1's statement above indicates that there is hope in the implementation of ATCP in School A. This is an indication that SMT members are in support of the implementation of alternatives to corporal punishment despite the confusion and uncertainty.

SMT 1 lamented that:

...alternative to corporal punishment is totally unacceptable because it is not a solution **(SMT 1/Dataset 2)**.

According to SMT1 point of view ATCP seemed not to be a real solution in maintaining discipline in schools. It appeared that what appeared was that SMT1 has lost hope in dealing with issues of discipline.

Teacher 8 stated that:

...the very strategy of the alternative is being frustrated by rural parents **(Teacher 8/Dataset 3)**.

It means therefore that teacher 8 sees the real need for the involvement of parents in the implementation of ATCP in schools.

This study showed quite clearly that teachers were frustrated by ATCP in schools. It emerged in this study that the rural parents did not stay with their children, but their

children stayed with grandparents. This study revealed that some parents in the rural homes had passed on and some were in search of employment in the urban areas.

Teacher 8 remarked that:

...when you use rod, you are giving children wisdom. This is according to the God's word. So, I am prepared to be chased away by the government.

(Teacher 8/Dataset 3)

Teacher 8 remarked on the of corporal punishment especially that it was banned in most countries in the world and South Africa included. Religious schools' use of corporal punishment may be supported and encouraged by particular interpretations of religious texts. Teacher 8 firmly believes that corporal punishment should be executed on learners. However, it seems that teachers never align themselves with ATCP. Teacher 8 and some teachers do not believe in ATCP; therefore it is difficult to expect them to successfully implement the alternatives to corporal punishment. Nevertheless, many teachers are still not happy with the abolition of corporal punishment.

Teacher 4 remarked that:

....the department should reward both teachers and learners. They must capacitate both learners and teachers. **(Teacher 4/Dataset 3)**

- Teacher 4's thinking is quite interesting because the basis of ATCP is giving out rewards to deserving learners who are disciplined. Teacher 4 is again on the correct track that the school community has to be capacitated. This study is the mechanism to assist teachers to win the hearts of learners at all cost.

Teacher 6 holds the view that:

...learners have to be involved to a greater extent in class activities.

(Teacher 6/Dataset 3)

In view of Teacher 4's point of view, learners should not be left in the lurch in class. This study aims to make certain that schools should keep learners busy through a number of programmes that teachers initiate. The greatest idea of this study is to

make learners feel valued, recognised; in return, they should take more responsibility and ownership of classroom rules.

When asked if he was trained on the implementation ATCP, Teacher 8 responded that:

....we have never been trained for the implementation of ATCP and we use our own methods which are sometimes disturbing the tuition time. **(Teacher 8/Dataset 3)**

According to Teacher 8, the teachers' lack of training on ATCP is the cause of indiscipline in schools. So, training of teachers on ATCP would improve learner discipline in schools.

When asked to outline their disciplinary policy in terms of disciplinary measures, SMT 2 stated that:

...to leave a child without doing something (disciplinary measures) whereas he/she has misbehaved causes indiscipline and school policy does not make justice to the school tone or moral. That is why there should be implementation of policies to maintain schools discipline and uplift the standard of the school. Learning goes together with discipline. This is everybody's responsibility. **(SMT 2/Dataset 2)**

Lack of disciplinary measures causes indiscipline in schools. SMT 2 is of the opinion that a school should follow strict disciplinary measures when dealing with indiscipline in schools. SMT 2 further pointed out that discipline in schools is a concerted effort of everyone. She also emphasised that disciplinary policies should be in place in schools. It was revealed earlier that SMT 2's school did not have a disciplinary policy and they only referred to the code of conduct of the Department of Education when her school dealt with indiscipline.

Teacher 3 cited that:

...teachers find themselves in a difficult position when learners disregard punishment. Any punishment that doesn't involve corporal punishment is not effective with learners. **(Teacher 3/Dataset 3)**

Teacher 3 further commented that some teachers faced challenges when they discovered that learners did not mind about the ATCP in schools. This study revealed that ATCP was proved ineffective as it was compared to the corporal punishment.

SMTs and teachers have different perceptions on ATCP and different schools apply different strategies of ATCP. The data also reveals that in schools that have applied ATCP, learners they do not inflict any pain, and that they sometimes lead to unintended behaviour whereby female learners enjoy ATCP particularly detention which gives them the chance to meet their boyfriends after school. The data shows that SMTs and teachers believe that corporal punishment is a better option of discipline; nonetheless, they have expressed that BDE must provide training on ATCP.

4.5 SUPPORTING THE IMPLEMENTATION OF ATCP IN SCHOOLS

This section presents findings on the supporting the implementation of ATCP in the selected schools. When asked about the availability and implementation of disciplinary policies, the majority of participants reported that schools did not have disciplinary policies.

The data revealed that teachers were never trained on the ATCP policy and that they should acquaint themselves with government documents on discipline such as the manual of alternatives to corporal punishment. This means that they should be conversant with alternative methods or programmes to corporal punishment as the manual clearly outlined disciplinary measures to be employed when dealing with misconduct. This was in similar vein with Teacher 8's following response as it was stated earlier on page 125 by teacher 8 that:

...we have never been trained for the implementation of ATCP and we use our own methods which are sometimes disturbing the tuition time.

(Teacher 8/Dataset 3)

Teacher 8 pointed out what many teachers confirmed. The teachers from the four secondary schools had never received training in the implementation of ATCP. This study reveals that teachers often end up using their own

disciplinary methods, resulting in a number of incidents that disrupt the teaching and learning. The National Department of Education should ensure that training and development is executed on alternatives to corporal punishment after its abolition. However, it seems that the Department of Education does not provide training or facilitate workshops on ATCP. Clearly, all teachers in this study have reiterated that they lack knowledge of ATCP. This study proved that the teachers were not equipped to deal with or to practice the framework for the implementation of ATCP in schools.

Real parents seem to be reluctant to go to their children's schools to discuss the academic or behavioural problems their children experienced. Teacher 5 stated:

...teachers don't get enough support from the Department of Education and parents. **(Teacher 5/Dataset 3)**

Teacher 5 noted that the rural parents hardly visit their schools due to a number of reasons such as abject poverty in the households that surround the four selected schools. Teacher 5 and other teachers in this study remarked that the Department of Education seldom visits the schools.

In cases where disciplinary policies are available, these policies are not implemented. In some cases, there are reports that structures that are supposed to deal with disciplinary issues are dysfunctional.

Teacher 4 reported that:

...disciplinary committee is there although it is non-functional and toothless. So, it needs to be revamped. Teachers and parents comprising it need to be retrained. **(Teacher 4/Dataset 3)**

Teacher 4's response above displays the frustration teachers experience on learner discipline due to minimal training or no training received. Teachers should be thoroughly trained on the implementation of alternatives to corporal punishment. There is no way that teachers revamp their disciplinary committees so that they might have vibrant programmes to run in their school.

SMT 2 stated that:

.....to leave a child without doing something (punishing), whereas he/she has done something wrong because school policy does not make justice to the school tone or moral. That is why there should be implementation of policies to maintain schools discipline and uplift the standard of the school. Learning goes together with discipline. This is everybody's responsibility. **(SMT 2/Dataset 2)**

This is a typical indication that the school policies do not do justice according to learners' wishes. SMT 2 believed that it was not enough to just talk to learners. She believed in the old school of corporal punishment. SMT 2 confirmed that they did not have the disciplinary policy but were aware of the existence of ATCP. Evidently, after the banning of the corporal punishment, learners are in control. The data reveals that learners consider ATCP as a waste of time and a joke. It also emerged that there is carelessness in schools because teachers have lost hope when the new alternatives were introduced and the learners do as they wished. It was also reported that some principals do not delegate their work to other teachers and that issues of discipline are dealt with in the principal's office.

Teacher 1 commented that:

...because the principal is handling everything in school and does not give other teachers a chance to assist him in maintaining discipline. He is a dictator who does not listen to views of teachers and parents regarding disciplinary matters. As a result there is a problem of drug usage because of absence of team work. **(Teacher 1/Dataset 3)**

It can be noted from the above excerpt that Teacher 1 views discipline as something that can be better be handled by all teachers in the school.

Teacher 2 remarked that:

...the SMT members support it but because the principal does not give the SMT chance to work as a team, it is not practiced though the SMT is in favour of ATCP, but the leader is not handling school

matters in a professional planned manner that causing confusion or uncertainty regarding ATCP. **(Teacher 2/Dataset 3)**

The study reflects that SMT members of School A are in favour of ATCP although they have not received training from the Department of Education. Fortunately, some teachers of that school studied privately and had come across the ATCP. The principal of school A is allegedly a dictator because he did not work with his SMT members as a team. As a result, confusion and uncertainty took place in that school.

Teacher 2 exclaimed that Principal 1 did not involve teachers when it came to issues of discipline. He noted that his principal never allowed members of staff to assist and support as teamwork in the school. Teacher 2 reported that:

...principal is dealing with learner behavioural problems on his own and we as teachers could employ our customized methods of exercising discipline in our respective classrooms. **(Teacher 2/Dataset3)**

The data shows that the control of discipline in School A is rather different. Due to the principal's autocratic tendencies, there is instability in the schools. The data reveals that teachers used the old methods of disciplining learners.

Teacher 4 stated that:

...I call the learner into order at that time and get rid of her or him to be outside the classroom for the whole day. **(Teacher 4/Dataset 3)**

As can be noted, in some schools, learners are denied their constitutional right to learn. According to Teacher 4's, point of view denying a learner access to class is not an ATCP measure and it is in breach of the South African Schools Act no 84 of 1996 (SASA).

Teacher 4 indicated that:

...no never trained, I never heard of ATCP from the department of education. The visits by the department to our school are very minimal. **(Teacher 4/Dataset 3)**

It can be noted from the above quotation that Teacher 4 regards support for the implementation of ATCP as something that should be initiated and co-ordinated at district level. This might be an indication that Teacher 4 did not have any conceptual understanding of the nature of ATCP. Teacher 4 did not understand why DoE officials were not supporting them in implementing ATCP and the log book did not give any evidence of DoE officials coming to school to support teachers on ATCP. Principal 2 stated that:

...I talk to learners. I call parents to come to school. I let the parents sign down their names. There is slight improvement. **(Principal 2/Dataset 1)**

Principal 2 reported that talking to learners and calling parents to sign is part of ATCP. Although Principal 2 called parents when their children misbehave, there is no clear involvement in terms of taking decisions on how learners should behave. Seemingly, parents are just called to listen to the sanctions of their children and to sign that they were informed of such decisions by teachers. Furthermore, there are over-age learners who intimidated teachers. Principal 3 reported that:

...we punished learners not following ATCP because ATCP does not work with old learners. **(Principal 3/Dataset 1)**

This data reveals that rural secondary schools enrol learners who have a tendency of resisting any type of punishment that was enforced by teachers. Other methods in used to punish learners include frog jumping. It was confirmed by some teachers that ATCP is not suitable for a rural child. Learners prefer being beaten instead of ATCP they are used to corporal punishment. The data also shows that old learners behave as if they were adults.

Most teachers claimed that their schools did have disciplinary policies. It was only two teachers who indicated that there are no disciplinary policies in their schools.

Teacher 2 claimed that:

...this disciplinary policy was just a written documents but the committee is not functioning for the school principal is handling

disciplinary issues himself, not allowing the committee to do its job.

The school principal is just a dictator. **(Teacher 2/Dataset 3)**

The data reveals many contradictions in terms of implementation of ATCP and that some teachers continued with the corporal punishment and other punitive methods of maintaining discipline.

SMT 2 stated that:

....sometimes we do not comply with our disciplinary policy. **(SMT 2/Dataset 2)**

According to SMT 2, disciplinary procedures are applied inconsistently in School B.

Teacher 8 indicated that:

...it is there, we apply it but it is not effective. This generation does not mind any rules put to them. **(Teacher 8 Dataset 3)**

Teacher 8 remarked that whatever that was not corporal punishment would not yield any positive results in terms of maintaining discipline in schools. Teacher 8 reported that learners disrespect break rules. According to this teacher any school must have rules when it is time for learners to be out of the classroom walls. There are rules that children should keep.

Principal 2 indicated that:

...we have no disciplinary policy yet in our school and hope to have one next year. We need to consult the stakeholders such as community members, the SGB and teachers and learners. There was a school policy but it is outdated. There is a need for a school to have a new disciplinary policy in this new dispensation. **(Principal 2/Dataset 1).**

It can be noted from the above quotation that Principal 2 viewed the support for the implementation of ATCP as something that could be achieved through the disciplinary policy review. Principal 2 stated that parental and community involvement is crucial in drafting the new disciplinary policy. This indicates that the implementation of ATCP is not achievable without a policy document that clearly guides teachers at school level.

SMT 2 further stated that:

...we are still drafting the disciplinary policy. We were using the Code of Conduct for learners from SASA. This code of conduct was read in front of all learners and every line was interpreted to them all. Whenever problem comes we refer it to the code of conduct. The disciplinary policy was non-existent. **(SMT 2/Dataset 2)**

SMT 2 concurred with Principal 2 that there is no school disciplinary policy. They only use the Code of Conduct from the Schools Act. It is essential for all schools to have a viable disciplinary policy and its disciplinary committee should be active in the life of any school. The reference should be done to SASA to check whether the disciplinary was not contradicting with the contents of SASA. It is a good sign that Principal 2 saw the need of a disciplinary policy so that the discipline of learners could be monitored daily.

Principal 1 confirmed that:

...the disciplinary policy of my school is there but out-dated, so it needs to be revised because it is based on the policies of the SMT. Where some of these policies are no longer in existence and are regarded as crime against humanity. **(Principal 1/Dataset 1)**

Although some schools have disciplinary policies; they are not compliant with the new democratic principles which highlight the importance of human rights. The use of outdated disciplinary policy is a crime against humanity. The outdated disciplinary policies should be modified with ATCP.

School C had a current disciplinary policy which was reported to have considered human rights. Teacher 5 commented that:

...it is well accepted and fair to the learners and teachers. **(Teacher 5/Dataset 3)**

The disciplinary policy of School C is well accepted and fair to learners and teachers. It is quite clear in the data that some schools still have old policies that should be aligned with the current dispensation. In some schools with the exception of School C, there is a great absence of rules and regulations.

Principal 3 willingly produced her school policy that was comprehensively tabulated. There was a part of dress code for teachers. The contents of the educators' dress codes are as follows:

Teachers should be presentable or formal at all times during school hours. Male teachers are expected to have jackets and ties on. Female teacher's dresses and skirts should be of reasonable length. Track suit could also be worn but should cover the buttocks. Lumber jackets could be worn by all teachers. Shorts are not allowed but could be put on during sports days. Jeans and track suits may also be worn on sports days. The school track suits could be worn on cold days.

All teachers must adhere to the dress code of teachers. Each teacher should be presentable. This study brought about the importance of presentable persons in front of learners in class. The learners would in turn emulate their teachers by wearing their uniforms daily.

The above indicates attempts to uphold the school code of conduct but loopholes do exist. Present-day teachers like to wear shabby clothes during school times. It seems male teachers do not wear ties because they have the freedom to choose what to wear.

The Code of Conduct of learners of School C is as follows:

All learners are expected to arrive at school well in time for the school day. Late coming is not acceptable..." The repetition of the same offence shall result in the person appearing before the SGB and the school disciplinary committee.

The issue of learners coming late to school is another problem encountered in the schools. The late comers distract the attention of early learners in lessons. However, the implementation of ATCP could make any school achieve its desired results, including eliminating late coming.

Although discipline in School C seems sufficient, there is evidence that it was not fully implemented. For instance, as it was reported, learners arrived very late at school. It

was also reported that the initiates in this school did not wear school uniform when they arrived from the initiation schools.

The data reveals how leadership in the selected schools is provided in the implementation of ATCP. Furthermore, the data shows that the alternative methods for the discipline of learners require sound leadership in any school in South Africa. For instance Principal 3 commented that:

...there are teachers whose leadership in class was not up to standard. They abuse learners in class. **(Principal 3/Dataset 1)**

According to Principal 3, the alternatives to corporal punishment cannot be applied where there *are* no ethical standards of all types of the personnel. The strong leadership is the main requirement.

Out of the four schools selected for this study, only two schools attempted to have minimum progress of ATCP. The teachers expressed mixed feelings in ATCP but it was in vain as the DBE dismally failed to train teachers. The data showed that there was lack of commitment from some teachers and learners who did not see the importance of ATCP. What remained were hopelessness and confusion amongst teachers and learners.

The data reveals that there is no leadership provided by either the SMTs or teachers with regard to the implementation of ATCP. It is also clear that even some principals act as dictators in issues of discipline in schools and there is no teamwork and togetherness among teachers in the support and implementation of ATCP in schools.

It is quite correct that Principal 3 should be on the alert whenever teachers resort to corporal punishment. The principal should curb any corporal punishment of any kind. Teachers should not abuse learners in class. Principal 3 reported that teachers did ill-treat learners in school.

Teacher 4 declared that:

...the principal is the disciplinarian. He does use corporal punishment. He is an autocratic leader. He works on his own. We do not do the same thing as staff plus the management. **(Teacher 4/Dataset 3)**

It can be noted from the above quotation that Teacher 4 does not see any collaborative efforts by SMTs and teachers regarding the implementation of ATCP. It was reported that even though Principal 1 was a disciplinarian he was too autocratic. There is an indication that there is a challenge in terms of leadership provision in the implementation of ATCP. It can be noted that the implementation of alternative methods to corporal punishment required a good foundation of a quality leadership and management.

Although the majority of participants indicated that there was no proper support for the implementation of ATCP in the selected schools the data showed that in some few instances some schools did instil proactive measures of maintaining discipline. For instance, SMT 3 stated that:

...learners are motivated by teachers. People are called from outside to talk to them. Debates are held with neighbouring schools and their topics include discipline. Their subject is life orientation which has something to do with discipline. **(SMT 3/Dataset 2)**

In School C, there are some ATCP measures that have been put in place to deal with issues of discipline at school level. However, there are no indications of how teachers at classroom level deal with the implementation of ATCP. In School C, the Life Orientation teachers coordinate debates on discipline. SMT 3 reported that School C was influencing other neighbouring schools to partake in these debates. SMT 2 recommended that:

...if the SMT and together with law professionals can organize workshops to capacitate teachers and all other disciplinary committee members could yield better fruits. **(SMT 2/Dataset 2)**

It can be noted from the above excerpt that SMT 2 viewed the support for the implementation of ATCP by SMTs and teachers as something that could be achieved through workshops to capacitate teachers. SMT 2 commented that there is a need to come up with other strategies to control learners from using wrong substances in schools and that the disciplinary committee should be active by holding these workshops to fight the scourge of drugs and indiscipline in schools. However, Teacher 8 remarked that:

...ATCP was not suitable way to discipline learners. I prefer the corporal punishment which is best to use. It can be best to use only minimal beatings. **(Teacher 8/Dataset 3)**

Teacher 8 suggested that corporal punishment must be reintroduced. Teacher 8 preferred that learners be given only one latch when the misconduct was committed. Teacher 8 further nullified ATCP that it was not suitable for learners of their schools. This was a clear indication in this study that teachers preferred to go back to using corporal punishment.

Teacher 4 remarked that:

...let me put it in this way that we have not discussed these discipline measures with the management and other teachers or the management has not informed staff that these are the ways of ATCP. **(Teacher 4/Dataset 3)**

Teacher 4 indicated that School A is one of the schools that is unstable in terms of leadership and management. The principal and SMT members of School A never involve staff members on ATCP matters. The discipline in School A remains in disarray and chaotic. In view of Teacher 4's point of view, it means that School A never had teamwork of all teachers in disciplining learners.

The majority view support for the implementation of ATCP as something on which the DBE should train schools. Principal 1 commented that:

.....no, never received anything. I never received the actual manual of ATCP. **(Principal 1/Dataset 1)**

Principal 1 maintained that his school never received ATCP documents. Principal 1 further attempted to show and convince the researcher that there had never been any training for teachers on ATCP. Principal 1 revealed that he never improvised anything to maintain or attempted ATCP measures in his school.

SMT 3 indicated that:

Not at all. No training or development received **(SMT 3/Dataset 2).**

SMT 3 sincerely took it upon herself to report that teachers never received training and development of any kind. This is an indication that is firm in her position as a head of department who knows her responsibilities.

Principal 3 stated that:

.....we speak to teachers to talk positively with learners. Teachers motivate learners. **(Principal 3/Dataset 1)**

SMT 3 was clarifying the fact that the ultimate aim of any principal is to support and assist teachers to apply ATCP in school. SMT 3 further stated that it is the role of teachers to talk positively with learners. Motivation is required to boost learners' moral and that of teachers. SMT 3 supported the fact that the symposiums on ATCP should be held timeously during the year. This is a remarkable display of Principal 3's work and commitment to the implementation of ATCP measures in her school.

