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Perceptions of learners and teachers on the alternatives to the Alternatives to Corporal Punishment: A case study of two high schools in King William's Town Education District in the Eastern Cape

By

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University of Fort Hare

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DECLARATION

I, the undersigned, Mzukisi Howard Kepe, hereby solemnly declare that the work contained in this thesis is entirely my own original work with the exception of quotations or references which are distinctive of their own sources or authors. This thesis has not been submitted and will not be presented at any other University for an equivalent or any other degree award.

Signature of author and date: .....

Mzukisi Howard Kepe: .....

DEDICATION

This thesis is dedicated to:

My wife, Mhizie Sange kepe. My parents, Nokwanda Mandisa Gladys, and Zinkosi Samuel Kepe. My late two young sisters, Sinalo and Zimbin Kepe. Our espoused daughter Nomfundo Mqini. My brothers, Manelisi, Wandisile, Siseko Sabs Kepe. All Brothers in Christ (Dimbaza Local Assemblies of God).

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I would also like to thank Prof. S. Rembe for her motherly encouragement and availability when I needed inspiration. Without the permission from the King William's Town District Director and all schools that volunteered data about alternatives to the alternatives to corporal punishment, this Case study wouldn't have been successful. Their contribution is greatly appreciated.

ACRONYMS

ATCP	Alternatives to Corporal Punishment
DoE	Department of Education
HOD	Head of Department
SMT	School Management Team
SGB	School Governing Body
GET	General Education and Training
FET	Further Education and Training
SASA	South African Schools Act
RSA	Republic of South Africa
RCL	Representative Council for Learners

ABSTRACT

The purpose of the study was to examine the perceptions of learners and teachers on the alternatives to 'Alternatives to Corporal Punishment' (ATPC) in particular and discipline generally in the King William's Town Education District in two high schools. The study ascended as a result of the decline of learner's discipline in high schools. This study is located in the interpretive paradigm and adopted a qualitative research approach using questionnaires, interviews focus groups and field notes in the collection of data. The Data revealed that schools were using different strategies to maintain learner's discipline such as Code of Conduct, Disciplinary hearing, Safety and Security Committee, Educators, Corporal Punishment, Alternative methods to Corporal Punishment and the role of parents. It further revealed that the Department of Education is not supportive in the maintenance of discipline in the schools under study in King William's Town District. The conclusion that was arrived at was that all the stakeholders should agree upon and be acquainted with the Code of Conduct and rules that are guiding the schools. The study came up with the proposal that learners should know the consequences of transgressing the Code of Conduct. To address disciplinary problems, the study came up with the key recommendation that all stakeholders must have ownership and to work as a team in the implementation of those policies.

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Chapter 1

1.1 Introduction/Background

The gaining ground concern on the increasing cases of learner's indiscipline in schools currently and during the past number of years has become a bone of contention. This has also been observed by other researchers in this discipline who perceive that indiscipline has led to concerns about academic performance, safety and security apprehensions in schools. In addition, there have been cases of serious injuries and fatalities within school premises in some schools in South Africa (Ngcukana, 2009). The problem of learner's indiscipline has been characterized as grave and pervasive, unconstructively affecting student's learning (Tozer, 2010 & Rizzolo, 2004). The aforesaid problem manifests itself in a variety of ways which include disruptive learners, vandalism, truancy, smoking, disobedience, intimidation, delinquency, murder, assault, rape, theft and general violence (De Wet, 2003 p. 168).

In this regard, Rogers (1998) is also disturbed by such happenings and suggests that with rampant indiscipline as displayed in the various forms mentioned above, teaching and learning have become difficult if not impossible. Rogers (1998) further points out inter alia that answering back, talking 'out of turn', getting out of seats 'without permission' and general rowdiness are habitual in schools. Likewise, Matsoga (2003) notes that without doubt if schools encounter proliferating ill-discipline as exhibited above, the core business of teaching and learning has turned out to be difficult if not impossible. It is on these grounds that this study is eager to propose ways of bringing back discipline as it is apparent that the alternatives to corporal punishment are not working. In other words, the study strives to look for alternatives to ATCP.

Whilst the researcher might not be a proponent of corporal punishment and detests its use as a disciplinary strategy, he/she still feels strongly that it was much more efficient as a disciplinary measure looking back at our South African history before democracy in 1994 and juxtaposing the use of corporal punishment with the new

Alternatives to Corporal Punishment (ATCP) propounded by the Department of Education (DoE, 2000a).