The participants in this study mentioned three important matters, namely, the involvement of the communities and the stakeholders, the involvement of the department of education and collaboration between school management team, teachers and other stakeholders. Principal 3 stated that:

.....the stakeholders have to do something because parents do not come to school when called. There should be groupings or representatives of stakeholders to go to the government to report as to what causes indiscipline in schools. **(Principal 3/Dataset 1)**

Principal 3 raised the fact that societal formations such as churches, sporting clubs, community police forums and non-government organisations have to encourage the parents' involvement in schools. Principal 3 further stated that the groupings of people should visit the Department of Education to report indiscipline of learners in schools. Principal 3 is also giving an assurance that she knows her school environment quite well. She further anticipated that the discipline forum could make a wise decision to send a delegation to the Department of Education to report on the state of learners' discipline in school.

SMT 2 stated that:

....workshop and symposiums with the communities should be held soon. **(SMT 2/Dataset 2)**

SMT 2 presses upon the matter of those workshops and symposiums that should be held. There is an urgent need to help the communities around the selected four secondary schools. SMT 2 is of the view that a discipline forum of all stakeholders is crucial to determining learners' behaviour in school. She proposes that the only solution preventing learners' misconduct is to involve all stakeholders in the community surrounding the school.

Another issue that was raised in this study is the fact that many orphans are a menace at these four secondary schools. Many learners from the selected schools come from child-headed homes.

Principal 1 remarked that:

....poor communities have a tendency that their children belong to the school. It is no longer his or her child, that child belongs to the school. The school must see to it that the particular behaviour is corrected by the school only. **(Principal 1 / Dataset 1)**

Principal 1 stressed that most parents believe that the school must discipline their children. Principal 1 further stated that it is not the responsibility of schools alone to deal with learners' misconduct of learners, but that of parents as well. Principal 1 reported, parents only appear at the beginning of the year for admission purposes. Parents should be more involved in disciplining their children.

The participants in this study seemed to feel that for discipline to be maintained in the classroom and in school in general, the relevant communities and other stakeholders such as business people, NGO's, police, social workers, parents and the media should be involved in all activities of the school. Thus, the department should provide clear guidelines on how to effect suspension of learners from school.

Principal 3 stated that:

....we called learner's parents, SGB does not do its work if the matter is big. The Department should not only provide advice on how to deal with ill-disciplined learners but should also arrange workshops to empower the teachers on the general nature of discipline and classroom management strategies. **(Principal 3/Dataset 1)**

Principal 3 stated that the SGB referred serious offences to the Department of Education. Principal 3 put it clearly that no one was allowed to suspend or expel any learner. Principal 3 confirmed that the expulsion and suspension were done by the Superintendent General of the Department of Education. Principal 3 was quite aware that the interaction between a teacher and a child in class needed to be enhanced at all cost. She was on top of things for she knew that serious offences were to be dealt by the department not SGB. SMT 2 stated that:

....parents should also be involved but it is unfortunate that our school committees are unreliable. The Ilima project suffered as great deal because the communities never put down pressure to everyone out there to support this very project to succeed **(SMT 2/Dataset 2)**.

SMT 2 was alluding to the point that has been raised by some teachers; for instance, Principal 3 already suggested the importance of involving the stakeholders in schools. The project aimed at improving school standards kept on failing because parental involvement was very limited and minimal.

Principal 1 remarked that:

...boy learners bring knives, knob-kerry to school. **(Principal 1/Dataset 1)**

Principal 1 further stated that learners bring weapons to school for their (learners) protection from rowdy learners. Naturally, neither teachers nor learners can work effectively under such unsafe conditions. Principal 1's was enough proof that schools were battle fields where wars or battles were waged by learners against other learners in school.

According to teacher 8 it is stated that:

...nothing works because nowadays there is nothing that scares learners. One tried to rebuke learners but one wasted his or her time and the time of those who were doing their work. Parents were called, some came and others never came. **(Teacher 8/Dataset 3)**

Teacher 8 remarked that learners are not afraid of punishment, thus they misbehave. Teacher 8 stated also that hardworking learners suffer the most because rowdy learners distract them during class. Unfortunately, most of the parents of the misbehaving learners never show up at school when they are called; they do not support the school in instilling learner discipline.

SMT 1 stated that:

...I group learners according to their ability. When they do well, I congratulate learners. I tell them to be in class on time. I lead by example. There are benefits and a lot of improvement. **(SMT 1/Dataset 2)**

SMT 1 is a portrait of good teachers who tried their level best to apply or comply with the ATCP measures against all odds. Such teachers motivate and cordially monitor learners in class. Thus, some teachers do not resort to the corporal punishment but did a great deal of implementing ATCP measures in school.

Teacher 5 stated that:

....yes teachers do support it because it is an order from above. Although teachers are unable to implement it fully due to the lack of a detailed programme to follow when implementing ATCP measures. **(Teacher 5/Dataset 3)**

Teacher 5 reported that some teachers try to apply ATCP measures but cannot not do its implementation because they lack information on the entire ATCP programme in school. There was never any detailed programme or framework for the implementation of alternatives to corporal punishment. Teacher 5 showed a clear indication that teachers can implement ATCP measures if the Department of Education trains all teachers. This also indicates that some teachers never resisted the implementation of

ATCP in schools but missed that opportunity of being trained by the department of education.

Teacher 6 further commented that:

...the principal strongly agrees and supports the implementation of ATCP. The school is no school without these alternatives that can replace the corporal punishment and school disciplinary policy should be inserted in it. **(Teacher 6/Dataset 3)**

Teacher 6 justified that Principal 3 agreed and supported ATCP in school. Teacher 6 further agreed that the school cannot succeed without the ATCP measures being implemented. Teacher 6 was also aware that the alternative methods were to replace the corporal punishment in schools. The statement echoed by Teacher 6 about her principal was proof that in reality some principals were quite aware of the implementation of ATCP measures in schools. Teacher 6 could further see the need of revamping and reaffirming the required change of the existing disciplinary policies in school.

When asked to outline their disciplinary policies and procedure, SMT 4 commented:

...Our disciplinary policy is based on the conduct of a learner. It is for the teacher to punish the child using ATCP. After repetition by learners we call the disciplinary committee and liaison teacher and we talk about learners conduct. We do give out a written warning to the learner. The offence is written down. On the third time we sit down to find out as to what it is that this learners act like this .May be there are roots that causes the learner to react like this. We note this down and call the parent and talk to the parents. Some parents come. Some just sent the guardian. Some children will send somebody she/he comes across near the school. **(SMT4/Dataset 2)**

It can be noted from the above quotation that in SMT 4's school, there is policy on learner discipline which requires a disciplinary committee to be called when a learner transgresses. It can also be noted that their disciplinary procedure is punitive. Although parents are involved in the disciplinary process of a learner, there are no

indications of their input or being informed of their children's offences. SMT 4 stated that:

.....yes we also support the other teachers by speaking with learners and encourage them to do the right thing at all times. **(SMT 4/Data Set 2)**

SMT 4's duty is to support and assist teachers with regard to the maintenance and monitoring of discipline. School D never had a disciplinary policy and Principal 4 was on acting capacity and failed to do the hand-over of office documents among them the disciplinary policy or ATCP documents. SMT 4 is fully aware that her duty is to encourage other teachers to ensure correct implementation of the ATCP measures.

School C showed the researcher the school policy that only needed to be revamped with alternatives to corporal punishment. The disciplinary policy of School C is quite comprehensive. The disciplinary committee in School C is functional. There is also a declaration signed by all members of that committee. The discipline of any school is centred on its policy. The school policy is at the heart of any school. Some teachers indicated that their school have policies. When asked about what she does when supporting the implementation of ATCP in her school, SMT 3 replied in the tape that:

...I support the teachers to do the ATCP. When a teacher is punishing the learner, I listen to the learner as to what the teacher has done. I become part of other when the teacher is punishing the learner in class. Some other time kids made things in class that are annoying to the teachers. Emotionally the teachers can react to that. I become the shock –absorber all times I say to the teachers that we must be careful because there is no corporal punishment that must be executed at this point in time. It is no excuse when it comes to use corporal punishment. I know that there are things that are done by kids that they can make you angry and furious. At the end of the day there is no one who is going to on your side. There are some teachers where you find out that language wise they are harsh or abusive. The teachers use the heavy words. I heard through learners in passing that one of us used heavy language. I said to myself let me go to the teacher. I went to the teacher and relayed what kids said about

him/her. I told her that I shall go to your class explain to kids about you in your presence. I did that. It was said that the lady was very harsh when she punished learners. I asked her to leave the class and promised to go back to her when I finished. I spoke to all learners of that class and supported the teacher to be very careful in future.

(SMT3/Dataset 2)

As can be noted, in place of corporal punishment some teachers use harsh language when they deal with their learners. According to SMT 4, supporting the implementation of ATCP is about playing the intermediary role between teachers and learners. This SMT member did not mention any procedure that should be followed in the school with regards to how SMTs should support the implementation of ATCP in school. Even in advising the teacher about the future interaction with the learners, SMT4 did not specify any strategy that the teacher should employ.

SMT 2 remarked that:

...the principal preaches the implementation of ATCP, yet learners care very less. **(SMT 2/Dataset 2)**

SMT 2 tried to show the importance of working hand-in-glove with the school principal. The effort to support and assist each other was very good to instil discipline in learners. SMT 2 was attempting to impress that the negative attitudes of learners about ATCP could gradually change if ATCP measures could be accepted by the school community members like learners, teachers and parents.

When asked about how they dealt with learners who commit offences, Principal 3 commented that:

...if a child has damaged any school property, we want to find out as to what happened and if this child has damaged, that child must pay for the damage. We call the parent so that the parent can pop out money. Yes, they do come whenever called. But there are certain individuals who always become indiscipline. Their parents refuse to come to school. The department says it is not going to run his/her principal's school. So, you have to do your own plans. If a parent fails we normally call a relative since we know our community members.

There are homes that are led by children. Such children do not have good behaviour. **(Principal 3/Dataset 1)**

It can be noted from the above quotation that learners who commit offences in schools are punished. As stated by Principal 3, the collaboration between school and parents on matters of learner discipline is crucial. The fact that the school sometimes call the relative in the absence of parents indicates that the school and parents' collaboration is crucial in matters of school discipline. However, there is no indication that teachers and parents discuss any proactive strategies to deal with issues of maintaining discipline. According to Principal 3's quotation, the disciplinary measures are punitive as parents are made to pay for the damages that their children cause. Furthermore, Principal 3 views learners who come from child-headed family as problematic.

When asked about how he supports the implementation of ATCP, Teacher 1 replied:

...Ja, I do support but the challenge is that in our school most teachers are not aware of these new measures of disciplining the learners. We are used to the old system of using the rod. We are aware that the government is against the usage of a rod. But these new measures like detention are not effective. We do not have enough knowledge of the alternative to corporal punishment. In any staff room these new measures are not discussed. This means that one does not have the same pattern in a particular situation. I am doing it as an individual. It is not effective. Teachers need to understand these various new measures. I have seen these various ways of dealing with punishment of which this information, I did not obtain at school. Other teachers are not aware of these measures of the course I am doing. **(Teacher 1/Dataset 3)**

It can be noted from the above excerpt that in some instances, teachers in the same school do not have the same understanding of ATCP. Teacher 1 proposes that ATCP should be documented so that each teacher acquaints him/herself with the regulations.

Teacher 3 further commented that:

...yes, I am giving ATCP measures the fullest support but they need to be revamped. They must have main impact in schools. They can be fuelled if all teachers can do the same, talking with one voice. If ATCP measures can be done every day by all teachers school discipline can improve. Those who master ATCP measures can motivate those who struggle with ATCP. This is another strategy to do implementation. We need to be lectured by those who know ATCP measures. Our SMT is just talking about these things. We don't have the depth of ATCP measures as teachers. I think the duty is on management's shoulders to conscientiously understand ATCP measures as much as possible.

(Teacher 3/Dataset 3)

Thus, Teacher 3 suggests that ATCP measures should be the top priority meaning and the DBE should provide manuals and facilitate workshops in order to equip teachers with a common approach when dealing with ATCP.

When asked about how SMT supported the implementation of ATCP, Teacher 5 reported:

...oh yes, the SMT does support, because some of the time you report to your HOD that I got a problem with a certain class, in 11 "b" learners are bunking lessons, this is what is happening. In most cases the HOD, will go with the liaison teacher to that class. They will find out what the problem is e.g bunking of lessons. We are happy with the support we get from SMT. Sometimes there are teachers who would not allow learners to come into classes when they are late. **(Teacher**

5/Dataset 3)

It can be noted from the above excerpt that in this school, that SMT members are always expected to deal with misbehaving learners. This excerpt further reveals that issues of dealing with discipline were top-down where in those in authority are regarded as people who should deal with disciplinary problems. This could be an indication that teachers themselves are not proactive enough to deal with discipline in schools.

When asked about what he would recommend on the implementation of ATCP, Principal 4 recommended that:

As a person I am not fitting well in this abolishment of corporal punishment because, we were boys at school. Our principal used to speak or command us to do something. No, we did that, because if you failed to do this, you are given corporal punishment. Now learners know that there will be no gain. Even in the olden days if you have annoyed a parent the parent would tell teachers of the learner. Now, learners do not care because they won't be punished. Corporal punishment should come back but it won't be implemented like the way it was done before. At least now we know if I punish this child, I punish him/her so that tomorrow she/ he can come back to school again. No, nowadays, you do not come to school because of what happened yesterday. We feel that the learners must have CP to wake up in class.**(Principal 4/Dataset 1)**

It can be noted from Principal 4's point of view that there are some educators in schools who feel that corporal punishment is only the best strategy that can help maintain discipline in schools. Principal 4 views anything less than caning a learner as ineffective when it comes to maintaining discipline. However, when interviewing Principal , he viewed corporal punishment as something that is cruel to learners and prefers Bible scriptures to be read to learners to deal with their morality. He noted that, Corporal punishment was actually seeking a way of revengeful. According to him CPt was not educating, whereas ATCP is more educative than being revengeful on the part of the teacher. He noted that they usually refer learners to what they agreed upon. He reported that, one of the best ways which is more effective is when learners go to assembly. He further commented that:

...You make use of the Bible. Correct some of the perception by supporting ATCP. Giving moral lessons to the children in the school assembly. Then if you embark on these assemblies then you are in a better position to implementing the ATCP. The moral lessons from the bible have to be used daily in our school not just the contents in the text books of many subjects. Therefore, we defeat those peculiar

behaviours of learners by making use of the bible. By so doing, I think we are succeeding. Upon to so far, I think we are asserting in our school, because the situation in that school was so bad. We are succeeding(**Principal 1/Dataset 1**).

This means that Principal 1 positively viewed the practice of Christianity in schools as a strategy that can assist SMTs and teachers in maintaining discipline.

4.6 CONCLUSION

Data collected from the selected schools indicates that the schools encounter similar problems of discipline, that is, substance abuse, lack of respect, absenteeism and late coming, lack of commitment, infighting among learners and thieving. However, participants in the selected schools had different understanding of ATCP measures. The data reveals that each school has its way of dealing with disciplinary issues. The data also shows that some schools have disciplinary policies which are not implemented; and, some schools are not even in possession of these disciplinary policies. There is no indication that SMTs and teachers work collaboratively in support of ATCP and that parental involvement is limited to endorsing decisions taken by individual teachers regarding sanctioning learners. There are few proactive measures that seek to maintain discipline in schools and these are limited to talking to learners and congratulating them. Any attempt to restore discipline is reactive, which is characterised mainly by teachers subjecting learners to frog-jumping and detentions. It can also be concluded that some SMTs and teachers regard ATCP measures as something that must be made known to schools through training workshops and regular school support visits. This study revealed that there were few teachers, SMTs and principals who wanted the reintroduction of CP.

CHAPTER 5

DISCUSSION OF MAIN FINDINGS

5.1 INTRODUCTION

This chapter discusses the main findings of the study. In discussing the main findings of the study the researcher links the theories and concepts that were raised in Chapter 2 with what emerged from the data. After having linked the research findings with the theoretical and conceptual framework, the researcher is proposing a framework that could assist SMTs and teachers in supporting the implementation of ATCP in schools. This chapter therefore consists of the twelve sections from 5.2 to 5.13 as follows: understanding disciplinary problems in schools, SMTs and teachers perception of ATCP, practices of SMTs and teachers in supporting the implementation of ATCP, supporting the implementation of ATCP in schools, supporting ATCP versus Ginott congruent communication, leading the implementation of ATCP in schools, managing the implementation of ATCP, inconsistencies in supporting the implementation of ATCP, unco-ordinated programmes for ATCP implementation, unintended consequences of punitive disciplinary measures, lack of collaboration between parents, learners, teachers and MSTs, towards the framework for the implementation of ATCP in schools, and conclusion.

5.2 UNDERSTANDING RESULTS OF DISCIPLINARY PROBLEMS IN SCHOOLS

This section discusses the findings on the disciplinary problems in schools. The data reveals that schools have serious problems when it comes to discipline and a number of disciplinary problems were raised. The data showed that there were infightings among learners in schools. The reasons for fights between learners vary from school to school and from learner or group of learners and another. For instance, it was reported that learners would fight over stolen items such as cell phones and faction fights that occur in their localities and spilling over to school. If such occurrences happened in schools this was an indication that schools do not have effective strategies to deal with indiscipline as fights within school premises is regarded as misconduct. The control theory suggests that once a goal has been set, it serves as a reference value in a control system that compares the current rate of behaviour change against this point of reference (Webb, Falko&Michie, 2010). It is also taken as

the reference value that is put aside for future use to correct or enhance the conduct of learners in schools. The more an action contributes to one or more higher level goals, the more self-relevant it is (Glasser, 1965). However, the majority of schools do not apply any strategy that would contribute to higher level of behaviour enhancement. The data reveals that even in some schools where policies are in place, they are never implemented. The fights that occur in the selected schools include factional conflicts among boy learners in various localities and these learners would, even in school premises, fight along the lines of their localities or villages. This means that any attempt to support the implementation of ATCP should take into consideration the issues that are occurring in the school society.

Another issue that emerged from the data was absenteeism and late coming. This could be an indication that parents and teachers do not work collaboratively in dealing with learner discipline. Although in chapter four it is indicated that parents are called to school whenever learners are misbehaving, there is no indication that the meetings of parents and teachers are for discussing strategies to deal with learner discipline in schools. What emerged is that parents are in most cases informed of their children's misconduct. Thus, SMTs and teachers are always reacting to disciplinary problems instead of taking proactive action in laying foundation for good behaviour.

The data also shows that there are low levels of commitment among learners. The participants reported that learners neither do their school work nor meet the deadlines for submission of assignments. The reports that learners are involved in substance abuse in schools is an indication that learners are not obeying school rules if there are any with regard to use of alcohol and drugs. If there are any rules, this might be an indication that SMTs and teachers are not communicating properly to learners. Another issue that emerged from the data is that learners lack respect when it comes to school authorities.

5.3 SMTS AND TEACHERS PERCEPTIONS OF ATCP

This section discusses the findings on the perceptions of SMTs and teachers on ATCP. The data reveals that members of SMTs and teachers have different views and perception with regards to ATCP in schools.

About 88% of the participants are of the view that the banning of corporal punishment in schools has created disciplinary problems. This is not consistent with the congruent

communication theory. According to participants, corporal punishment should form an integral part of disciplinary measures in schools. This is an indication that some teachers in schools still believe in the use of punitive measures of maintaining discipline in schools. The majority of participants indicated that ATCP are not yielding positive results as learners continue to show indiscipline in schools. The data reveals that the majority of SMTs and teachers view ATCP as something that should be administered after the learner has misbehaved. There is no indication that SMTs and teachers employ certain strategies to maintain discipline in schools. The fact that the majority of the participants indicated that ATCP are a waste of time in terms of learner discipline and that learners are subjected to physical exercises when they misbehave, a reactive activity is not in line with (2003) view of ATCP. The view of ATCP (2003) argues that the four elements of unfolding, enabling, disciplining and modelling should be the main essence to leading learners in class. The data reveals that in some schools, teachers apply the demerit system where learners are warned of their wrong doing. It also emerged that after some demerits, learners would be subjected to detention which in some instances is done during school times and in others after school time.

According to Rossouw (2003), reality should be unfolded for a learner, which was not the case in the selected schools. Rossouw (2003) argues that the learners' potential should be unfolded to be able to serve God and human beings to the best of their abilities. However, in the selected schools, learners are subjected to punitive forms of disciplinary measures. Rossouw (2003) further argues that a learner should be coached to have skills required for the mature and responsible existence in class and teachers should set a good example in class. In the selected schools, there are no programmes aimed at coaching learners in preparation to be mature and responsible citizens except for motivational sessions that were inconsistently held in the assembly. The data also reveals that some SMTs and teachers elaborate on views on detention as a strategy that was introduced by the Department of Education in lieu of corporal punishment.

5.4 SUPPORTING THE IMPLEMENTATION OF ATCP IN SCHOOLS

5.4.1 Supporting ATCP versus control theory

First and foremost, the control theory means the presence of teachers takes away a number of classroom impediments. The teachers are required to have a positive attitude which adds value to learners. Webb, Falko and Michael (2010) note that the control theory suggests that once a goal has been set, it serves as a reference value in a control system that compares the current rate of behaviour change against that point of reference.

According to the control theory, teachers should take prompt action on learners in class. However, the data reveals that teachers do not take prompt action because they long for the return of corporal punishment. For instance, some principals and SMTs do not support teachers in implementing ATCP in schools. Some teachers feel that rural secondary school learners do not deserve ATCP because it is pointless to implement in class. Goal-setting is one of the requirements of control theory. SMTs and teachers' support of ATCP does not necessarily yield good results in setting the goals. Goal-setting requires any school SMTs and teachers to have good and solid foundation of leadership and management. However, some schools fail to lay a good and solid foundation that will foster the success of ATCP. Supporting and assisting ATCP required all teachers to master leadership and management.

According to Webb et al. (2010), theories of behaviour change are heterogeneous because they range from explaining how people become motivated to change behaviour. The SMTs and teachers seldom succeed to motivate learners to change their conduct in class. Some schools never invite societal formations to motivate learners to change their behaviour. But, School C did invite social workers and police officers to deliver talks against the use of drugs and social workers to counsel learners who suffer from not having biological parents but are only supported by grandparents who are reportedly sick to walk to schools. All schools are expected to translate the motivations into behaviour change on learners. But, some schools could not motivate change in learners because these schools never hold motivation talks aiming to change learner behaviour in schools. There are no long-term plans to change behaviours of learners in some schools for ATCP to thrive. The learners are expected to have self-control according to the control theory. Unfortunately, the self-control idea

of learners is never transferred to learners by teachers. The teachers are expected to do their prompt endeavours to instil self-control on learners. Instead, in some schools, learners are out of hand as a result the intended academic aim was never achieved. The aim of each school is to have all learners progressed to the next grade with flying colours.

In view of Glasser 's (1965) five needs of food , shelter, survival, freedom and safety, some schools never ever attempted to implement ATCP in terms of some of those aspects that set the foundation for learners to be motivated. It was upon teachers to become receptive in class. The accessibility of teachers with skills to assist learners in class created new avenues for learners to get help from teachers. The new alternative methods of discipline require teachers to radically change their previous methods. These schools try to deliver food and limited shelter, but not freedom, safety and survival in class. There is no support to ensure that learners enjoy educational freedom and safety from all harm of dangerous weapons and drugs brought by other learners from the local communities.

In class, teachers should also take the role of parents. Therefore, teachers should amicably control learners unlike in the previous dispensation in South Africa and elsewhere in the world. The teachers have to employ the following methods on learners: supporting, encouraging, listening, accepting, trusting, repenting and negotiating (Glasser, 1965). According to Glaser, teachers should avoid interacting with learners through the following ways: criticising, blaming, complaining, nagging, threatening, punishing and bribing. Teachers are expected to support and assist learners in assessing and evaluating learners' feelings and conduct through non-judgemental meetings.

However, the findings reveal that what is happening in schools is a direct opposite of what Glasser's (1965) control theory suggests. There is a huge cry of coercion that is to be applied in class. Unfortunately, some secondary schools resort back to corporal punishment through insults, beatings and gross neglect in class. This study has revealed many contradictions that are antagonistic to learners. Some secondary schools make gross mistakes whereby some principals work alone to deal with indiscipline of learners. For instance, Principal 1 is known as a dictator who never considers other teachers' opinions. Principal 1 caused confusion and frustration in his

school. There is no disciplinary policy to show the true support to all teachers. If the disciplinary policy exists, seemingly it is based on corporal punishment that was applied before 1994 in South African schools.

Glasser (1965) proposes that teachers should avoid interacting with learners through criticising, blaming, complaining, nagging, threatening, punishing and bribing. However, teachers from some schools oppose what was affirmed and confirmed by Glaser. Some teachers give destructive criticism to learners. Teachers blame the learners for not doing projects, assignment and incomplete work. Some SMTs and teachers nag, threaten, punish learners by means of corporal punishment and bribe learners to buy cigarettes from learners. Some teachers practically bought cigarettes from learners. Glasser put across an aspect of supporting, encouraging, listening, accepting, trusting, respecting and negotiating in class. However, the four selected rural secondary schools worked against the support that Glasser purports. Some teachers lack skills of encouraging learners to be self-disciplined. Some teachers never want to listen to learners.

Sometimes, learners are often late due to various factors such as walking long distances and absence of school transport. This study also reveals that some learners are heading their homes; before going to school, they have to do household chores including preparing their young siblings who attend school in nearby primary schools. Therefore, this study reveals that some teachers never respect learners who come from such families. Some teachers harass learners for not wearing the proper school uniforms. However, the findings from this study revealed that there was no room for some teachers to negotiate a number of issues that learners suffered from. For instance, learners hid their cases of sexually related diseases from their teachers. As a result, these learners were often absent from school for lengthy periods of time in order to avoid being laughed at by other learners and teachers. Some learners are often absent from school due to pregnancy.

Corporal punishment harbours a number of loopholes. The alternatives to corporal punishment are not fully implemented by all four selected secondary schools. Firstly, there is non-existence of support by the SMT members and principals to all teachers. There is absolutely no practice of control theory. The ATCP is not absolutely implemented in all grades in schools. It is not known by principals, SMT members and

teachers. There is no support and assistance from higher authorities of each secondary school.

Secondly, this study reveals that in an attempt to execute control on learners, teachers destructively criticise learners. The teachers blame learners for the way they conduct themselves. There are many complaints against misbehaving learners. For instance, teachers complain that learners do not do homework, never finish or submit projects. It seems learners continue to misbehave because they know they will not be punished using corporal punishment. The learners brought a number of unwanted materials such as cigarettes, liquor, and dangerous weapons to school, like knives, knobkerries, axes and drugs.

Furthermore, there is no leadership that could influence teachers to apply proper ATCP in the four selected schools. All teachers are demoralised and frustrated due to lack of support from the principals and SMT members. It is only School C that partially applied the implementation of ATCP by employing the measure of a frog-jump on undisciplined learners. School C has a comprehensive school policy that should be revisited and revamped because it is based on corporal punishment. Some teachers from School C fully supported corporal punishment whereas Principal 3 tried her level best to support teachers to apply ATCP in her school but it was in vain.

Furthermore, teachers never take the role of parents. The learners never receive their needs such as freedom from harm and shelter for survival in class. The teachers fail dismally to aid learners in the satisfaction of needs by helping learners feel safe in the classroom, but use coercion to control learners in class.

Like teachers, parents' involvement in providing support is minimal. This study reveals that parents never want to give full support to these four selected secondary schools. Some parents never honour school invitations that were about gross indiscipline of their children. The children stay with grandparents who are too old to visit the schools. In reality, the support about ATCP from the Circuits and District Offices of the Department of Education is non-existent or minimal. The Department of Education does not provide ATCP support to the four schools in the form of training, and workshops

Finally, the societal formations such as sporting clubs, youth formations, churches, NGOs and the community at large fail to support ATCP in the four selected schools. The school committees around these four schools were reluctant to support and assist learners to maintain good discipline in schools. This study shows and reveals ugly relations between those four schools and the members of the community. The four schools are never seemingly the pride of those communities in terms of support and assistance. Some of the learners from these schools steal other learners' belongings. There are reports that the learners steal a number of items such as calculators, books and food from the school. Sadly, many community members do not make efforts to take part in solving the problems encountered in schools due to learner misbehaviour. However, community members from the area of School C have taken steps by attending meetings at the school to find solutions to dealing with indiscipline in the school.

5.5 Supporting ATCP versus Ginott congruent communication

Ginott (1973) and Morris (1965) emphasise on the need to address the learner's behaviour more than the learner's character. The teacher has to ensure that he/she does not threaten the child so that the learner is more willing to listen to the teacher's request. It is quite clear that punishment or any type of beating interferes with the learner's conscience and often relieves the guilt too easily. This means that teachers should control their emotions when addressing a discipline problem and not let the problem become a teacher versus the learners' situation. Therefore, teachers should make discipline in the classroom a learning experience for all learners.

However, the majority of teachers from those four selected schools contradict Ginott's. Some teachers and SMTs do not see the need of implementing ATCP measures in rural schools. The teachers have a firm belief that ATCP is not appropriate for rural learners. The teachers believe that rural learner's misbehaviour fits and deserves to get the harsh corporal punishment. This study reveals that teachers are of the opinion that rural secondary school learners are far behind to get ATCP measures. It is some teacher's mistake to be too judgemental against those learners. It also emerged that teachers' support as compared to that of Ginott model was a very unfortunate situation because South Africa's Constitution never marginalised rural secondary school learners. The South African education system is the same in all schools regardless of the locations. Teachers have been advised to address learners' behaviours not the

learners' characters. However, SMTs and teachers deal mostly with learners' characters not behaviours. There are reports that learners' enrolment has dropped drastically because the teachers destroy learners' self-esteem during class. Some learners could not stomach the ridicule and harassment under the guise that teachers were rooting out indiscipline of learners. Some schools had a lot of drop-out casualties of learners who decided to stay away from schools.

The synergy is better than any practical punishment that could be unprofessionally executed by the teacher to deal with learner's character, but it was only a situation that could be addressed. That gave a lot of relief in the child not any type of undue pressures on the learner in class. The teachers should have a good and positive approach when dealing with indiscipline of learners in class. All incidents should be considered as accidents so as to avoid negative feelings against learners. What educators should avoid is attacking the learner's personality or character. However, the teachers did not do as suggested by Ginott (1973) and Morris (1965) in class. It is also reported that teachers call learners by derogatory names. Teachers are frustrated by the implementation of ATCP which they perceive as ineffective when rural secondary school learners committed indiscipline. The negative names, derogatory language levelled against learners by teachers are things of the past. The study proves beyond reasonable doubt that such names and bad language against learners is harmful. Such sarcasm exercised by the teachers casually destroys learners' self-esteem and self-confidence.

The study reveals that some teachers broke lines of communication between teachers and learners. This is caused by anger vented by teachers against learners. Hence, the learners' attendance in the four schools is sporadic. As a result, learners end up not attending school because they are humiliated and called names by teachers. Furthermore, the levels of accusation has caused so many drop-outs. For instance, three of the selected four schools have experienced drops in the enrolments. One of the causes of dwindling enrolment numbers is the teacher's ill-treatment meted out against learners in class. The findings from the study indicate there is evidence that in the schools, there is a use of 'you' instead of 'I' word against learners. Ginott (1973) believes that 'you' messages attack learner's personalities and character. The use of 'I' word has never received any kind of support from the school authorities of the four

selected secondary schools. To avoid personal attacks, teachers and learners should use 'I' messages that could make learners feel comfortably well.

Another problems encountered in schools is that of fights among the learners, which leads to low self-esteem and lack of self-confidence in learners who are victimised by the others. Another challenge that the schools experience is that of bullying of female learners. The infighting and bullism were very prevalent amongst learners especially between boys and girls.

There were classroom rules and regulations set up by both the class teachers and learners in school. One of the strong points of the rules is about noise in class. The teachers fail to control the noise that learners make. The teachers tend to be impolite when trying to stop learners from talking in class. The teachers fail to express themselves by using statements such as "I am bothered when someone walks around the room and talks to others. We do better when everyone cooperates." However, the classroom rules and regulations are at times broken by learners in class. The school policies are dysfunctional in some selected schools. Some school's disciplinary policies are outdated because teachers never developed management plans that would teach learners discipline. There are reports that in some schools, learners are humiliated and harassed when they break one of the rules and regulations. If a learner breaks the rule once and is given a polite talk that would mean that the teacher can accept the learner's apology and avoid any additional comments.

5.6 LEADING THE ATCP IN SCHOOLS

ATCP demands at all cost that schools should have strong leadership and management. The leadership of ATCP in the four selected schools greatly differs. Out of the four secondary schools, only School C has a potential leadership ability to maintain ATCP status. School A, School B and School D do not have good leadership capability to run ATCP properly. This study reveals that the three schools lack consistency in dealing with learners' indiscipline. Each teacher uses personal methods in dealing with learners' misconduct. However, School C possesses a certain level of leadership with regards to the implementation of ATCP. The principal and the SMT members of this school are, as suggested by Bush (2007), influencing teachers to implement ATCP. Although the SMTs in School C display a considerable amount of leadership, this is limited to school level and does not spread to parents and

community members. This means that SMTs as leaders of schools are not applying participative leadership on matters of school discipline. If SMTs are providing adequate leadership they should be aware of all classroom endeavours done by all teachers thereby influencing and guiding all the activities taking place at that level. The principals should be aware of all attempts by SMT members aiming at implementing the ATCP in schools. Unfortunately, each teacher pursues his or her wishes without any consultation.

In most of the schools, there is lack of teamwork in dealing with indiscipline of learners. However, School C reflects that the SMTs and Principal 3 have a consistent system of disciplining learners. Principal 3 is quite aware of classroom incidents across in her school. She was also aware of teachers who resist the ATCP implementation in school. Furthermore, some learners accepted the implementation of ATCP whereas some took ATCP as a joke and a waste of time. In addition, societal formations assist in embracing the application of ATCP and some parents in the local community support the leadership and management of School C to implement ATCP in school.

The data reveals that in School C, the SMT members and the principal support and assist teachers in playing a leading role to execute the ATCP in class. However, teachers feel that they need training on ATCP and that the Department of Education in the King William's Town Education District has not provided ATCP documents to School C. Fortunately, the teachers, SMT members and principal of the school have run their own ATCP and have developed their own ATCP styles. They are all compliant with ATCP needs. For instance, they introduced frog-jumping measures to discipline their learners. This study reveals that during school hours, School C gave different tasks to misbehaving learners as a way of punishing them. These tasks are workable tasks of cleaning up the school yard by picking up trash and papers. Learners who do not do homework and fail to complete projects, are asked to do a frog-jump out of classrooms during school time.

This means that in School C, what is viewed or practised as ATCP is punitive and yet not in line with what Ginott (1972) proposed in chapter two. Principal 3 discourages her staff members from punishing learners by means of corporal punishment. Some teachers try their level best not to resort to corporal punishment. The teachers of

School C have problems of applying ATCP because learners are not afraid of ATCP. The learners are old and realise that ATCP is not effective on them. The teaching staff seldom have good leadership to apply ATCP to the fullest. Teachers are afraid of older learners. There are times when learners refuse to be given new methods of punishment. The learners sometimes attempt to attack teachers, but they (teachers) will not execute ATCP measures on rowdy learners. When enrolling learners in rural secondary schools, SMTs and teachers often tend to ignore the age restriction. The over-aged learners cause havoc by disrespecting and challenging the teachers in school. Some learners refuse to take instructions from their teachers.

Furthermore, School C has disciplinary policies that indicate a punitive way of dealing with discipline. The Principal 3 and SMT 3 of School C gave motivational talks in the school assembly, staff meetings and parents meetings.

School C did invite the societal formations such as nearby police station, social workers, churches and community leaders to give talks to all learners. School C held debating competitions against neighbouring schools about discipline in schools and rampant use of drugs and alcohol in schools. The community and church leaders took it upon themselves to address boys before boys could go to initiation schools in June and December of each year. School A never showed quite clear leadership of applying ATCP. The leadership at school A never had any impression. There was no disciplinary policy that could be shown to the researcher. It seemed that school A once had its disciplinary policy which was never given to the researcher. Some teachers explained that the disciplinary policy was just pasted on the wall and never followed by any teacher. This study revealed the unwillingness of some schools to give out books for documentary analysis. School A was one of schools that was not willing to give out books for documentary analysis exercise to take place.

In addition, Teacher 2 and 3 clearly stated that Principal 1 was an autocratic type of a leader. The principal was known to be a dictator by his teachers. Principal 1 was reported in the study as one who handled everything by himself. He never gave other teachers a chance to assist him in maintaining discipline in school A. He was depicted as a dictator who does not listen to views of other teachers and parents regarding disciplinary measures. The absence of teamwork at school A has caused the problem of drug and alcohol usage.

The documentary analyses were not all given to the researcher by the principal of school A. It was only a shabby counter book where a lot of indiscipline cases were recorded. The book was not neatly arranged. The cases of indiscipline were presided by the principal alone in his office. This study proves also that Principal 1 would use few learners to attend to some discipline cases of learners at some other time. This study reveals that cases of indiscipline are rampant at School A. It was also quite clear that some awesome influences were used by principal and his SMT members.

School B' had similar problems just like school A. The researcher never got a number of documentary analysis books. The researcher was given a counter book where a lot of indiscipline cases were recorded. There was nothing that could show the leadership on ATCP in school. Everyone in school B admitted that they did not know ATCP measures. Most teachers continued with corporal punishment in school B. The principal, SMT members and teachers became confused with ATCP implementation and longed for the reintroduction of corporal punishment in their schools.

SMT 2 showed quite a lot of influence to support and assist teachers by means of influence to lead in the implementation of ATCP. SMT2 confirmed that there was no disciplinary policy but she once heard of ATCP. Teachers 3 and 4 confirmed that they did not have leadership qualities to deal with the indiscipline of learners in school "B". The teachers continued with the corporal punishment in school B.

School D had a totally different case of Principal 4 who was on acting capacity. The leadership position of school D was like that of school A and B. There was no disciplinary policy in School D. Principal 4 lamented that he never saw school documents as he was new to the school. There was nothing that he could tell about the leadership qualities of his school teachers. The ATCP was not known by all teachers at school D. The societal formations never had ties with school D. The community around school D was totally quiet about ATCP measures. The school did not have the documentary analysis books. The researcher was given a counter book which was not neatly arranged. All other documentary analysis books were not received by the researcher. This study reveals a shameful incident of the fact that School D seemed not to have a filing school system. There seemed not to be the availability of documents to influence teachers to have leadership qualities.

Finally, the Circuit and District office officials had visits that were very minimal to the four selected secondary schools. The officials from the Department of Education are supposed to have given teachers leadership guidance about ATCP in schools. There was no mention of ATCP measures by such officials from the Department of education. The subject advisors visits were not indicated. It seemed as if subject advisors never visited schools to give out leadership qualities for classroom requirements. The teachers were expected to be given advices to support learners in the classrooms. The intervention strategies were expected from the office of subject advisors because of their expertise to control learners in class. The Circuit and District officials never gave schools frequent visits to guide and assist schools regarding ATCP.

5.7 MANAGING THE IMPLEMENTATION OF ATCP IN SCHOOLS

First and foremost, one of the pillars of a good school is its leadership and management. There is an increasing recognition that schools require effective leaders and managers of schools who are to provide the best possible education for their learners (Bush, 2007). Schools need trained and committed teachers. Educational management is convened with the purpose or goals that provided the crucial sense of direction to underpin management (Ibid, 2007).

The management of any school or public entity is the heart of any organisation. In most schools, aims are decided by the principal, working in association with the senior management team (SMT) and educators. However, school aims are influenced by pressures from the environment, communities and the government. It is therefore imperative that school managers and teachers are able to modify government policies such as ATCP measures in schools and also develop alternative approaches based on school-level values and vision (Bush, 2003). The four selected rural secondary schools had been visited by the researcher in terms of the framework for the implementation of ATCP measures. This was the policy that replaced the corporal punishment in South African schools.

Furthermore, out of four selected secondary schools, it was only School C that partially applied the ATCP measures. The other three schools underperformed the implementation ATCP measures. The management systems to manage resources of some schools leave much to be desired. The organogram of School C has a very

good flow of occurrences. The SMT members ensure that ATCP is executed against all odds. In School C, there is an element of corporal punishment and they also have a slight idea of ATCP measures. Principal 3 confirmed that the corporal punishment was used in that their school had old learners and ATCP measures did not work with old learners. This was one of findings that ATCP measures is not suitable for old learners in the rural secondary schools. That notion of unsuitability of ATCP measures in schools was applied in four selected schools. Another clear finding is that boy-learners who are from the initiation schools refuse to wear the school uniforms, especially in June and December of each year.