Based on the preceding arguments, the study would be informed by the policy implementation theory. Brynard (2005) observes that South Africa is currently in the midst of the implementation era. Implementation according to Pressman and Wildavsky (1973: xiii-xv) is to “carry out, accomplish, fulfil, produce and complete”. As a follow up to the above, Webster & Roget posit that policies imply theories …policies become programmes when, by authoritative action, the initial conditions are created… implementation then is the ability to forge subsequent links in the causal chain so as to obtain the desired results.

From another perspective, Van Meter & Van Horn (1974 p. 447-8) say that ‘’Policy implementation encompasses those actions by public or private individuals (or groups) that are directed at the achievement of objectives set forth in prior policy decisions.’’ Furthermore, Bardach postulates that; “it is hard enough to design public policies and programs that look good on paper. It is harder still to formulate them in words and slogans that resonate pleasingly in the ears of political leaders and the constituencies to which they are responsive. And it is excruciatingly hard to implement them in a way that pleases anyone at all, including the supposed beneficiaries or clients” (1977 p. 3).

Based on this, it is difficult to say whether the poor implementation of policy should be blamed for ill-discipline in schools. The above doubt is based on the fact that for the better part of the twentieth century, corporal punishment was central for most teachers and learners in South African Schools (Morrel, 2001). But with the advent of democracy in 1994 amidst transformation, one change in the educational arena was the outlawing of Corporal punishment in all schools in terms of the South African Schools Act (RSA 1996b). The new constitutional and legislative framework and policies had implications on how schools should maintain learner’s discipline (RSA, 1996). The provisions were delineated in the constitution and other statutes amid them SASA (Joubert, 2008). SASA provided the establishment of the code of conduct in all schools. It prohibited corporal punishment and proposed its alternatives (ATCP) (RSA, 1996). Hence, the Department of Education (2000)

endorsed ATCP which should be in place at the moment. Nevertheless, research is ambivalent concerning the usefulness of ATCP which makes this researcher to be of the impression that by its standard, ATCP seems not to be operative in the manner it is hailed by the DoE. This is meant to say that ATCP is not at all playing the role that corporal punishment used to play and there is need to seek other means and majors to instil discipline in our schools so that learners can become disciplined and more responsible.

In light of the above, Bilatyi (2012) reported that "Teachers bemoan bad behaviour" that teachers and learners' lives are in danger from boys smoking dagga in toilets, abusing drugs and alcohol, and from bullies who bunk classes, roaming around the school grounds. In view of this, there is an indication that ATCP is not working and something needs to be done to bring back discipline as it used to be. Despite all the set of laws and policy documents, there seems to be huge escalation in cases of indiscipline in schools. Hence, this study seeks to examine the perception of learners and teachers on possible alternatives to the ATCP propounded by DoE (2000a). In this regard, it is needful to suggest that the enormousness of ill-discipline in schools at the advent of Alternatives to Corporal Punishment does not seem to work out well considering the massive escalation of ill-discipline.

To understand why corporal punishment does not align with democracy, it is needful to deduce what it is and what it does as a disciplinary measure. Corporal punishment is a deliberate act that causes pain or physical discomfort in order to punish/reprimand someone. Corporal or physical punishment can take many forms, including hitting with a hand or an object (such as a cane, belt, whip, shoe or ruler) slapping, kicking, shaking, burning, pinching or pulling hair; forcing someone to stand in an uncomfortable and undignified position; denying or restricting someone's use of the toilet; denying meals, drink, heat and shelter as a form of punishment; forcing someone to do excessive exercise (Vally, 2005).

According to Morrel (2001) corporal punishment was an integral part for most teachers and students in the twentieth century South African Schools. In view of this, it was used excessively in white single- sex boys' schools except in single sex girl schools where its use was limited (Morrel, 1994). Morrel observes that unlike the

White girls, African girls were not exempted from beatings. Vally (2005) also noted that during the apartheid years, the system of 'Bantu Education' and 'Christian National Education' was designed to support apartheid whereby schooling children became passive citizens who accepted authority unquestioningly. The most essential thing to recommend is the fact that when corporal punishment was a punitive measure in schools, there was discipline which disappeared the moment the alternatives were brought in. On these grounds, the researcher thinks that it was worth it's while compared to the alternatives to corporal punishment from the DoE.

Hence, educators were encouraged to use the cane during this period as a way of keeping control and dealing with those who misbehaved (Vally, 2005). Over time, many educators and parents came to believe deeply in the usefulness of corporal punishment. In view of this, Vally (2005) posited that one of the neglected reasons for the persistent and illegal use of corporal punishment was that parents used it in the home and supported its use in schools. Hence, there is a tension between the prohibition of corporal punishment in schools and the increase in parent's involvement in the affairs of schools (Vally, 2005). Therefore, one can argue that since parents still see corporal punishment as needful, it implies that ATCP is not working and which might account for the current indiscipline in schools.