Another finding is that of acute shortage of classroom accommodation in schools C and D. The enrolments in schools C and school D is a bit high. Some of the classes in School Dare for an interim kept and accommodated at the nearby primary school and secondary school.

All schools made an undertaking of making sure that parents did sign as to consider or acknowledge the wrong doing by their children in some of the grades. Also, after each seating with school authorities, parents are expected to sign.

There is no way out for almost all schools to implement the detention after school hours because the schools were very far from homes. There are long distances between schools and homes.

There is an urgent need from teachers to supplement ATCP because it is not effective at all. Detention is not favoured by teachers because they also feel detained. There is no support from circuit and district offices of King William's Town Education District. The authorities from government offices are reluctant and hardly available to visit schools.

The unavailability of ATCP training on teachers was one of findings during this study. All teachers never received training and workshops on ATCP. The ATCP is not implemented in some schools. Some schools still continue with corporal punishment. It is only School C that partially implemented the ATCP measures.

The rural secondary school teachers did not stay where their schools were situated. They lived in nearby towns and townships that were around the villages where those secondary schools were built. Some teachers were not role models in class. The

teachers were not caring and loving learners in class. They were not sticking to their dress code in that they were not presentable in front of learners in schools. Some teachers bought cigarettes from learners and some teachers sent learners to buy them liquor from nearby taverns.

5.8 INCONSISTENCIES IN SUPPORTING THE IMPLEMENTATION OF ATCP

The introduction of ATCP by National Department of education brought forward a plethora of inconsistencies in four selected schools that made up this study. The inconsistencies were as follows. ATCP was the inconsistency for almost all the four selected secondary schools. It has never been properly implemented and if implemented it was just done partially. In instances where ATCP was implemented in line with the congruent communication theory, it was only limited to motivational talks that were done occasionally in the assembly. In some instances, inconsistencies were seen on the leadership styles that were provided by SMTs and teachers. Some principals were autocratic in that they dealt with disciplinary matters alone without involving other staff members let alone involving the school community.

As earlier discussed, three out of four schools lacked leadership qualities. It was only one secondary school that to a limited extent, tried to have leadership and management to run School C. Other participants viewed detention as a good way while others viewed it as being tantamount to torture and some did not even engage learners in detention. As indicated before, some schools detained learners during school time while others detained learners after school hours.

The fact that some teachers were still fixed on corporal punishment principles and some were using punitive disciplinary measures to instil discipline was inconsistency and confusion on the side of teachers. There were instances where some teachers were hiding behind the Bible as their justification to punish learners. The religious Bible texts caused teachers to resist ATCP measures. Through the influence or understanding of Bible texts, some teachers were prepared to be expelled by the Department of Education after using the corporal punishment in school by force.

5.9 UNCO-ORDINATED PROGRAMMES FOR ATCP IMPLEMENTATION

The data showed that the SMTs' and teachers' support of the implementation of ATCP in schools was not coordinated. Bush (2007) argues that management involves co-ordination of programmes for the organisation. Since discipline is key to

accomplishment of culture of teaching and learning SMTs and teachers should have a clear co-ordinated programmes to support the implementation of ATCP in schools.

In chapter two, Glasser argues that once a goal has been set, it serves as a reference value in a control system that compared the current rate of behaviour change against this point of reference. However, there are no indications that ATCP implementation programmes were co-ordinated as in most cases individual teachers had their own way of dealing with learner discipline. There is no synergy between SMTs, teachers, parents and community members on strategies to deal with learner indiscipline.

Management as suggested by Heystek (2007) referred to the more structured approach by SMT and teachers of working within the confines of the rules, regulations, and policy boundaries provided. The data showed that not at any level in the school were the programmes of ATCP implementation co-ordinated. There was no clear communication between principals and SMT members and between SMT members and teachers. This worsened by the lack of clear communication on matters of discipline between teachers and learners.

5.10 UNINTENDED CONSEQUENCES OF PUNITIVE DISCIPLINARY MEASURES

As indicated earlier, the majority of participants use punitive measures to maintain discipline in schools. Although they viewed these measures as ATCP they are not consistent with Glaser's control theory and Ginott's congruent communication theory. According to participants, disciplinary measures such as detention were introduced by DBE and yet they are not helping schools to maintain discipline, instead they give learners the opportunity to engage in unwanted behaviours like boys meeting their girlfriends during detention. This means that in some instances, learners would engage in unpleasant behaviour with the hope that they would be detained and get chances to see their lovers on their way home. The intended aim of subjecting learners to detention is not giving learners chances to see their lovers but to deter them from wrongdoing.

The use of punitive disciplinary measures other than corporal punishment led to relationship breakdown between teachers and learners as it was reported that teachers were tired of attempting to discipline learners. The necessary relationship between teachers and learners became strained which then resulted to an atmosphere that was not conducive for teaching and learning. Learners began to

disrespect teachers for them they knew that they would not be subjected to corporal punishment but to some other form of punitive disciplinary measures which were very weak.

It also emerged from the data that detaining learners was tantamount to detaining teachers as teachers felt that in instances where they had to remain in schools with learners their time was wasted as they did not stay in areas where schools were located. After staying at school with learners some teachers became desperate with transport back home. Some teachers felt that detention of learners was torture to them.

5.11 LACK OF COLLABORATION BETWEEN PARENTS, LEARNERS, TEACHERS AND SMTS

The lack of communication among the stakeholders led to lack of collaboration between SMT members, teachers, learners, parents and SMTs with regards to issues of learner discipline. It means therefore that there was no kind of triangle that existed between teachers, learners, parents and SMTs in dealing with learner discipline. Control theory suggests that stakeholders have to set a goal and all of them work towards attainment of that particular goal. This means that a set goal serves as a reference. SMTs and Teachers could assist learners in the satisfaction of their needs by helping them feel safe in the classroom and by not using coercion to try to control behaviour. There must be some form of collaboration between teachers and learners both at classroom level and school level. This collaboration could be extended to the community as some of the learners needs are found in their community.

The control theory suggests that behaviour is caused not by an outside stimulus, but by what a person wants most at any given time. It could be possible that a child misbehaves because he/she needs motherly or parental love. For SMTs and teachers to effectively deal with such behavioural problem. They need to constantly interact with parents of their learners. Figure 5.1 depicts how learners, teachers, SMT and parents can collaborate on issues of learner discipline.

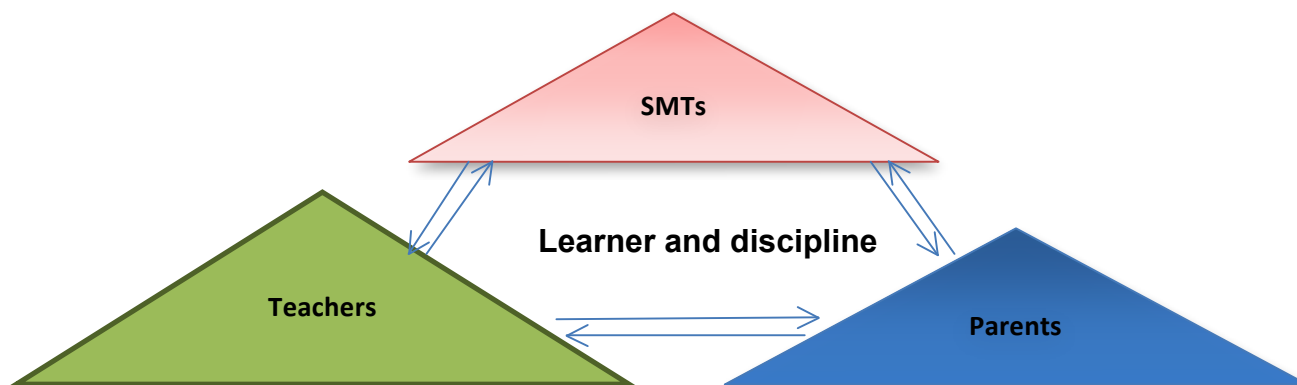


Figure 5.1: Teacher-learner, parent and SMT collaboration

Figure 5.1 indicates that type of collaboration that should exist between learners, teachers, parents and SMTs. SMTs should see to it that discipline is something that is understood by teachers and parents and learners in the classroom. The different colours in the diagram denote the different perception each component might have on discipline. But since these components are key stakeholders to the education of a child their views need to be taken care of and their participation on disciplinary matters of the learners is crucial. It can also be noted from the above figure that the collaboration is two way traffic which means that each stakeholder must have a clear understanding of what the other stakeholders are thing about learner discipline.

Swick (1985) argues that 'discipline' has many different meanings, depending on the individual situation. As indicated in chapter three, Swick (1985) notes that the theorist may see discipline as a goal of student maturity toward self-directed management. The teacher might agree, but view discipline as students learning to apply self-control to the practical job of functioning or conforming within classroom rules. The parent may have another perspective, seeing discipline as the child staying out of trouble in the school or the community. The student may perceive discipline as an adult system of keeping him or her from enjoying life. The school administrator may view quiet classrooms as the key sign of a teacher who has discipline. Hence the collaboration among the school stakeholders is crucial when it comes to discipline. This means that all the four stakeholders should play a pivotal role on issues of school discipline and that all of them should have same understanding of the outlook of school discipline so that their efforts of maintaining discipline do not clash.

5.12 TOWARDS THE FRAMEWORK FOR THE IMPLEMENTATION OF ATCP IN SCHOOLS

Based on the findings that emerged from the study, the researcher is proposing a framework that would assist SMTs and teachers in their support for the implementation of ATCP in schools. This framework is representative of stakeholders that might have a say on school discipline. It is designed in such a manner that stakeholders collaborate meaningfully in the school and are proactive in dealing with disciplinary matters. This means that this framework is in line with what Epstein (2001) notes as collaboration between parents (family), teachers (schools) and community contexts. According to Epstein (1987, 2001), the three contexts are 'spheres of influence' which overlap to a greater or lesser extent depending on the nature and degree of communications and collaborative activities among school personnel, parents, and community members.

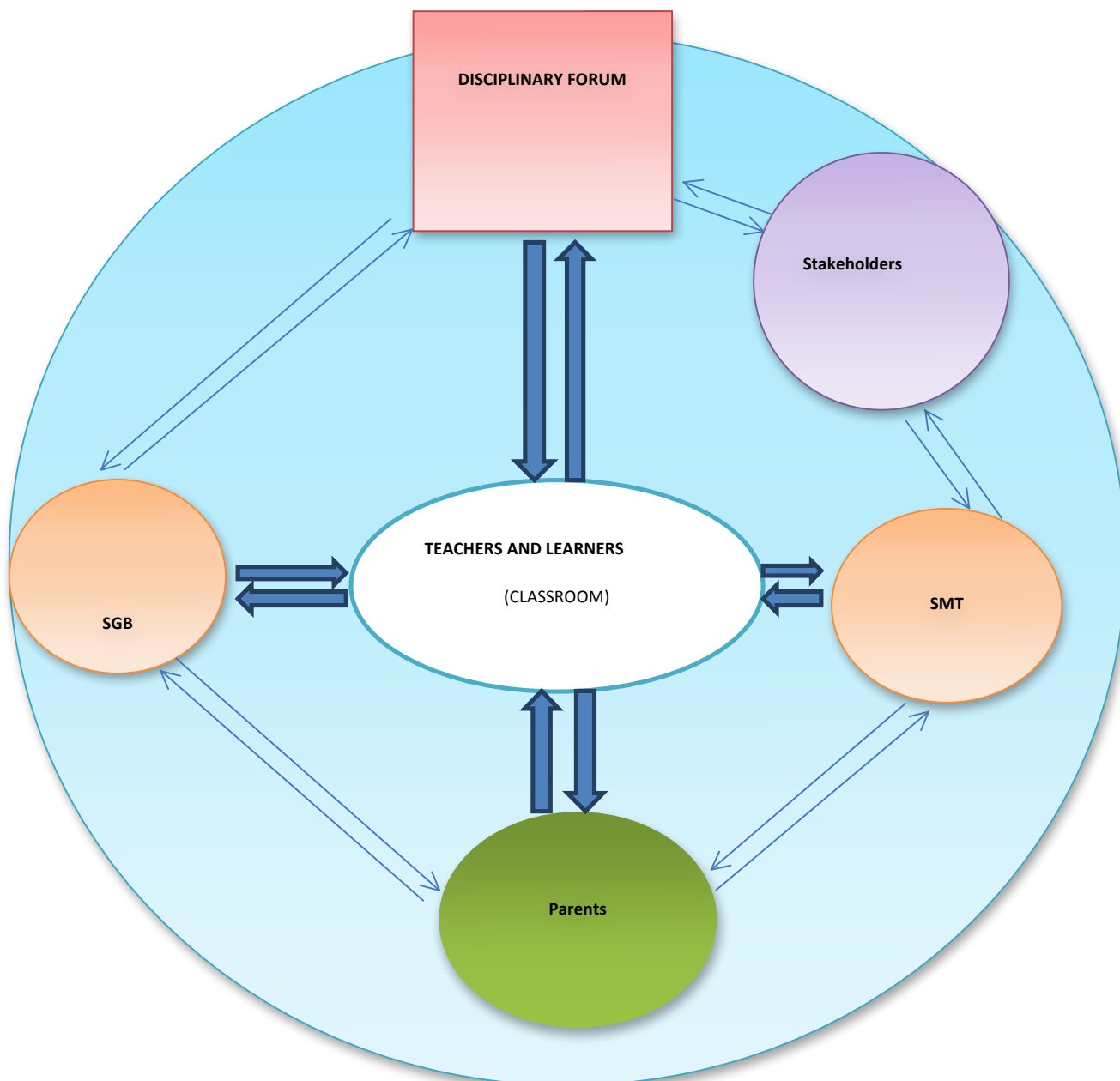


Figure 5.2: School discipline framework for SMTs and teachers

5.12.1 Composition of the framework

The above figure depicts a framework that could assist SMTs and teachers in supporting the implementation of ATCP in schools. As SASA (1996) states that a public secondary school should have SGB, SMTs, teachers, learners and parents. The nucleus of whole school discipline is the classroom situation where there are teachers and learners. The learners interact with their teachers on daily basis in the classroom. This should be a two way process that must take place between the learner and the teacher.

Any secondary school should have a disciplinary forum in which all concerned people have an access. The above framework is composed of teachers, parents, SMT members, learners, School Governing Bodies (SGB), and other stakeholders which may be police, social workers, members of the sporting clubs, chiefs or headmen, church leaders and the like.

5.12.2 Characteristics of the framework

The function of the forum must be to see to it that all stakeholders have a say in the affairs of school discipline. This forum must be proactive in dealing with issues of discipline and take into account all the views including the learners of how school discipline should look like and how such discipline could be maintained. This means that the decisions of the forum should be informed by the views of all stakeholders. The decisions of the forum should in turn inform the operations of the stakeholders and all the operations of the stakeholders should target at improving discipline both at school and classroom level.

On the right hand side of the diagram is SMT members whose duties are to monitor what is taking place in the classroom. The two arrows in each case show the two-way process that should happen. With regards to discipline the SMT should listen to what the teachers and learners say and in return they should advice. At classroom level teachers and learners collaborate with each other and chart a way forward with regards to issues of discipline. This means that teachers should involve learners on how discipline must be maintained in the classroom. Once objectives are set in terms of positive classroom atmosphere teachers and learners should strive together in accomplishing the objectives. There should be a close bond between SMTs, teachers and learners.

The SBG as governors of the school should understand what takes place in the classroom and school in as far as discipline is concerned. This means that any teacher should have access to SGB and the SGB should also have an access to teachers and learners in the classroom. The teachers who sit in the SGB have the opportunity to further inform the SGB meeting on issues of school discipline. These teachers should in turn link with their fellow colleagues so that they make them know what the SGB want from them. There are also learners who are part and parcel of SGB who should further communicate any issues of discipline to SGB meeting. The

involvement of all stakeholders in the maintenance of school discipline would bring about common purpose to achieve a school atmosphere that is free from ill-discipline.

Parents of school-going learners have to be fully involved on a number of ways. First they should be a two-way traffic communication between teachers and learners in the classroom and parents. This means that parents should have access to teachers and learners in class and in turn teachers should be able to talk to parents of the learners they teach.

There should be a two way traffic communication between SMTs and teachers and learners in the classroom. This means that SMT should understand all the activities in the classroom including how learners behave. They should advise according to the needs of individual class and teachers should understand what the SMT expect from their class with regards to discipline.

All the stakeholders mentioned above should at least meet once a year in a disciplinary forum to discuss issues of discipline in school. Other stakeholders from the society which may be police, social workers, members of the sporting clubs chiefs or headmen, church leaders and the like should be invited and form part of the disciplinary forum so that they can as well advice on certain issues of discipline. These meetings should be characterised by evaluation and review of disciplinary procedures. This would assist the school to better understand the tone in the society and learn to adjust accordingly when it comes to issues of school discipline.

5.13 SUMMARY

It can be noted from the above discussion that schools were not supporting the implementation of ATCP in line with what Glasser and Ginott said regarding school discipline. There was no collaboration between teachers, SMTs and learners. Parents and other stakeholders were not included on issues dealing with school discipline. Learners' needs and motivations were not taken care off when teachers were dealing with them and disciplinary approaches that were used were teacher centred and top down.

SMTs and teachers' methods of dealing with discipline were punitive as learners were subjected to detentions, suspensions, physical exercises and other forms of punitive measures. The researcher therefore proposed a theoretical framework that would

assist SMTs and teachers developing proactive strategies in supporting the implementation of ATCP in schools. This framework would also assist in the coordination of programmes for ATCP implementation.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter presents the summary, conclusions and recommendations of this study. It also highlights the main ideas chapter by chapter. In presenting the summary main findings were highlighted. The researcher also gave recommendations for policy implementation and future research.

6.2 SUMMARY OF MAIN IDEAS OF THE STUDY

This section gives a summary of main ideas that were mentioned in this study.

6.2.1 The ideas of the study chapter by chapter

Chapter 1 provided the background information and aims of the study. It further gave the statement of the problem, research questions, purpose of the study, assumptions, significance of the study, delimitations, limitation, triangulation, theoretical framework, definition of terms and conclusion. In the background the researcher introduced the problem and contextualized the study. It was further argued in this study that alternatives to corporal punishment were brought forward in order to run away from relying on punitive corporal punishment which was taking away the rights of learners. The corporal punishment concentrated on the character of learners not the behavior of the learners. The ATCP was never welcomed although it was legislated to replace corporal punishment on learners, but the corporal punishment continued to take its place in schools. The researcher was triggered by seemingly the lack of support of the ATCP by SMTs and teachers to maintain discipline in schools.

Chapter 2 dealt with the related literature review that was reviewed relevant to this study. The chapter discussed the theoretical framework which served as lenses of this study. The study was premised on the control theory and congruent communication theory. The conceptual framework was also outlined which included school discipline, school leadership, discipline and discipline management. Literature on alternatives to corporal punishment was also reviewed. The chapter also dealt with the evolution of disciplinary struggles in South African schools from punitive corporal punishment to alternatives to corporal punishment.

Chapter 3 discussed the research methodology and design that was used in the study. That was done by unpacking the research approach and paradigm within which this study was premised and relating them to this study. Methods of data collection and fieldwork methodological issues and how they evolved during the data collection were also discussed. The chapter also touched on issues of reliability and trustworthiness and concluded by discussing the relevance of ethical considerations.

Chapter 4 presented the findings of the research study and gave detailed description and analysis of the data. The data was collected through structured and unstructured interviews. This chapter was divided into seven themes or sections which emerged from the data that was collected.

Chapter 5 discussed the main research findings that originated from the data in chapter 4. The findings were related to conceptual and theoretical frameworks that were discussed in chapter 2. In the qualitative data analysis, verbatim responses of SMT's and teachers who were interviewed were presented and interpreted. The interviews were recorded through a tape-recorder.

Chapter 6 outlines the summary, conclusions and recommendations.

6.3 SUMMARY OF MAJOR FINDINGS

This section unpacks the summary of major findings that emerged from the data.

6.3.1 Fixation to corporal punishment

The way SMTs and teachers were dealing with discipline in schools was punitive and in most cases they resorted to corporal punishment. Any disciplinary measure that they employed that was not use of cane was punitive as learners were subjected to painful physical exercises such as frog-jumps and detentions. The teachers and SMTs regarded corporal punishment as only the use of the cane and anything other than the use of cane that was inflicting pain on learners was not regarded as corporal punishment. The SMTs and teachers believed that even these methods were not effective as learners did not take them serious. They still maintained that learners should be caned if schools want to maintain good discipline.

6.3.2 Unintended consequences of ATCP

The ATCP was introduced as a way of replacing the old system of corporal punishment. Teachers are supposed to employ strategies that are not punitive when

dealing with learner behavior. Instead of employing positive and proactive strategies SMTs and teacher still administer punitive strategies such as frog-jumps and detentions. These strategies resulted in learners engaging in unacceptable behaviors as they know that they would be detained and have a chance to meet their lovers in the afternoon during detention time. This means that the ATCP as they were employed in this study were not yielding positive results and the study revealed that SMTs and teachers viewed ATCP as punitive strategies which are less than using the cane.

6.3.3 Perceived unsuitability of ATCP

It emerged from the data that the ATCP measures are not suitable for the rural schools as it does not yield the intended results in terms of good discipline. Learners especially the elderly ones did not feel any impact of any punishment which was not a cane. Teachers reported that elderly learners required the use of the cane as they did not feel any other form of punishment which was not a cane. The teachers were not applying the ATCP in line with ecological classroom management nor in line with social and emotional learning. According to teachers, ATCP was anything punitive which was not the use of the cane. There were no consensus driven strategies to deal with discipline issues and teachers and SMTs viewed ATCP as a punitive strategy which was less than using a switch.

6.3.4 Socio-economic influence on school discipline

The data revealed that learners' behavior in the rural schools was influenced by the socio-economic factors of where the school was situated. Drug and alcohol abuse, poverty, faction fights in the school community were issues some of the socio-economic issues that were raised as affecting school discipline. The study showed that some learners were heading their homes and it was not possible for a school to establish school –home relationship which made difficult for teachers to deal with disciplinary problems in such cases.

6.3.5 Quality of leadership and management versus the implementation of ATCP

It is of utmost importance that the principal and SMT's are required to have leadership and management of high qualities. However, the data revealed that teachers and SMT

members did not have clear strategy to deal with the implementation of ATCP in their schools. This means that teachers and SMT members were not managing the implementation of ATCP in line with school wide positive behavioral support (PBS). As indicated in chapter two school-wide positive behavioural supports (SWPBS) take into cognisance that school is a whole that is made up of systems and each system contributes towards the attainment of good school atmosphere (Horner and Sugai, 2005).

This means that the principal and SMTs should be precise and clear about their mandate in terms of maintaining a good school atmosphere. One has to make certain about his or her daily objectives of making sure that people or teachers in his or her division are sure to uplift the standard of good discipline of learners in class. One of the main findings of the study is that one principal was described as a dictator for he never considered views of other teachers in the school. He grappled and struggled alone trying to deal with learners 'indiscipline in the principal's office. The matter of learner indiscipline requires a true collective of all stakeholders.

6.3.6 Lack of stakeholder participation in school discipline

This study revealed that some schools never worked hand-in-glove with other formations in the society. It was only one secondary school in this study which bore good fruits to work closely with societal formations such as social workers, nearby police station, chiefs or headman, churches and sporting clubs. The data showed that societal formations knew nothing about the ATCP methods to instill discipline on learners.

The lack of communication among the stakeholders led to lack of collaboration between SMT members, teachers, learners, parents and SMTs with regards to issues of learner discipline.

6.3.7 Unco-ordinated programmes versus ATCP implementation

Seemingly, almost all selected secondary schools in this study never had co-ordinated plans and programmes in place for supporting the implementation of ATCP. The plans and some programmes were done haphazardly without the involvement of stakeholders. In some instances, what was available was learners' code of conduct

which contained the reactive measures when a learner shows undesirable behaviour. One bad and practical example was one principal who dealt with learner indiscipline alone in his office. Principal 1 never included his teachers to discipline learners. The absence of unco-ordinated ATCP implementation programmes led to learners carrying on committing offences in these schools.

6.3.8 School infrastructure and atmosphere versus the implementation of ATCP

The data showed that the majority of schools suffered a great deal to have enough classroom accommodation for learners. The acute shortage of classroom accommodation caused some teachers to give attention only to learners who sat in front of them in class. The learners who sat at the back of a full class suffered to get some teachers' attention.

One school never had even a staffroom for teachers to do their professional work during free period times. This means that there was no space for teachers to discuss together informally the strategies to deal with discipline in this school.

6.4 SOME ISSUES OF THE STUDY

6.4.1 Unilateral decision making versus collective decision making

The data revealed that dictatorship in terms of dealing with learner discipline was prevalent in most schools. There was no collaborative implementation of ATCP. The data also showed that in many instances issues of school discipline was handled by the school principal alone and that there were no plans by the school management team to deal with school discipline. The principal was regarded as the person who should articulate on issues of discipline (ODR) and there were no indications that schools' disciplinary committees were functional. In some instances the principal would sanction a misbehaving learner without even involving the other SMT members.

6.5 The gap between community and the school

It emerged from the data that in the majority of schools there was a huge gap between the schools and the community. Schools were dealing with issues of learner discipline without engaging community members and parents were only called when their

children had committed offences. Community members were not aware of the school expectations in as far as learner discipline and the schools were likewise not aware of the community expectations on how their children should behave.

6.6 Expected contribution of the study

It is hoped that the framework for the implementation of ATCP in schools would assist teachers and SMTs to work collaboratively when dealing with learner discipline. The unity and togetherness among SMTs and teachers might be an opportunity for anyone to implement ATCP in schools and in classrooms. If all SMTs and principals can have leadership and management qualities to run their schools perfectly well, the ATCP measures can be supported in schools. There can be no injuries, deaths, bullism, incomplete homework and projects in schools if ATCP measures can be done perfectly well. The communities around the four selected schools in this study can support and own those schools. The school will understand what the community wants in terms of learner discipline and the communities will as well understand what the schools expect from them.

6.7 CONCLUSIONS

It can be concluded that:

- The flow of channels of communication among principals, SMTs, teachers with regards to the implementation of ATCP was a problem as there were no clear roles as to how each of these officials should implement ATCP.
- Some teachers still perceive ATCP as not suitable for maintaining discipline in rural schools and their discipline strategies are still characterised by punitive measures which border on corporal punishment.
- School principals and SMT members are lacking leadership strategies that can facilitate the implementation of ATCP in schools. The issue of learner discipline was controlled mainly by the principal. The school discipline was associated with the principal.
- School discipline was not seen as a societal matter where other relevant stakeholders could play a pivotal role in learner discipline. This had a negative impact on the school discipline.

- Learners had no responsibility of the maintenance of positive school atmosphere as they were not in any way partaking in the maintenance of discipline in schools.

6.8 Recommendations

6.8.1 Recommendation for policy formulation

The following recommendations are made with regards to policy formulation:

- Schools must have year plans and programmes wherein they must infuse the disciplinary programmes into the year programmes. Schools must embark on whole school discipline planning strategies. There should be synergies that are engaged so that the battle to combat indiscipline can be won. Schools seem to deal with misconduct problems as the need arises .This does not address the real causes of learner indiscipline, but offers temporary relief either by being punitive or removing the learner (not the problem) from the scene .There is also a problem of concentrating on learner characters not on their behaviours.
- It is the behaviour of learners that must be attended to, not their characters. That is why there is a problem of character assassination on the side of teachers against learners.
- Schools must have precise and clear practical procedures regarding the management of discipline. There is no clear policy on how to manage discipline in schools. Principals seem to be expected to shoulder the entire scope of discipline. For instance, there should be clear procedures regarding classroom discipline. In this regard, teachers should be well capacitated in terms of classroom discipline which should include specific problems against a “one-size fits all” approach to classroom discipline.
- Each school should explore learner assistance programme. This is a viable approach to assisting learners with their personal problems.
- It is clear that some learner indiscipline is a manifestation of personal problems and coping mechanism. Learner assistance programmes could use such instruments as peer counselling and mediation .This could create condition that learners would find comfortable as against always having to deal with adults.

- Teachers, parents and by and large volunteer members of the society must be capacitated in terms of dealing with discipline in schools. It has been discovered in this study that parents have left the burden of discipline to teachers, most of whom still lack the skills for managing and enforcing discipline. Parents also might be faced with disciplining children especially when they are out of sight ,that is, at school. In this regard, parents are usually surprised at their “sweet” children misbehavior at school.
- Parental involvement in learner discipline in secondary schools must receive utmost priority.It is clear from the findings of this study that parental involvement is minimal in rural secondary schools. The parental involvement is an important aspect of combating learner indiscipline in schools.

6.8.2 Recommendation for further research

- Research on ATCP implementation of urban and township secondary schools should be undertaken.
- Research could be taken that may involve SGBs, parents of rural secondary school going children, community village leaders such as headmen or traditional chiefs and church leaders also in the rural villages.
- Lastly, research could be undertaken on how DBE at district office level should support the implementation of ATCP in schools.

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APPENDICES

APPENDIX A

DATA SET 1

INTERVIEW QUESTIONS FOR SCHOOL PRINCIPALS

Interview Questions

- **Do you as school principal experience any disciplinary problems in your school?**

(Probe) What problems do you experience?

Principal 1

Although I can say there are no problems there are some minor problems.

Late coming, stealing.

Principal 2

Yes, but they are not as much as they do not do school work.

The reason is the lack of parent involvement at home. Teachers are demoralised through the fact that learners do not do projects and work.

Principal 3

Okay, we get disciplinary problems a lot especially during democracy which learners

Do not understand. We experience problem of absenteeism, defiance by learners to refuse to do the school work. Learners not co-operating with teachers. Learners being cheeky.

Principal 4

Yes sometimes but not always. The problem is that this school is situated in between

two village. Sometimes there will be misunderstanding between the boys of this village and that village. They fight, therefore if they are fighting, the case is taken to me, to make sure that everything is going right. It is only the problem of disciplinary problem we

experience in this school.

- **How do you deal with discipline in your School? (Probe) Why?**

Principal 1

We have various forms of punishment. One is to call parents for interviews and to give extra work to learners who committed misconduct. The usual problem is that parents would sometimes resist. You will be told this and that about the absence of that particular parent.

Principal 2

I talk to the learners. I call parents to come to school. Parents come when called. There is improvement when parent called. I do write down by making parent sign down.

Principal 3

It is a problem in discipline especially when you are having old learners since this is a high school. Learners here are old and we are a rural area where we teach very old learners. We are using a lot of ways to deal with discipline. We do have disciplinary policy. We call parents whenever disciplinary matter is not solved. We punished them not following ATCP because ATCP does not work with old learners. ATCP do not apply to our old learners who do not take care towards them. For instance, if a child is removed from taking part in sport, that child does not care about that. If you give him any manual work, you have to monitor that child using time that is not there. This very child does not feel what is being done as a punishment for these alternatives are very soft.

Principal 4

Now, If the learner did something wrong, we call the parent, because in the olden days we used to take a switch to punish the learners, but now ATCP has been stopped. I used to call the parents for the parents knows the behaviour of the learner at home. Therefore we have to sit down with the parent and find some disciplinary measures,

how this can be stopped, what are the causes. Now we discuss with the parent, if the child is doing this, now we do this. Parent s respond, I am calling them they come.

- **What is your understanding of Alternatives to corporal punishment?**

Principal 1

It is the one which happens to call the parent because immediately you call a parent the child feels the presence of his or her parent. It is far much better that CP. I am aware of ATCP.

Principal 2

We do a dement system at the school. The detention is also done during school hours now that this is a rural school that is at times far from learner's homes.

Principal 3

My understanding is that the new system of children does not work on our children. We stay with them doing misbehaviour even this morning they did misconduct. We wanted to send them out to bring their parents. They refused and I am not going to force them by handling them with hands. For they are going to fight. So ATCP do not work at all, unless something new has to come up. No, we do not do CP for they are going to arrest us. We call parents, and we agree with the parent and the child apologies. We perhaps ask learners to do manual of work of washing windows during break after eating. They don't care about this type of punishment.

Principal 4

Ya ,since the CP has been abolished, the department introduced something like detention. This detention is not functioning properly our schools. Because we find out that this learner is happy with this because if it is a girl, when that time is over, on the way home, she will meet his boyfriend. Now if she wants to meet his boyfriend again she will make something so that she can be detained. This is not working especially in this school.

- **How do you as school principal support the implementation of alternatives to corporal punishment (ATCP)? (Why)**

Principal 1

ATCP is working very well. We are still traditional in that we believe that a pain has to be inflicted at some stage in the child. But calling the parent seems better.

Principal 2

I support educators to do ATCP.

Principal 3

We are forced to do something to enforce ATCP. We do some ATCP that are not in government side, like frog- jump. We want learners to feel something. With government ones, learners don't feel anything. So we do frog-jump. Even the very frog-jump is used by them but we do talk with them. We speak to teachers talk with learners. We are not going to call police but we are prepared to talk to learners. Teachers motivate learners. Teachers get tired and fed-up because a reprimanded but the child does the same thing. But as a principal I support them to carry o doing that endlessly. Education can't be carried if the discipline is not there. Teachers should carry on using their own ATCP. The late comers are asked to run around the rugby field so that a learner could not be late if he/she is late is going to run, especially if the bell has rung, therefore I have to run to school.

Principal 4

In our school we do have the RCL, the body that works between learners and teachers. Now used to call them and tell them that CP is not used, let be cooperative guys, let's work together so that everything goes right because if you don't behave put us in an in normal way. If themselves they go to other learners, sometimes they ask for a meeting with other learners. Sir we need to sit down with learners does not listen we can do anything now that CP was abolished. Let us behave in a normal way, stop all things that can put us in danger. My educators are no co-operative. They have read the SASA, even from their unions, they know that this was abolished run away from the situation where they can CP. When the learner to annoys them they take a learner to me. There are learners who get hurt by other learners. If anything is very strong I discuss that with learners, but if there is no way out, I call again parents. Whatever, I

am doing the parents must be involved, because I don't want parents want parent to know that his/her child has been suspended without being informed by the school.

- **How coherent are your practices in implementation of ATCP in schools?**

Probe: (Why?)

Principal 1

The very strategy is being frustrated by the parents. Poor communities have a tendency that their children belong to the school. It is no longer his or her that child belongs to the school. The school must see to it that the particular behaviour is corrected.

Principal 2

Educators struggle to do ATCP. The problem is the child's age. The ATCP is not clear to do.

Principal 3

Yes, or no, we do the same approach by most of teachers but seemingly some teachers give up. How to see that is that certain learner seems not to take care or notice. He /She keeps quite not doing any attempts of disciplining learners. She/he ignores learners when learners are misbehaving.

Principal 4

My learners understand me. They know what I like, they know what I don't like. They know that I am a pastor in my church. Therefore, If I can so something may be principal can pray for me. Therefore, everything I give a command they favor it. They do whatever I want them to do. All this said in the assembly and in class. Before I go to learners I start with educators so that we move together.

- **Which offences are the most common in this school? (Probe) What do you think could be the reason?**

Principal 1

Most common offences are those where kids take possessions of others. Smoking is another problem with initiates from the bush. But, we are about conquer it. The cause relates better to the communities. We have a community here that is too communal and little bit backward in terms of understanding why children have to go to school.

Principal 2

We don't have major offence. It is late coming and learners not doing work. The scholar transport is the reason. They are coming very far from the school, some parents go to look for jobs in Johannesburg and Cape Town such children. Such children don't want to be controlled.

Principal 3

They don't do work that leads to failure on their side. The continuous assessment suffers a lot and the summativeassessment also suffers as lot. We firstly do internal assessment to derive year marks. In other classes it is 25% in other it is 75% of that work. Learners do not do work. Learners are aware of the consequences. All teachers say the same language even to parents as well in meetings. They don't care and disregard. Learners like to be outside, I don't know whether they smoke or what or doing drugs. They like to dodge and I haven't seen drugs to date. They like to fight through petty things.

Principal 4

It is that fighting of the learners. Something is the stealing of cell phones. As a result I told them that no cell phones are allowed at school. Don't bring it even if you say you will switch it off, no cell-phone at school. I also called parents and told them that they must not let learners bring cell phones to school. Reasons, some learners are staying alone at home. This school is full of learners where they live with their grandmothers, real parents, some have passed away, some have gone to Cape Town looking for jobs. They used to come with cell phones say no "meneer" grandmother can be sick at home, then I must use my phone.

We say to them that if there such a problem, hand over you cell phone to us, then if your phone rings, then we will go to you in class. Because one time we had a situation whereby this learner did not bring the phone to the staff now he was phoned by

someone that his/her mother is dead, now, the child cries in the classroom. What happened the child answered the phone in the classroom. That was wrong. If the phone was brought to us and the message was received by us, then we would see how to say the message to that child.

- **How do you deal with learners committing these offences? (Probe) Why?**

Principal 1

Calling the parent for an interview. I should think it is effective. The reason why we have to call their parents is because the behaviour of learners is different at school to that of homes. Parents are unable to have control over their own children. The child will only come to school when the parents come to school.

Principal 2

We try to control the situation, I and learners together with their parents. I send learners away .The learner is lagging behind. I protect learners who are trying at school.

Principal 3

If a child has damaged any school property, we want to find out as to what happened and if this child has damaged, that child must pay for the damage. We call the parent so that the parent can pop out money. Yes, they do come whenever called. But there are certain individuals who always become indisciplined. Their parents refuse to come to school. The department says it is not going to run his/her principal's school. So, you have to do your own plans. If a parent fails we normally call a relative since we know our community members. There are homes that are led by children. Such children do not have good behaviour.

Principal 4

I used to call the parents, that parent, I said to you in a meeting, there must be no cell phones at school. Don't allow learners to do these things. Now is here now is the situation, what must I do with this. The parent will say sorry "meneer", I said no. If this learner is doing this I am going to suspend him or her. Do something about this, because cell phones are not allowed. If the boy fights, I tell his parents that this boy

doesn't have time for his work, that is why. Learners smoke, because I see cigarettes butts in the toilet.

- **How do you implement the appropriate alternative disciplines provided by the Ministry of Education?**

Principal 1

Although as I have intermitted that the disciplinary is not easy to have. We are trying our level best to implement ATCP. If you try to apply CP, at the end of the day hatred will be emerged. We don't continue with CP. Although we do not hide away the things we have using during this type of punishment. The child must know that even if it is not used, it is still there. Yes, we are making use of ATCP. It is not hidden, it is on the table.

Principal 2

I never received anything from the department. I just heard about that. I saw that through internet. I do implement but lack the full details. Goggling is the order of the day.

Principal 3

We had something like that. I once received some of ATCP. But they do not have any effect. Firstly we do not reside in this village; we stay away driving to this community. Some learners do not stay in this village; there are four villages that feel this school. So it is going to be difficult to detain a learner for it is going to cause some problem if a girl-child is detained get raped. Detaining a child has something to do totalling the parents. Parents are not there to support and some are not at home at all. There is no sporting activity where one learner is removed from sport.

Principal 4

No Sir, it is not easy for us to deal with detention. We just call parents for there is no other way. No, never received any documents that could show alternative or maybe the principal who was here before me did receive such as thing. But I myself did not

see that in our filing there. We provide our own way to maintain discipline in our school.

9. Can you outline your disciplinary policy in terms of the disciplinary measures you are executing and for which offences?

Principal 1

Yes, we do have measures in our school policy. This is actually in black and white. We did tell SGB that we are not going to make use of CP. We are going to ATCP. There is disciplinary policy. It is displayed in the classrooms.

Principal 2

Yes, there is DC. I took it from Department's web site. We don't have our DC. SGB is illiterate they cannot make these policies. We struggle to make these policies. There is no time to sit down to do such policies.

Principal 3

We do have our own policy which we formulated long ago, If a learner does anything, the punishment is like this, but it does not end up having to expel the learner out of school. Expulsion is very difficult. We request parents verbally to remove the unruly learner, if this child does not change. This is not written for the government will corner us. We can't expel any child.

Principal 4

No, there is no policy per se but we are using SASA whereby there is a code of conduct. We have copied that code of conduct and read it to learners that what is expected of you as a learner and what is not expected of you as a learner. As a school we do not have disciplinary policy, we just using that code of conduct.

10. From the disciplinary measures you have mentioned, which disciplinary measure/s do you use more? (Probe) why?

Principal 1

Calling parents to school. Extra is given to children or sometimes we detain the learner. The meaning of detention means that the thing the child did was not acceptable. This punishment is not just for fun. The child will feel ashamed and laughed by other learners. There is one who monitors detention. Yes teachers feel happy to do detention.

Principal 2

Detention is done here in the classroom. Yes there is punishment. I talk to them a lot in the assembly and classroom. We break up at 2:00pm. Learners are kept up to 3:00pm. It is done by teachers.

Principal 3

We call parents. Some learners are not known that they have joined silly groups at school. So learners don't like to bring their parents. So learners laugh at each other. When one's parent has visited the school. There are parents who come to school lying and are afraid of their children. Some parents tell that they are at times wanted to be attached by their own children.