Morrel (2001) proclaimed that the Constitutional status of corporal punishment was considered and changed in the milestone ruling by the Constitutional Court in 1995. The court held that the ''deliberate infliction of physical pain on the person of the accused offends society's notions of decency and is direct invasion of the right which every person has to human dignity'' (De Kock, 1996 p. 18).Thus, the above ruling had major implications for educational and disciplinary debates on this issue.

The poles of the argument were represented among others by the ideas of Wilson (2000 p. 2) who raised interesting issues concerning the banning of corporal punishment in schools. He argued that most of the material put forward emanated from academic or clinical sources and were usually supported by anecdotal evidence and clinical theory, but theory that had no significant scientific support. According to this view, it was usually a story of how someone turned into a criminal or suffered terribly in adult life as a result of childhood beatings. But, Wilson thought that, it was

easy to show that many adults renowned for their humanity or achievements were treated that way, and the adults who became criminals or suffered debilitating mental problems were treated as children. This argument leaves this researcher with the opinion that corporal punishment instilled more discipline in its days than does its ATCP nowadays and that there is need for measures to be taken to bring back discipline.

In addition, Wilson noted that the advocates of the complete ban of corporal punishment only pointed to its success in homogeneous cultures with strong traditions. In this regard, he argued that:

> How well the success there can be to such countries such as the United States and Canada with diverse cultures of large immigration populations and differing religious and ethnic traditions in which it is not clear … Those who are attempting to ban corporal punishment even within a family appear to be naïve at the best' (Wilson, 2000 p. 2).

In view of this, one can contend that there seems to be a discrepancy between theories and practice in the implementation of ATCP, research seems to affirm that corporal punishment is still being used successfully in some schools where ill-discipline manifests itself.

Furthermore, there are people out there who still see the movement against corporal punishment as just another instance of society going soft, and the precursor to a generation of spoiled, unruly children (Corporal Punishment, 2006 p. 31). Similarly, Wilson (1971) refuses to see pain as necessarily evil: "It is only pain inflicted for no good reason that is evil, and since punishment is inflicted for a reason it needs not be regarded as evil.' He sees punishment as conceptually related to discipline rather than control. This researcher strongly believes that corporal punishment enforces discipline in schools and as such creates a conducive atmosphere for teaching and learning than the ATCP can ever dream of. This feeds into the traditional Japanese perspective on the issue of child rearing which states that 'in training dogs and horses, they receive a treat whenever they behave, and they are whipped when they don't. In view of this, the same stance should be taken with children because children are animals being taught to be human' (Parker- Jenkins, 1999 p. 1). So long

as the children are aware of the consequences of poor behaviour and agree to uphold it, then punishment should not be seen as evil.

Based on the above perspectives, corporal punishment should be viewed as an acceptable way of teaching children proper behaviour (Hein, 2013). In this view, those who favour corporal punishment think that children are better controlled and can learn appropriate appreciation for authority, develop better social skills as well as improved moral character, and better discipline. That is to say that since corporal punishment was removed from schools; there has been greater disciplinary implementation difficulty in the classroom. Much of the argument by social commentators in favour of corporal punishment stems from the view that good beatings have been formally proven to be an effective way of instilling obedience in a child, whereas physical alternatives such as detention, suspension and time out, have little effect as deterrent on student's behaviours. It is worth cautioning that many advocates of corporal punishment realize that children can be physically hurt by this method and therefore they think that it should be proportioned out in limited doses based on the offence and without attempt to physically harm. By hurting here, the researcher wishes to caution that it could be either physical or emotional. It only gets better if the stakeholders are aware of the consequences of their actions as suggested by this study.

On the other hand, the contenders to the alternatives argue that Corporal Punishment to children fail to enhance moral character development, improve the teachers control in the classroom, or protect the teacher (Hein, 2013). In view of this, corporal punishment was previously used because it was so accessible that often teachers did not think about, or took time to instil other means of disciplining or correcting behaviours. The use of physical punishment according to the foregoing opinion in schools promotes a very dangerous message that violence is acceptable in society. What disturbs the researcher in this argument is the fact that there is uncontrollable ill-discipline in schools where learners do as they please and the teacher is even scared to attempt any form of punishment for the learner in question may get to him/her.