Principal 4

It is that of calling the parents, and sitting with the parent and the learner. I write a letter to a parent and the letter is not delivered by his/her child at home, but delivered by another learner to that parent and bringing the answer tomorrow. There and then the parent will realize that there is something wrong at school that parent comes herself or himself. I never experienced the fact that parent failed to come to school. I talked to old learners and the difference is not common in rural areas, learners in rural areas respect teachers unless a boy is coming from Cape Town with that spirit of Cape Town.

11. Did you ever receive any training or development as school principal that was about the implementation of alternatives to corporal punishment?

Principal 1

No never received any training. The reason is that I usually give myself time to read about ATCP and to acquaint myself especial with law of education. There was a

circular some time ago which was amended year ago. There is something of that nature. I never received the actual manual ATCP.

Principal 2

No training and development

Principal 3

No, Never, we have received any training or workshops. We were given something through the pigeon hole. When called to meetings we discuss only general matters.

Principal 4

No, infant I am still acting as a principal from the 1st of April 2014. I am still new. I did not attend any workshop. I never received any document that came from the department of education.

12. How do you as school principal support the implementation of ATCP in your school?

Principal 1

I am supporting it (ATCP). We try to implement the content of that circular. All teachers usual have some meetings and it is in those meetings whereby this is impended so that everybody can be on board. We dependant on what we have written ourselves. There is no resistance. There is no from teachers and my side. We agreed that lest not hide away sticks so that learners can see that it is still there.

Principal 2

I do support ATCP. We do away with CP.ATCP can.... about self-esteem.

Principal 3

I support and encourage teachers to take care when discipline learners where as we never received ATCP measures.

Principal 4

My educators do support ATCP. We are together. No from this six months....I am in this office I did not experience that. In my leadership I did not see that. I do not have SMT and senior teachers, I am just alone. For any assistance or any work, I just ask anyone to help me. Yes, I do benefit.

13. How do educators in your school support the implementation of ATCP at classroom?

Principal 1

By adhering to what we decided upon in the meeting and document we created ourselves. There were cases four or five years ago when it happened.

Principal 2

They support it very much. We struggle with ATCP. It is not enough. We can correct disciple through ATCP style.

Principal 3

They support by taking my cordial instructions of being catious at all times when disciplining learners.

Principal 4

They are very careful to do anything that is wrong.

14. How does your SMT support the implementation of ATCP in your school?

Principal 1

Yes SMT is aware of what I am talking about and this is what is going to address the ATCP in our school.

Principal 2

They support it. We struggle to implement it. We remind ourselves of the wrongness of CP. We need to try some other methods. There is no help from outside.

Principal 3

They support educators and parents but are not aware of ATCP at all.

Principal 4

The teachers were not sure about the ATCP. They were supportive of any best way of disciplining learners.

15. What recommendations can you give in terms of the implementation of alternatives to corporal punishment?

Principal 1

CP was actually seeking a way of revenge. It was not educating, where ATCP is more educative than being a revenge on the part of the teacher. We usually refer learners to what we agreed upon. One of the best way is more effective is when learners go to assembly, you make use of the bible. Correct some of the perception by supporting ATCP. Giving a moral lessons to the children in the school assembly. Then if you embark on these assemblies then you are in a better position to implementing the ATCP. The moral lessons from the bible have to be used daily in our school not just the contents in the text books of many subjects. Therefore, we defeat those peculiar behaviours of learners by making use of the bible. By so doing, I think we are succeeding. Upon to so far, I think we are asserting in our school, because the situation in that school was so bad. We are succeeding.

Principal 2

The corporal punishment must come back.

Principal 3

There are teachers who abuse learners. They are fed-up. They use vulgar language. There are no beatings. I log any teacher who beat learners. I send them instructions whereby on teacher sign.

Principal 4

As a person I am not feting well in this abolishment of corporal punishment because, we were boys at school. Our principal used to speak or commanded us to do something. No, we did that, because if you failed to do this, you are given corporal

punishment. Now learners know that there will be no gain. Even in the olden days if you have annoyed a parent the parent would tell his/her teachers learner. Now learners not care because they won't be punished. Corporal punishment should come back but it won't be implemented like the way it was done before. At least now we know if I punish this child, I punish him/her so that tomorrow she/ he can come back to school again. No in nowadays, you do not come to school because of what happened yesterday now, we need at least they must feel the pain so as to wake up.

16. Is there anything that you would wish to share with me regarding the implementation of ATCP in your school?

Principal 1

The moral lessons from the Bible have to be used daily in our school not just the contents in subjects. Up until now we are asserting in our school because the situation was very bad before.

Principal 2

Depart to workshop teachers.

Parents to be told by the Department in a meeting.

Learners to know ATCP.

Principal 3

This is a very good question. The policy of the government has to be changed for another ATCP. The ones derived by government are ineffective and weak especially in the rural areas. If you compare rural and urban area learners, these are not the same. The urban learners do follow ATCP but with us here it does not work. Children are not the same. The stakeholders have to do something for parents do not come to school. They come to be meal-servers only. These parents listened when they were children at this school but are now present parents who were once learners here do not care at all. They become drunk and behave badly.

Principal 4

The corporal punishment is best used in the rural secondary schools. The department of education must train teachers if the ATCP can be applied correctly in future. The stakeholders have to be fully involved with regard to learner's conduct in schools.

END

THANK YOU VERY MUCH FOR YOUR PARTICIPATION

APPENDIX B

DATA SET 2

INTERVIEW QUESTIONS FOR SMT MEMBERS

- **Do you as SMT members experience disciplinary problems in your school? (Probe) What problems do you experience?**

SMT 1

Yes, there are many problems we experience in this school. Learners do not do home works and projects that they are given by us. They come very late to school.

SMT 2

To some extent we do. We do find means and ways of attending to them. For this part two years we did have major problems of stabbings. But with the happening of the SGB, We managed to thrash that out. This year nothing has been reported so far. I think we are coping. But we do have disciplinary school attendance, late coming and fighting and clapping each other. We have problems of old boys here, of 20 years old, 23 years old of boys here.

SMT3

Yes, there is a disciplinary problem in this school. Firstly, the problem we encounter with the learners is disobedience and secondly is the lack of listening and thirdly the loitering around the school during teaching times.

Those are the main issues and again the late coming which the learners know the time more especially the starting time of the school, about 2/4 or 3/4 of the school is late every day.

When we find out there are no tangible reasons to say that I am late because of A, B, C. To such an extent, when a learner goes to school she/he goes with his/her friend. Those are the disciplinary problems we are encountering.

SMT 4

Yes, there is lot of disciplinary problems that I experience here. Learners not wear uniforms properly, arriving on groups to school, and absenting themselves from school. The initiates arriving late in school. The learners littering around the school even if there are learners in class. We suspect the use of dagga. Teachers chase them outside. In classes, they doesn't show respect teachers. Most learners here are very old.

- **How do you deal with discipline in your School? (Probe) Why?**

SMT 1

I send the naughty learners to principal's office so that they can be seen by the principal. It is very hard to punish the old learners because I do not understand the new way of punishing learners today.

SMT 2

For starters, the learner concerned brags learners to the office. If it is a major offence, the HOD, (me) Mr. SMT (male) member and another SMT, attend to such a matter. We set with the learner and a member of SGB each time of serious problem as a disciplinary committee. There a good results after each sitting. We once had stabbing student last year where we checked the SASA and we referred that matter to the department of education. We recommended that one boy be suspended. The other boy brought a Karrie from home to defend him from the one who had a knife.

SMT 3

In the school we have the large number s in classroom with few teachers, you will find out we have the hall, it is plus or minors 90 learners, it is grade 9a and there grade 10b, with around about 72 learners. So you have to look at those learners as a result with that large number, definitely there can be mischief, whilst you are talking the others will talk.

So when it comes to that situation if you look at her while I am talking you will notice her for the second time talking. You tell her to stand in front of the learners standing till I finish my teaching. You will find out that there are people if you give the people the class work, you say now in this class, you are going to do the class work and move around you will find out that there is no work and no book there is no pen but a pencil that this learner is using. I give that learner paper to write and ask him/her to sit next to me. But I discover five of learners are not doing the work. I ask them to do the frog-jump out of the class for five minutes. I am aware that learners must not be out the class during teaching time. That is why I send them out during the five last minutes of my time.

SMT 4

When finding out learners are out there, we take their book to staffroom. We tell them to call their parents. There are late comers who are requested to do the picking up papers and the trash in the school yard . Learners don't like calling the parents to school. Parents don't like being called. The improvement is for a short time.

- **What is your understanding of Alternatives to corporal punishment?**

SMT 1

We never knew about the ATCP before. We only understand the corporal punishment that was used in the past. The ATCP is totally a new things to us because it was never brought to us through training or workshop.

SMT 2

Well, I think these alternatives do pose a challenge to us in the sense that detention to me means also detention to me. It is a major problem with us because we do not stay

locally. We leave the school at 4 or 5. I think this detention thing is better for school that breaks earlier and they then come back and walk the learners. Parents should be also involved but it is so unfortunate that in our communities because parents are not reliable just to set one good example of a boy who has not yet reported since the opening of schools. Parents are non-co-operative here. The Ilima Project was quite strenuous because parents are not co-operative. We had to ask help from former students not the present parents.

SMT 3

The ATCP is that instead of beating the kid, but see the other ways of punishing them as much as we are of the ATCP. Each and every teacher has to improvise because we understand the situation. Some other times there are frustrations and some other time there are not.

When we use a switch, it was not a remedy because learners were prepared to be beaten by us.

SMT 4

I don't understand any ATCP. We let them clean the yard. And the school. No corporal punishment in our school. It is just that teacher who does CP.

- **How do you support the implementation of alternatives to corporal punishment (ATCP)? (Why)**

SMT 1

I try my level best to support what I do not know. I am aware that I am no longer allowed to beat learners. I do have a faint idea of using some other ways to punish them. I do support teachers who are under me but I am not sure of the ATCP measures.

SMT 2

I think ATCP should be implemented at a very early age. The child should be used to this type of punishment from grade 1 if I may say so and go up with that culture that is

I get detention, demerit and all that stuff. If you start at high school I don't think it is effective. If one does not do homework , I ask one what to do.

The response is as follows "punish me madam ". Maam, punish me with a stick". If I punish that student through detention that means that the whole contract will have to wait here. The ATCP is a big challenge. The best thing is not to have that stick any more, please keep away that urge. But honestly we do have one stick beating learners are illegal. Learners are used to this culture of being beaten. They don't find when you punish them.

SMT 3

I support the teachers to do the ATCP. When a teacher is punishing the learner, I listen to the learner as to what the teacher has done. I become part of other when the teacher is punishing the learner in class. Some other time kids made kings in class that are annoying to the teachers. Emotionally the teachers can react to that. I become the shock –absorber all times I say to the teachers that we must be careful because there is no corporal punishment that must be executed at this point in time. It is no excuse when it comes to use corporal punishment. I know that there are things that are done by kids that they can make you angry and furious. At the end of the day there is no one who is going to on your side. There are some teachers who use strong language when dealing with learners where you find out that language wise teachers are harsh. The teachers use the heavy words. I heard through learners in passing that one of us used heavy language. I said to myself let me go to the teacher. I went to the teacher and relayed what kids said about him/her. I told her that I shall go to your class explain to kids about you in your presence. I did that. It was said that the lady was very harsh when she punished learners. I asked her to leave the class and promised to go back to her when I finished. I spoke to all learners of that class and supported the teacher to be very careful in future.

SMT 4

Each teacher punishes his/ her learners, and I support the teachers by calling to learners. There is benefit for a short period of time.

- **How coherent are your practices in implementation of ATCP in schools?**

Probe :(Why?)

SMT 1

We are not consistent in this school. We never heard about ATCP before. So ,we continue with corporal punishment in this school.

SMT 2

Not quite. It is still up and down. It is due to getting use of using a stick. We fail to want punishment ATCP to the fullest. It is a culture of getting used to using the stick.

SMT 3

We make it to be consistence or coherent. They pick up paper during break they feel ashamed yet they are initiates. This is done by every teacher.

SMT 4

Teachers, get tired of bad behaviour of learners. SMT members call teachers to stop any beatings. Group work is best to be done in class teachers should keep learners busy. Teachers keep on trying.

- **Which offences are the most common in this school? (Probe) What do you think could be the reason?**

SMT 1

The theft of many items does take place in class. The learners fight all the time during break time. The learners dodge and bunk some periods during tuition time. The are always late for school because they leave very far from this school.

SMT 2

Absenteeism and late coming and homework's. Learners are busy transcribing from one another's book. We send them out to do the homework now.

SMT 3

Loitering, seemed one is not doing work and the third one is late coming and fourth one is hats with boys. Same applies to the initiates that smear their faces with a certain substance or ointment. We talk to parents to buy proper uniform for the initiates for the school requires initiates to wear school uniform. Uniform wearing is to make all learners to be equal. We are enforcing learners to wear uniform even the initiates.

SMT 4

Wearing hats inside the school premises. We've tried as school to leave those hats at home. They fight and also angry. Most of them don't have parents, they have anger. Most learners are orphans. We have learners who head their homes. Those learners are angry.

- **How do you deal with learners committing these offences?**

SMT 1

I refer indisciplined learners to the principal. We tell them to call their parents to school. The parents find it very difficult to come to school because they are afraid of their children.

SMT 2

We do have a book where records are kept late comers. If learner's keep on coming late, we tell them that we are going to call their parents. So far there is an improvement due to one on one with parents.

SMT 3

We do ATCP. If a learner does not do the task, one is doing ATCP and thereafter I ask him/her to sit down to do my work. If the child is doing anything wrong we talk. We have a liaison teacher amongst us who we approach to help us. As L.O teacher I used

to have 5 minutes motivational talk with the learners of grade 12 for I am a grade... teacher. After that we call the parents. We found out that there are domestic problems at home.

SMT 4

We call their parents and issue written warnings. Parents are afraid of their children. We ...write down the warning where parents sign to commit themselves. There was a problem done by initiates. Initiates smear their faces and that is not permitted at school. Initiates don't come back to school but come back at the end of July wearing not the school uniform.

- **How do you implement the appropriate alternative disciplines provided by the Ministry of Education?**

SMT 1

We do not know the ATCP measures in this school. I end up using the corporal punishment .

SMT 2

It is quite a challenge. We are not 100% on ATCP. Yes I do have that small book. The problem with regard to ATCP is the implementation which is a big challenge.

SMT 3

We apply those ATCP but you know people who are not in this situation is easy to talk, do this and that. But you are looking at this environment, there is ATCP, but it is me who is dancing on the floor. So you look at the offences of kids, you look at the environment. I have been here for the past 30 years. I know what type of learners we have here. I know this community. The ATCP is okay but it needs some supplement of some sort. The detention at some other time us detaining the child and detaining you the teacher. When you are applying detention, you find out that these kids are living afar away from school.

There is no scholar transport. So they have to move or travel long distances on feet. The teachers will be driving alone home. There is no safety in both of us.

I am not aware of those. We have our own alternatives.

9. Can you outline your disciplinary policy in terms of the disciplinary measures you are executing and for which offences?

SMT 1

We call parents seeing to the problem that we have. We call police to assist us to quell the problems. Parents support us a great deal.

SMT 2

Yes, we do have our disciplinary policy. We adopted it from SASA.

SMT 3

Our disciplinary policy is based on the conduct of a learner. It is for the teacher to punish the child using ATCP. After repetition by learners we call the disciplinary committee and liaison teacher and we talk about learners conduct. We do give out a written warning to the learner. The offence is written down. On the third time we sit down to find out as to what it is that this learners act like this .May be there are roots that causes the learner to react like this. We note this down and call the parent and talk to the parents. Some parents come. Some just sent the guardian. Some children will send somebody she/he comes across near the school.

We have to apply our own ATCP because of an old lady who stays near the school, Learners go to her for help. The old lady will just come to represent the child without asking why. If the situation worsens we take the matter to the SGB and SGB calls the parents. If this is serious we do a suspension of two weeks. We tell the child to get the homework whilst at home.

SMT 4

Yes, we have a DC. Where a child goes to DC, at some point those were learners who came to school drunk. During exam times,4 of them. We called their parents. SGB does its work if the matter is big we suspend the learner for a week. The attitude of learners is fine towards teacher.

10. From the disciplinary measures you have mentioned, which disciplinary measure/s do you use more? (Probe) why?

SMT 1

We take the learner to stand in front of the class to do homework. Learners are comfortable. They do not care. I say sometimes that I could beat these learners for they misbehave. Yes, there are teachers who want to do CP.

SMT 2

Detention and calling parents to come to school. Parents are also frustrated because they do not want to come here. The learners do not want parents to know what they do at school. Learners beg us not to call their parents. They prefer to be beaten where corporal punishment is affected. Teachers do not resist any change or before to do ATCP. There was uproar when ATCP came. Some teachers give strong response to learners that are primitive.

SMT 3

It is a frog-jump. It does have good results.

SMT 4

The one of calling the parents. Parents are not that much supporters. They don't like being called to school. They sent representative like young boys or girls. They don't clean this school. Most parents are illiterate.

11. Did you ever receive any training or development as SMT members that were about the implementation of alternatives to corporal punishment?

SMT 1

No, I would like to be trained. The problem is with the Department .Not a single educator. We never received any document, no circular or book.

SMT 2

No, We never got anything whatsoever

SMT 3

Not at all, no we were never trained, yes some other time but I never heard that there was a meeting about ATCP.

SMT 4

Not at all, no training or development

12. How do you as SMT support the implementation of ATCP in your school?

SMT 1

I just say to them that one can just give learners something to do and report the learner to the office. We come across these every month. Teachers are frustrated. Learners do not care. There is failure higher rate because learners are not punished.

SMT 2

Some old gospel. If you hurt that child, it will be the end of you.

SMT 3

We support educators, good to intervene. We intervene even if you hear from kids. We use to remind teachers as to not use CP. When we are doing the frog jump, we look at the situation of the child.

SMT 4

The principal warns us not to hurt learners.

13. How does the principal support the implementation of ATCP in your school?

SMT 1

The principal supports the ATCP if seeing one of us is carrying a switch, he stops one not to beat learners. Teachers say a switch is a pointer. Learners are beaten when principal is away.

SMT 2

Principal preaches that every day to implement ATCP.

SMT 3

She supports it very good.

SMT 4

She supports us when we send learners to her in the principal's office. The principal support us a great deal.

14. What recommendations can you give in terms of the implementation of alternatives to corporal punishment?

SMT 1

I wish the corporal punishment can come back again. The ATCP is not known by almost all of us in this school. We need to be trained so as to understand the ATCP measures.

SMT 2

The principal assist us by talking to learners and their parents.

SMT 3

Teachers have to be trained and work shopped.

SMT 4

She assists us by talking and their parents.

15. Is there anything that you would wish to share with me regarding the implementation of ATCP in your school?

SMT 1

Proper training is required. I support ATCP because time has changed how

SMT 2

The corporal punishment must come back.

SMT 3

The societal formations have to be utilised in the form of symposiums to be run.

SMT 4

The corporal punishment must come back

END

THANK YOU VERY MUCH FOR YOU PARTICIPATION

APPENDIX C

DATA SET 3

INTERVIEW QUESTIONS FOR TEACHERS

Interview Questions

**1. Do you as Teachers experience disciplinary problems in your school?
(Probe) What problems do you experience?**

Teacher 1

Yes, there are different disciplinary problems that I do encounter at school. Problem number 1 is that learners do not come early at school as punctuality Number 2, is that one of uniform if the management or Teachers do not have strict rules and then learners will take advantage and then it's difficult to maintain discipline where learners wear they want to wear at school.

Teacher 2

Yes, I do experience problems of discipline. First of all our management is not that harsh to maintain measures against learners. When learners do something that is contrary to the order of the school, management tends to relax in addressing that particular incident at the point in time. If ultimately it takes that step, it is going to be cement in that regard, not only to learners to teachers.

Some of us (teachers) tend to bend rules of the school. We tend to sympathise with learners. Learners do not do work. They have nothing to fear. They don't tell parents that they are called at school.

Teacher 3

Yes we do. We have problem of learners who come late to school, learners who do not do their work. They don't have the submission dates. Learners who don't wear their uniforms. Sometimes we have a problem with learners who fight at school.

Teacher 4

Yes, a lot of problems. One of those is late coming. We have seen fighting it for a long time. We've not overcome it. Another one is that learners do not do their homework. Their parents are not involved in the education of their children, such that they know nothing about their children's work. There is also a problem that is concerning fighting which is in a minimal stage at this point in time. We have applied discipline measures against fighting at school.

Theft is another thing, for instance calculators are being stolen. This is a continuous problem here. We don't have a solution to stealing but we try our level best. We get no assistance from parents. If they were interested they could have seen or controlled their children from their homes.

Teacher 5

Yes, we do. Learners are not punctual, some are not attending classes and some fight in class. They bunk maths.

Teacher 7

Yes, there are, sometimes learners don't do work. I think calling her/him out whereas one think of disadvantaging the learner. Sometimes we ask them to pick papers outside.

Sometime, we ask them to clean toilets, but they don't feel these manual works outside. The corporal punishment is another problem now that it is no longer done. One ends up not knowing what to do. We talk to learners but they do not listen. Learners smoke in the street, age group is 17, 18, 19 and 20.

Teacher 8

Yes, learners have a tendency of absenting themselves from school. Some do not do their home works and others do not respond promptly to the bell when the school starts and after the break.

2. How do you deal with discipline in your classroom? (Probe) Why?

Teacher 1

No, I as teacher you must lead as an example, you must arrive on time, prepare your work. Avoid using cell phones because learners imitate adults so if there is something which is urgent where you are to use a cell phone you must inform the learners, there is an urgent message because cell phone are not there to disrupt teaching and learning they are there to make our lives.

As long as you speak with them with love, you must have confidence of yourself as a teacher. Then, if you see that learners are undisciplined you must not implicate you to act in a way that is not exemplary.

Teacher 2

I group learners according to their ability. I tried to manage my class that way. I give them tasks and when they do well, I congratulate them. If a child is absent from school, his/her parents must explain to school. I tell them to be in class on time. I lead by example. There are benefits, e.g. absenteeism is something of the past in my class.

Teacher 3

Sometimes I call parents. I ask learners to call their parents so that I could have a talk with their parents. Sometimes I give them more work to do. They remain behind after school to finish up the work. Sometimes I get good results. Sometimes we are being disturbed by learners meetings outside school. That is hindering us to cover the syllabus. Yes, we involve parents. Sometimes they come or don't come. Most of our learners stay alone, for parents work in urban areas.

Teacher 4

We made learners to stand up for rest of the period for he/ she was noisy. We give them too much work. We send one outside to do homework in the stoep so that one can be seen that she/he did not do homework.

Teacher 5

We first of all give them written warnings. But if the problem persists, we send them home to bring their parents. Alternatives of the discipline is not that good, the parent has to meet the SGB not educators. We give them the little task like cleaning windows, sweeping the class and floors.

We do get response when parents are called, but most of our learners stay with grandparents. The grandparents cannot walk to school then they send a cousin and we find that the cousin knows nothing about the child. If it is the real parent they help us a lot in curbing that problem. Some learners don't cooperate to bring their parents because their parents are away from homes.

Teacher 7

We call learners in front of other learners if learners disturb other learners calling him/her aside

They do silly comments but we call them there and then. We tell them that they may be disrespected by one and therefore they must not do that any longer.

Teacher 8

I either tell them to bring their parents to school or inform the principal and SMTs because corporal punishment was banned by the department of education.

3. What is your understanding of Alternatives to corporal punishment?

Teacher 1

Yes, I do know different ways of dealing with misbehaviour. I do not totally agree with the government let me put it in that way because you understand that government allows people who are of the same sex to get married, it is just using common sense, that is done by animals.

So we are human beings not animals according to creations. So my view of corporal punishment is that at a certain stage, you need when you are disciplining a child to use a rot, otherwise if you don't, it is like even if you use other measures like what is

that when you keep a child in detention, if you failed to use rot, then you use detention, that detention will not be effective.

I am not against detention, but detention must be used to children who are doing grade 10 upwards.

At a lower age, one is spoiling the child. That child can also go to hell

When you use rot, you are giving children wisdom, according to God's word. So I am also prepared to be chased away by the government. If I break God's law you must read the verse to the children and then you take the rot.

This is what I am doing. The child must know the scripture that point of reference after the scripture you punish grade 10 learners. But those who are young you simply take the rot and no scripture reading is needed for you young ones.

Grown up learners do understand yet the young one do not understand.

Teacher 2

Corporal punishment was abolished long time ago in our society. Learners must call their parents. This is ATCP. We need to give learners awards, but that is not happening here anymore now. We do motivation every time. Detention is ATCP. It does not have any impact. Learners take it as a joke. Detention does not help for it is the teacher who is tortured. You also detain yourself. Kids like to be out of class. The ATCP does not work at all. If you tell them to clean toilets, learners would say they are not labourers who clean toilets.

Teacher 3

My understanding is that we do away with switching, beating learners. We just give learners other alternative to corporal punishment. We give them something to do rather than beating them. Sometimes we don't see results, some parents are not there. Learners stay alone, they struggle to get their parents. Learners who are heading homes do not come to school every day and they have to stay behind looking after young siblings at home or young children are ill. We even now have many learners who have not reported to school since opening. This is the third week, learners have not come to school.

Teacher 4

It has been there since 1994. It is not applicable in our environment .Ours is different really. It is not done like the schools in town. Some of responsibility is not with our learners.

Teacher 5

I understand that ATCP has to serve the same purpose, the child will be taught the responsibility, will be taught to obey the rules of the school.

Teacher 7

We call parents to tell him/her about his /her learner. We emphasize that if CP can be done, things would be okay. No, we do not use CP. We are talking all the time.

Teacher 8

To tell the learners to bring their parents .Notify the SMTs about the offenders and the detention of the offenders and of course the discussion of the alternatives by the staff ,SMTs and the parents.

4. How do you support the implementation of alternatives to corporal punishment (ATCP)? (Why)?

Teacher 1

Ja, I do support but the challenge is that in our school most Teachers are not aware of these new measures of disciplining. We are used to the old system of using the rot. We are aware that the government is against the usage of a rot. But these new measures like detention. We do not have enough knowledge. In any staff room these new measures are not discussed that one does the same pattern in a particular situation.

I am doing it as an individual. It is not effective. Teachers need to understand of these various new measures. I am aware of new alternatives that I am to implement. I have

seen these various ways of dealing with punishment of which I did not obtain at school. Other teachers are not aware of these measures of the course I am doing.

Teacher 2

Yes, I am giving ATCP the fullest support but they need to be revamped. They must have main impact. They can be fuel if all teachers can do the same, talking with one voice. If it can be done every day by all teachers. Those who master ATCP can motivate those who struggle with ATCP. This is another strategy to do implementation. We need to be lectured by those who know ATCP. Our SMT is just talking about these things. We don't have the depth of ATCP as teachers. I think the duty is on management shoulder to conscientise us as much as possible.

Teacher 3

We support it because it is there. We follow it because it is there to follow. We ask the misbehaving child to stand in front to do a physical exercise. Simultaneously, I control that child and the whole class. Time is being wasted to look or control that child. Sometimes I chase away that child to lose a lot done in class. A teacher feels bad because that child is to lose a lot for he/she is out of classroom. We cannot punish these learners using the correct way.

Teacher 4

We stand up and go outside doing teaching. It is not effective at all. They do some manual work it does not work. Yes, we do use CP at a minimal way and for serious offences as rowdy and noisy learners do not want to listen.

Teacher 5

My support is in talking with learners. I do the one on one. We find that the learner's behaviour is giving a social problem so mine first is to talk to the learner. Then by calling the parent I want to know how is the learner at home or the child needs to be referred to social workers for counselling.

We do have reap good results. We do have social workers around .We refer learners and the results are good for they monitor the learners. The department does not

respond quickly regarding the slow learner in class. We have written numerous letters about this. They never respond. With social workers, we always refer learners to him, he is ever ready to respond. He comes to school. It is about the ethics of that particular person.

Teacher 7

We are disadvantaged of not using CP. We talk and talk and try to be polite. I sometimes talk strongly with learners .I try to humiliate them as much as I can. (uphoxo).

Teacher 8

When we are consistent in administering these alternatives. When we always tell the learners the reasons for applying these alternatives. By being exemplary to learners because most of the time learners learn by examples of the teacher.

5. How coherent are your practices in implementation of ATCP in schools?

Probe: (Why?)

Teacher 1

Eh!! Let me put it in this way, since I mentioned the fact that we have not discussed these measures with the management and other teachers or the management has not informed the staff that these are the ways of ATCP. What we are told is that government is against corporal punishment and then it ends there. We are just aware, but it is not practised. So you take some among these alternatives, because we are not doing this as a team. Sometimes we encounter some problems and the management officials are not aware that the government is against corporal punishment.

Teacher 2

Not at all, we are not doing the same thing as teachers. No teacher can send a learner to errands. There is coherence but not to a larger extent. Those who understand these laws can come to us to motivate us. We are not in the same paragraph.

Teacher 3

No, I cannot say I am coherent because we try this way or keep on trying different ways of ATCP. We do not get good results in implementing the ATCP.

Teacher 4

We try our level best not to use CP. We try to use ATCP, cases do differ. There is lateness every day. We do ATCP as much as we can.

Teacher 5

We are consistence because we do not have any ATCP, all we have to is cause them to do frog –jumping. They are a little but scared of this punishment for it gives them cramps. They get to school on time. We stick to ATCP daily, we do not beat. The principal made it clear that if one beats one is going to be on his/her own.

The media is also giving stories that educators have been found guilty of beatings. Everybody is scared, and no one wants to be in that position. If the teacher is fed up with learners, they go the principal and get help.

Teacher 7

I do not fit for learners do not care. This is not a suitable way to discipline learners. I prefer the CP which is the best to use. It can be the best to use only one latch. They are going to feel something rather than laughing. We do not use abusive language. Learners do not treat us as parents.

Teacher 8

Sometimes in some schools teachers do not adhere to these practices because they are not supported by the parents at home. In some schools other teachers become loose because they are also ill-disciplined themselves.

6. Which offences are the most common in this school? (Probe) What do you think could be the reason?

Teacher 1

That is, number one is disrespecting adult, children who do not do homework. I think we have improved as far as late coming is concerned. There are drugs amongst boys. Liquor is also amongst boys, but, that one of drugs, teachers are also involved, I was solving that one of drugs. But it is not easy if teachers buy some cigarette from learners and then if you are against that, then you are wasting your time because this is done by an adult. But I am against teachers who are smoking, but at school it is a problem. It was not easy to solve the problem of smoking cigarettes by learners if teachers smoke in front of learners.

It becomes worse when teachers send learners to buy some liquor. Teachers buy cigarettes from their children. If teachers are parents, now can a parent buy cigarettes from his/her child?

Teacher 2

Most offense is housebreaking, school broken more than five times. The sporadic attendances by our learners. Smoking is another problem of substance abuse. Parents do not support for learners use alcohol also. Most of our learners like to be implicated in rapes every year. Some of learners were sentenced because of this.

Teacher 3

Absenteeism is the most common. Learners do not open the school. They don't come during closing of schools. They don't do projects. I am Technology educator so the learners are unable to collect the materials to do their project because of poverty. If you don't provide as an educator, the material won't be there. Reason is abject poverty. They stay alone. There is no money to buy the materials.

Teacher 4

"Theft of calculators, pens. Misbehaving learners in class, failure to do homework. The problem is at home. Parents fail to assist us. Is thieving for fun".

Teacher 5

Oh!! fighting, late coming. We had cases when it is initiation time. They come to school with drugs for they go to initiation ceremonies. This is not common but fighting and late coming. Lack of support from their parents. Our learners are staying with their grandparents. We do have support from grandparents. Our learners are angry .Learners do not want to communicate during those fights.

They do not have conflict management skills, therefore we teach them in the life orientation conflict management skills ,age 13-18 and we do have over age learners but the over age learners do behave well e.g grade 12 are 22 and 23. We do have learners who are heading their homes.

Teacher 7

They like to fight. They bring conflict from the local community. They bring knives to school whereas we don't know. They fight knowing that they are not going to be beaten at school. They fight for the recognition by their peers.

Teacher 8

Smoking among the boys and carrying weapons at school. I think it is because of the community we are in. We noticed that there are fights amongst the community members

7. How do you deal with learners committing these offences?

Teacher 1

These problems become daily problems because in my school, it is just written that there is a disciplinary committee but it is not functioning not because people do not have an ability to do that job but to be honest a principal in my school doesn't allow other Teachers to voice their ideas as far as discipline is concerned. I think the right word is dictatorship.

The principal is disciplinary committee himself. He calls the individuals, us that is why you see my names in the disciplinary book. The principal is an ex-officio member of every committee. If his is not at school, nothing can happen. The numbers are decreasing because there is no discipline at school. Parents took away their children

to other schools. The principal as a leader is the one who is a stumbling block in our school. Because he does not work with other teachers.

A drunk child is taken to the class teacher. Even a child who did not do homework is also taken to the class teacher. We do not have to take matters to the principal.

The learners usually go to the principal when they have done something wrong, not going to the class teacher. He will think that the learner loves him, but he will see that this is disrespect on his side. The disciplinary committee is not functional, there are no parents. It is only the principal, sometimes he will call a particular teacher so, and that is why we are having many challenges as far as discipline is concerned. Although everything is written on the wall, nothing is good. It is not practised.

Teacher 2

It becomes very difficult for us to act against them. When they commit these offenses they are taken by police. I can applaud our management because of the charity they do every day. After hours at home learners are not monitored because we do not stay in this area. They do not care in this village. We do have learners who head their families. They behave far better than learners who stay with their parents.

Teacher 3

Sometimes I have to take money from my own pocket to buy the materials. We have to approach some school around to assist you with the materials.

Teacher 4

We call parents. We humiliate learners in class. We embarrass learners in class so that they must feel ashamed of what they did was not correct . We reprimand them.

Teacher 5

We give them tasks of scrubbing the floors. Spending the rest of the break doing punishment. We do this during school time. We do not do this after school because learners walk long distances home. They may get raped. The old learners do resist punishment at times. If we discover that the child is resisting the punishment we call the parent and refer the matter to SGB. The parents are scared to appear before the SGB, so they make it a point that the child carries the task. We find that parents are

scared of their children. We find that parents are not strong to reprimand their learners. They say even at home learners do not want to listen, so parents are helpless at times.

Single parents find it hard to control their unruly children. My sympathy goes to them. Where there is a father the father is putting his foot down. The learner is scared of his/her father.

Teacher 7

We call them for talks and we call their parents. We find out that learners do fights that are done at home. The father is copied by his son at school. One day the same boy fought in the shebeen but this ended up his brother was stabbed. This is a repetition of fights at home. This is done by their parents. Stabbing by boys and got injured. Boys of certain area fighting each group.

Teacher 8

Most of the time we call their parents and have a chart with them to correct these offences. We also reprimand the offenders by showing them how important is their future.

8. How do you implement the appropriate alternative disciplines provided by the Ministry of Education?

Teacher 1

Ja as I told you that the department is against CP. So sometimes when there are disciplinary problems we call some parents and then I think that one is helping to call parents, sometimes you understand certain things that you were not aware, and it becomes easy for one to get new information about the child.

Parents do come to school. The challenge is that, because we are not doing thing as a team but it is done by certain individuals. It is done by teachers so and so. It is not uniform. Certain parents do not come because this is not a culture of the school. Learners take this as a joke, because it is done by certain individuals.

Teacher 2

“Not really” no one is clear about ATCP. We have little information of ATCP. We can have this in form of symbolism. We were never given anything. I get only advices from older teachers and I take that as ATCP.

Teacher 3

No, we don't have any document about ATCP.

Teacher 4

We have been with ATCP for time but are not 100% working. They are not effective.

Teacher 5

We never got any alternatives from the department. We make it a point to all educators that we do not overstep learners' rights when executing punishment. Punishment should be done within the rights of learners. We do not deprive them to each but we always become careful of such things. There are no written alternatives but we do our own alternatives.

Teacher 7

Hey!! Let's be open by talking what is truth. We have never saw alternatives but we do make our own alternatives. We never received any.

Teacher 8

The Ministry of Education did provide any alternative disciplines except by saying teachers should not exercise corporal punishment. They must find other means of punishment.

9. Can you outline your disciplinary policy in terms of the disciplinary measures you are executing and for which offences?

Teacher 1

Ja, we do have a disciplinary policy. But the problem we do have all policies, but there are no staff meetings, year plan, financial reports, hey, this is just a school but not a

real school. When there are a meeting that is where we suppose to discuss these things discipline where we handle matters of ill discipline done by learners.

This year we, maybe we had three if it not two meetings. We do not have a plan for meetings. We just meet when a need arises. There is not roster for meetings. May be if there is an issue on a particular day, there will be a meeting. The principal is the one who chairs the meeting. He wants to dictate.

Teacher 2

There was once a draft of disciplinary measures (DC). We never saw that again. It is not in use, it is not available to use. We use to have disciplinary committee. Learners take us for a ride. I like those advices. I think all of us can appreciate if we can have document about ATCP. We can be better educators. This place is a moral one. There can be light at the end of the tunnel of ATCP.

Teacher 3

I have not seen any disciplinary policy as I am a new teacher here. I have never been exposed to such a committee. Nobody told me about the disciplinary policy here and where I came from.

Teacher 4

We have our policy, but it is not effective. We read it to learner's to know that they could be suspended.

Teacher 5

Yes, we do have disciplinary policy. If a learner has committed an offence we require the learners to call his/her parent. If the teacher is able to deal with the learner, the teacher punishes the learner to write down 100 000 words such as "I am sorry I will never do it again". The offence must balance the punishment. If they fight, we call parents so that they cannot carry on fighting in the location after school.

We call parents so that learners can make peace. One learner went home to fetch a very big sword waiting for other learner outside the school gate. Again there was also another learner who stabbed another learner on the school ground. We suspect that

our learners use drugs because we discover that some learners speeches are slurred, eyes are red.

We once called police to do random search but the police did not find anything. We are suspecting that the substance abuse is around.

Teacher 7

Yes, we do have disciplinary policy. The warnings are given to learners and parents are called. Learners continue to stay at home (suspension). There is disciplinary committee. Yes, there is an improvement.

Teacher 8

In our school there is no disciplinary policy. We need to make it as teachers and parents.

10. From the disciplinary measures you have mentioned, which disciplinary measure/s do you use more? (Probe) why?

Teacher 1

Ja, you must talk to the children in a proper way. They must know that you love them even if you are strict but they must know that your “yes” is your “yes”. You must be consistent and you must discipline in the same way. You must not be fearful when handling discipline. You must be confident, you must do it in love. You speak to the children sometimes you buy them sweets after disciplining them.

Lower grade, you use a rot then grade 10 upwards you can take the child away from the class when he/she disturbing other learners or you take that one to the office sometimes or then you call a parent. If you are angry it is good that you calm down.

Teacher 2

I reprimand them mostly. We send them to bring parents to school. If a learner is sent out to fetch parents, that kid must come back after two or three days to school.

Teacher 3

I give them some physical exercises in class because they do the offense in class. It disturbs the tuition for it takes a lot of time.

Teachers 4

Calling a parent. It works for us. The learners are known by parents. Learners are afraid that their parents are called to school. We counsel such children, those who head. Two teachers are helping such learners. We refer them to social workers.

Teacher 5

Frog jumping. It is some form of exercise that has got to do with energy. It is vigorous learners are scared of it. We do it when the weather is fine. If the weather is not fine we tell them to clean the toilets. They get supervised.

Teacher 7

We talk and talk with the parent, parents did come when invited. We messages through other learners who stay near that particular home. Learners do not at times pass messages to invite their parents deliberately. Letters are written by the principal. Parents cooperate because they fear that their children.

Teacher 8

We just meet as teachers and SMTs to discuss how to deal with certain offences that are common.

11. Did you ever receive any training or development that was about the alternatives to corporal punishment?

Teacher 1

Nothing, No workshop. What we know is only the fact that government is against the corporal punishment. It ends there. We never received any document about the ATCP.

Teacher 2

No, although the Department was told through EMCS that we want ATCP, when we were at the College, we were told about ATCP but not by Department.

Teacher 3

No training or development.

Teacher 4

“No never trained, I never heard of such a thing” .Manual used by officially educators.

Teacher 5

It was an internal matters that we discuss as a staff. We came up with suggestions. We were never trained. We made it a point that whatever punishment we come up with must be within the ambit of the law. We never called to a workshop.

Teacher 7

No training or development. We never received anything that was about alternating. No invitation to any workshop.

Teacher 8

No, not at all.

12. How does your SMT support the implementation of ATCP in your school?

Teacher 1

As I said, as far as I see the situation at my school that there is no teamwork. The principal does not work together with his management. Even the parents are not involved. Things are so haphazard. You do not know that this matter belongs to this department, discipline, sport. The principal handles everything. There is no unity. We

do not work as team. If a child is referred to him, he will discuss the matter, or may be call an individual just like me, sometimes another individual. HOD's are so concerned with the subject matters. They do not mind anything regarding the discipline.

Teacher 2

SMT is always with educators. They support educators.

Teacher 3

The SMT support for they call parents. They call parents meeting when the learner does not do well in exams. Each class does have parents where we talk to them.

Teacher 4

Yes, we do get advice from SMT. We support each other. We as SMT support educators.

Teacher 5

Oh yes, the SMT does support, because some of the time you report to your HOD that I got a problem with a certain class, in 11 "b" learners are bunking lessons, this is what is happening. In most cases the HOD, will go with the liaison teacher to that class. They will find out what the problem is e.g bunking of lessons. We are happy with the support we get from SMT. Sometimes there are teachers who would not allow learners to come into classes when they are late

There will be classes with SMT for late learners have seen punishment at the gate. So we are told to let learners go to classes.

Teacher 7

We call up the principal to talk to these learners. The SMT support us. They talk to even to the silly initiates.

Teacher 8

By encouraging the staff to bring the offences that are common to the office and discuss with the teachers the ways to deal with them.

13. How does the principal support the implementation of ATCP in your school?

Teacher 1

Yes the principal is the disciplinarian. He does use corporal punishment sometimes. The problem is that we do not have something written. We do not do the same thing. But what we are afraid of is to be expelled by the government when we are using CP.

Teacher 2

Principal does not support ATCP. He sometimes uses Corporal punishment. Yes I can say I like him to use corporal punishment. We don't support the new introduction of Corporal punishment. One of our colleagues went to court of law because of corporal punishment. We don't want to go there.

Teacher 3

The principal supports the ATCPO by calling parents. Parents do come but there are parents who are not there. Some parents do assist to represent parents who are not there.

Teacher 4

The principal support ATCP. Yes sometimes he want to use his stick but we.... him not to.

Teacher 5

The principal supports, because there are cases where one is helpless to control such cases. The principal would say we must not deal with a group of silly learners, let deal with them individually e.g. leaders. The principal deals with ... learners. The principal talks to them. They write down and sign those things. The cases where one cannot

handle one goes to the principal .The principal is happy to help one and this does help.

Teacher 7

He talks to us and learners. He views up the cases of this particular learner. He sends or refer the learner to the disciplining committee (DC).

Teacher 8

The principal always supports us in implementing ATCP by holding parents' meeting and the principal plus parents would find solutions.

14. How does the SMT assist you in implementing the ATCP?

Teacher 1

Mfundisiwam, Ja sometimes when you take the matter to that individual head. They do give advice. You will be given an information that when a learner misbehaves. The government is against CP, try other means. May you rake a learner to the garden. These other means are not mentioned. You are just told that, are you aware that government is against CP.

Teacher 2

They always talk to these learners in the assembly. They abuse them and also reprimand them.

Teacher 3

The SMT assist in the same way.

Teacher 4

The SMT members do assist us but not to their ability.

Teacher 5

The SMT will go there to a particular class and find out what is the problem. They advise us to do this and that. They support in that particular problem.

Teacher 7

I do get assistance from the SMT in the staffroom.

Teacher 8

By printing the classroom rules and paste them in each and every class and compiling even the school rules.

15. How does your principal assist you in implementing ATCP?**Teacher 1**

The principal is good to discussing such matters when the parent also misbehaves. He is a good public speaker. As far as discipline, he is strict, verbally sometimes, because he will correct us according to dress code. When we have a meeting we say the dress code must be like, but the principal will address this in an individual persons going against what we agreed in a meeting. We must sit together as males discussing the issues of dress code. If he sees one wearing a jean, he keeps quite, he does not talk to us as a team. Sometimes he sends one home if one has not dressed properly rather than having this discussed by us in a staff meeting.

Teacher 2

The principal is a talker. He does assist us.

Teacher 3

Same as above. Our school is still small.

Teacher 4

The principal does warn us to be very careful when we punish learners that we must not hurt learners.

Teacher 5

The principal does assist you. She does the follow up. She would go with you to that particular class. The principal talks to the child and she will follow up after she has done talks with the learner. She does that a lot.

Teacher 7

He goes to the learner giving the assistance.

Teacher 8

By talking to these learners every day and always talking to their parents in parents ' meetings.

16. What recommendations can you give in terms of the implementation of alternatives to corporal punishment?

Teacher 1

Ja, since this thing is new, we must sit together and discuss each measure as far as these many measures which are new so that a teacher will be able to use a particular measure at that particular time. As long as we told that the government is against CP, then there is going to be a problem.

The disciplinary committee can decide the issue at hand. Each school can have a proper disciplinary committee with a policy.

Teacher 2

In my personal capacity, the Department can come to me to tell us how we can behave as teachers. It must see to it that ATCP is implemented.

Teacher 3

I recommend that before we are told about the alternatives, we have to know these alternatives. I never knew about ATCP. This pamphlet brought to us something we don't know. No one knew ATCP in our school. We don't know ATCP. I recommend that lets be given the training and workshop. How do we implement ATCP. Sometimes we call parents during training time. If we can be trained perhaps we can be given way as to how ATCP is done.

Teacher 4

The department is failing us really. We have never been work shopped on it. The department need to educate educators. We are human beings, we need to be trained.

Those ATCP are for civilised people, but here we are not civilised. Civilisation is still far away here. Their homes didn't control learners.

Teacher 5

I recommend that the alternatives should be really rehabilitating to our learners , because it is so frustrating that there is no culture of learning and it is also frustrating that you give punishment but those learners are so used to the punishment.

They do not even mind for they know the punishment. So I wish ATCP should be rehabilitative. They are too used to the alternatives not the CP e.g jumping and cleaning of toilets. This is not really working on them. Other say, I will go there and clean and others do not like that. There is lack of parental involvement. The learners do not know what time to get to school. It is useless for us to lock the gates for they will go to shops around. My take is for parental involvement.

Teacher 7

CP to come back, banning of CP brings a lot of disadvantages, three latches be given. Rights to be cut. There are too much rights for learners.

Teacher 8

It will be great if all the teachers together with the community can hold a meeting to discuss the implementation of alternatives to corporal punishment. Also if the Ministry of Education can assist the school in terms of giving them the alternatives they think are suitable or the skeleton.

17. Is there anything that you would wish to share with me regarding the implementation of ATCP in your school?

Teacher 1

I think what I mentioned is very important. Learners need guidance of adults because they are future adults. Therefore as adults now I am concerned with doing away with

CP, we must look at that carefully, When you spoil the child, if you fail to discipline a child at the right time, then you will end up with the educated thing.

I am saying the government is wrong with doing away with the CP. But it must be managed, it must be done at the right time, as I have given you that example.

Teacher 2

The Department should monitor our schools if they are really rewarding those terrible learners, and reward everyone. They must capacitate both teachers and learners. They must preach about ATCP. We all want implementation after all. We can hold workshops with the community to discuss about ATCP. The symposiums in the community must be brought back again to communities.

Teacher 3

What I want to say is that if we may understand ATCPO, this may be of great help to us. We are unable to do ATCP for we don't know ATCP. We believe to Corporal punishment. I don't beat a learner. Learners take us for a ride. Learners laugh at us.

Teacher 4

ATCP is the right thing. It should start at a lower level where there is a lot of discipline responsibility. Educators have got a problem because there is a lot that is expected from them.

Teacher 5

I think it is that part of learning. If the department will try to deal as to how to deal with misbehaving learners, learners who do not come to school, bunk school. So there is a lot .In this area there is no culture of learning. That what frustrate us. Last year results we below 40%. The results are also deteriorating.

Teacher 7

Rights must be removed, the exam results are not good. The learners have got children or babies for they want or get grants from our taxes and pregnancy rate is very high in high schools.

Teacher 8

We need to have skeleton guide that is provided by the department so that when the community and the teachers discuss the implementation of ATCP they should know that they in line with the departments' policy. Parents must be made aware of the dire need for the implementation of ATCP at all times.

END

THANK YOU VERY MUCH FOR YOU PARTICIPATION

APPENDIX D

INSTRUMENT 1

INTERVIEW QUESTIONS FOR SCHOOL PRINCIPALS

Interview Questions

- Do you as school principal s experience any disciplinary problems in your school? (Probe) What problems do you experience

Answer Principal 1

- How do you deal with discipline in your School ? (Probe) Why?.....
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- What is your understanding of Alternatives to corporal punishment?
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- How do you as school principal support the implementation of alternatives to corporal punishment (ATCP)? (Why).....
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- How coherent are your practices in implementation of ATCP in schools? Probe:(Why?).....
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- Which offences are the most common in this school? (Probe) What do you think could be the reason?
- How do you deal with learners committing these offences? (Probe) Why?...
- How do you implement the appropriate alternative disciplines provided by the Ministry of Education?
- Can you outline your disciplinary policy in terms of the disciplinary measures you are executing and for which offences?
- From the disciplinary measures you have mentioned, which disciplinary measure/s do you use more? (Probe) why?
- Did you ever receive any training or development as school principal that was about the implementation of alternatives to corporal punishment?

- How do you as school principal support the implementation of ATCP in your school?.....
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- How do educators in your school support the implementation of ATCP at classroom?.....
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- How does your SMT support the implementation of ATCP in your school?.....
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- What recommendations can you give in terms of the implementation of alternatives to corporal punishment?.....
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- Is there anything that you would wish to share with me regarding the implementation of ATCP in your school?.....
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END

THANK YOU VERY MUCH FOR YOU PARTICIPATION

APPENDIX E

INSTRUMENT 2

INTERVIEW QUESTIONS FOR SMT MEMBERS

1. Do you as SMT members experience disciplinary problems in your school?
(Probe) What problems do you experience?.....
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2. How do you deal with discipline in your School ? (Probe) Why?.....
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3. What is your understanding of Alternatives to corporal punishment?.....
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4. How do you support the implementation of alternatives to corporal punishment
(ATCP)? (Why).....
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5. How coherent are your practices in implementation of ATCP in schools?
Probe:(Why?).....
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6. Which offences are the most common in this school? (Probe) What do you think could be the reason?

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7. How do you deal with learners committing these offences?

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8. How do you implement the appropriate alternative disciplines provided by the Ministry of Education?

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9. Can you outline your disciplinary policy in terms of the disciplinary measures you are executing and for which offences?

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10. From the disciplinary measures you have mentioned, which disciplinary measure/s do you use more? (Probe) why?

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11. Did you ever receive any training or development as SMT members that was about the implementation of alternatives to corporal punishment?

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12. How do you as SMT support the implementation of ATCP in your school?

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13. How does the principal support the implementation of ATCP in your school?

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14. What recommendations can you give in terms of the implementation of alternatives to corporal punishment?

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15. Is there anything that you would wish to share with me regarding the implementation of ATCP in your school?

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END

THANK YOU VERY MUCH FOR YOU PARTICIPATION

APPENDIX F

INSTRUMENT 3

INTERVIEW QUESTIONS FOR TEACHERS

- Do you as educators experience disciplinary problems in your school? (Probe)
What problems do you experience?.....
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- How do you deal with discipline in your classroom? (Probe) Why?.....
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3. What is your understanding of Alternatives to corporal punishment?.....
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4. How do you support the implementation of alternatives to corporal punishment (ATCP)? (Why).....
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5. How coherent are your practices in implementation of ATCP in schools?
Probe:(Why?).....
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6. Which offences are the most common in this school? (Probe) What do you think could be the reason?
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7. How do you deal with learners committing these offences?
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8. How do you implement the appropriate alternative disciplines provided by the Ministry of Education?
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9. Can you outline your disciplinary policy in terms of the disciplinary measures you are executing and for which offences?
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10. From the disciplinary measures you have mentioned, which disciplinary measure/s do you use more? (Probe) why?
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-
11. Did you ever receive any training or development that was about the alternatives to corporal punishment?
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12. How does your SMT support the implementation of ATCP in your school?

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13 How does the principal support the implementation of ATCP in your school?

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14. How does the SMT assist you in implementing the ATCP?

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15. How does your principal assist you in implementing ATCP?

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16. What recommendations can you give in terms of the implementation of alternatives to corporal punishment?

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17. Is there anything that you would wish to share with me regarding the implementation of ATCP in your school?

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END THANK YOU VERY MUCH FOR YOU PARTICIPATION

APPENDIX G

INSTRUMENT 4

DOCUMENTARY ANALYSIS GUIDE

DOCUMENT	PURPOSE	FINDINGS
Minute books	To have an understanding of how disciplinary issues are dealt with by disciplinary structures in the schools	
Log books	How disciplinary issues are logged	
Disciplinary code of conduct	code of conduct is in line with departmental policy	
Official letters	Understand their content	
Circulars and memos	Understand their content	

THANKS FOR PERMITTING THE RESEARCHER TO DO THIS DOCUMENTARY ANALYSIS!!!

APPENDIX H: LETTER OF THE DISTRICT OFFICE

120 Wodehouse Street
King William's Town
5600
1-07-2014

THE DISTRICT MANAGER
DEPARTMENT OF EDUCATION
KING WILLIAMS DISTRICT
5600

Dear Sir

Re: PERMISSION TO CONDUCT RESEARCH

Kindly be informed that I am a PHD student at the University of Fort Hare. I am engaged in a research project in rural secondary schools of King Williams Town education district.

Furthermore, my research study is entitled: "TOWARDS A FRAMEWORK FOR THE IMPLEMENTATION OF ALTERNATIVES TO CORPORAL PUNISHMENT IN SCHOOLS: A CASE OF FOUR SECONDARY SCHOOLS IN THE KING WILLIAM'S TOWN EDUCATION DISTRICT".

In addition the purpose of the study is to uncover how SMTs and educators implement ATCP in secondary schools. This study will also try to establish the consistency that exists between the disciplinary practices in schools and the principle of the ATCP policy. It, therefore, seeks to investigate the role SMTs and educators in the implementation of alternatives to corporal punishment (ATCP).

The SMTs and educators of these four rural secondary schools within the King William's Town Education District will form part of this research. I, therefore, humbly request to conduct this research or study during August of 2014. Each school will have duration of a week.

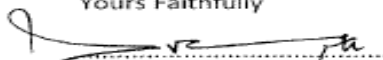
I would like to further assure you that the data collected during the investigation will be highly confidential and will only be used for the purpose of this research. All the participants will be highly respected by the researcher.

For further information about this study, please contact my supervisor, Dr.P.M.Mavuso, at this number 082 335 4647.

I hope and trust that my request or permission will be highly considered.

Thanking you in anticipation

Yours Faithfully


V.C. Kalipa (Mr)

APPENDIX I: PERMISSION LETTER



45 Eales Street, King William's Town, 5600, Private Bag X74445, KWT, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

Email: nomvume.plaatjie@edu.ecprov.gov.za

TO WHOM IT MAY CONCERN

Dear Sir/ Madam

1. This is to confirm that Mr. V.C KALIPA is a registered PHD student with the Fort Hare University. He is selected to conduct research in rural secondary schools of King William's Town Education District.
2. Kindly assist and co-operate with him in ensuring that this research is done and completed.
3. Thanking you in advance for your co-operation.

Yours faithfully


F.C. SOKUTU
DISTRICT DIRECTOR

building blocks for growth



Ikamva eNqumbileyo!

APPENDIX J: LETTER TO PRINCIPALS

THE PRINCIPAL

KING WILLIAMS DISTRICT

5600

Dear Sir

RE: PERMISSION TO CONDUCT RESEARCH

Kindly be informed that I am a PHD student at the University of Fort Hare. I am engaged in a research project in rural secondary schools of King Williams Town education district.

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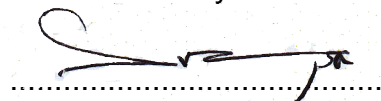
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For further information about this study, please contact my supervisor, Dr.M.P. Mavuso,at this number **082 335 4647**.

I hope and trust that my request or permission will be highly considered.

Thanking you in anticipation

Yours Faithfully

A handwritten signature in black ink, appearing to read 'V.C. Kalipa', is written over a horizontal dotted line. The signature is stylized with a large initial 'V' and a long horizontal stroke.

V.C.Kalipa (Mr)

APPENDIX K: PERMISSION LETTER FROM DEPARTMENT OF EDUCATION



STRATEGIC PLANNING POLICY RESEARCH AND SECRETARIAT SERVICES
Steve Vukile Tshweta Complex • Zone 6 • Zwelitsha • Eastern Cape
Private Bag X0032 • Bisho • 5605 • REPUBLIC OF SOUTH AFRICA
Tel: +27 (0)40 608 4773/4035/4537 • Fax: +27 (0)40 608 4574 • Website: www.ecdoe.gov.za

Enquiries: B Pamela

Email: babalwa.pamla@edu.ecprov.gov.za

Date: 01 September 2014

Mr. Velelo Clifton Kalipa

P.O. Box 115

Bisho

5605

Dear Mr. Kalipa

PERMISSION TO UNDERTAKE A DOCTORAL THESIS: TOWARDS A FRAMEWORK FOR THE IMPLEMENTATION OF ALTERNATIVES TO CORPORAL PUNISHMENT IN SCHOOLS – A CASE OF FOUR SECONDARY SCHOOLS IN KING WILLIAM'S TOWN DISTRICT

1. Thank you for your application to conduct research.
2. Your application to conduct the above mentioned research in three schools under the jurisdiction of King William's Town District of the Eastern Cape Department of Education (ECDoE) is hereby approved on condition that:
 - a. there will be no financial implications for the Department;
 - b. institutions and respondents must not be identifiable in any way from the results of the investigation;
 - c. you present a copy of the written approval letter of the Eastern Cape Department of Education (ECDoE) to the Cluster and District Directors before any research is undertaken at any institutions within that particular district;
 - d. you will make all the arrangements concerning your research;
 - e. the research may not be conducted during official contact time, as educators' programmes should not be interrupted;
 - f. should you wish to extend the period of research after approval has been granted, an application to do this must be directed to Chief Director: Strategic Management Monitoring and Evaluation;
 - g. the research may not be conducted during the fourth school term, except in cases where a special well motivated request is received;



- h. your research will be limited to those schools or institutions for which approval has been granted, should changes be effected written permission must be obtained from the Chief Director: Strategic Management Monitoring and Evaluation;
 - i. you present the Department with a copy of your final paper/report/dissertation/thesis free of charge in hard copy and electronic format. This must be accompanied by a separate synopsis (maximum 2 – 3 typed pages) of the most important findings and recommendations if it does not already contain a synopsis.
 - j. you present the findings to the Research Committee and/or Senior Management of the Department when and/or where necessary.
 - k. you are requested to provide the above to the Chief Director: Strategic Management Monitoring and Evaluation upon completion of your research.
 - l. you comply with all the requirements as completed in the Terms and Conditions to conduct Research in the ECDoE document duly completed by you.
 - m. you comply with your ethical undertaking (commitment form).
 - n. You submit on a six monthly basis, from the date of permission of the research, concise reports to the Chief Director: Strategic Management Monitoring and Evaluation.
3. The Department reserves a right to withdraw the permission should there not be compliance to the approval letter and contract signed in the Terms and Conditions to conduct Research in the ECDoE.
 4. The Department will publish the completed Research on its website.
 5. The Department wishes you well in your undertaking. You can contact the Chief Director, Mr. GF MacMaster on the numbers indicated in the letterhead or email greg.macmaster@edu.ecprov.gov.za should you need any assistance.



GF MACMASTER
CHIEF DIRECTOR: STRATEGIC MANAGEMENT MONITORING AND EVALUATION

FOR SUPERINTENDENT-GENERAL: EDUCATION

APPENDIX L: ETHICAL CLEARANCE FOR THE UNIVERSITY



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE **REC-270710-028-RA Level 01**

Certificate Reference Number: MAV011SKAL01

Project title: **Towards a framework for the implementation of alternatives to corporal punishment in schools: A case of four secondary schools in the King William's town education district**

Nature of Project: PhD

Principal Researcher: Velelo Clifton Kalipa

Supervisor: Dr MP Mavuso

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

20 August 2014

APPENDIX M: CERTIFICATE OF PROFESSIONAL EDITING

Pamela Makati
50 Banbury Park
Hunters Road
Northwold
2188
0734145879
pm_makati@yahoo.com

03 June 2015

TO WHOM IT MAY CONCERN

I hereby declare that the dissertation titled "Supporting the implementation of alternatives to corporal punishment in schools: Towards a framework for school management teams and teachers" by Mr VC Kalipa, has been intensively edited and thoroughly proofread.

Yours Sincerely,



Pamela Makati (BA Hons English, MA English, D Litt et Phil)

Language Editor

(Member of Professional Editors' Group & English Academy of Southern Africa)