In light of the above, supporters for the ATCP claim that teachers have a tremendous power over the lives of children and are seen as role models of society. Hence, when educators resort to corporal punishment for misbehaviour or failing to perform academically an unhealthy norm is established. Children are encouraged to also resort to violent ways of solving unfavourable problems (Hein, 2013). By the same token, Vally (2005) recounts organizations such as Christian Education SA, which represented close to 200 private schools that fought against the prohibition of corporal punishment, basing their argument on many biblical texts such as proverb (13:24) which spell out the 'corrective' role of corporal punishment, but nonetheless the court found no religious grounds for the belief that educators have the right to use corporal punishment. Similarly, that verdict came as no surprise since the Constitutional Court Judge, Pius Langa, in one such case in 1995 found that corporal punishment:

> [I]s a practice which debases everyone involved in it… So close to the 21st century, juvenile whipping is cruel, it is inhumane and it is degrading. No compelling interest has been proved which can justify the practice. Nor has it been shown to be a significantly effective deterrent. Its effect is likely to be coarsening and degrading rather than rehabilitative (Niesel, 1999 p. 26).

On the contrary, Professor Kader Asmal, the former minister of education for the democratically elected government remarked:

> The reality of the situation is that many educators face daily struggles in their school environment with issues of discipline. Many educators have found themselves in a position of not knowing what to do in the absence of corporal punishment. These educators are not alone in the struggle; even those educators who are committed to this change sometimes find themselves in a different situation (Asmal 2000, p.4).

The above correlates with some educators and even parents who still believe in the old proverb (13:24) "to spare the rod is to spoil a child.'' If you challenge that belief they would ask, ''How dare you question centuries of human wisdom''? In contrasting the foregoing exposition with that of social commentators, the upshot points out that corporal punishment can be part of a wider web of violence that fuels antagonism and hatred among the youth who grow up as hardened and insensitive members of society (Vally, 2005). Hence, the researcher is prompted to interrogate the

usefulness of the Alternatives to Corporal Punishment (ATCP) promulgated by The DoE in contrast with the notorious days of corporal punishment which deterred ill-discipline in schools.

Furthermore, it is imperative for learning institutions to have a mutual comprehension of what discipline in schools actually entails. First, the term ‘discipline’ is derived from the Latin word ‘disciplina’, which means to teach. Rosen (2005 p. 1) indicates that the term could mean

(1) a branch of knowledge or learning,
(2) training that develops self-control, character, orderliness or efficiency
(3) strict control to enforce obedience,
(4) treatment that controls or punishes or
(5) a system of rules.

Thus the term discipline may be thought of as any training intended to develop moral character or produce a pattern of behaviour. The term is also thought to be a coercive mechanism by some people, while other people view it as a collaborative process of building consensus regarding accepted behaviour with institution and society. The latter view is the perception that might be adopted in this study.

From the abovementioned delineation, discipline at schools requires a holistic approach. This means an all-out involvement of all stakeholders. It is from such a perspective that Wolhuter (1994) posits that the socio-political and educational vicissitudes of the post 1994 epoch meant that the traditional methods and strategies used to maintain discipline at schools could no longer be hired in a democratic societal context in which human rights are highly esteemed. For the purpose of this study, discipline means educating a person/learner to follow a particular code of conduct and the application of an order warranting that instructions are carried out.

This definition is based on child development; which refer to discipline as the methods of modelling a child’s character and of teaching self-control and acceptable behaviour. To be disciplined is then, subject to content, either a virtue, which may also be referred to as a disciplinary procedure or a euphemism for punishment

(Reyes, 2006). For that reason, school discipline refers to bylaws of children and maintenance of order (‘’rules’’) in schools. These rules may then define the expected standards of clothing, timekeeping, social behaviour and work ethics.

While, Implementation is “the process of putting an idea, programmes, or set of activities new to the people, attempting or expected to change” (Fullan, 2001), Van Meter & Von Horn (1974 p. 447-8) assert that “policy implementation encompasses those actions of public or private individuals (group) that are directed at the achievement of objectives set forth in prior policy decisions.” Sharing the same views, Bardach (1977) notes that policy implementation refers to what happens after a bill becomes a law or can be simply stated as the process of translating policy into action. In view of this, (Barret, 2004) argues that Policy implementation usually reveals government’s intention on how things should be done so that through these actions old patterns of doing are abolished or modified and new patterns of action are adopted. Hence, a Strategy seems to be a necessary prerequisite. A strategy therefore, is a plan of action designed to achieve a vision.

For any policy to be successful it requires monitoring (Brown 2003) and it is an intermittent (regular or irregular) series of observations in time, carried out to show the extent of compliance with a standard or the degree of deviation from an expected norm. It therefore implies that monitoring should be viewed in terms of processes in achieving the desired objectives or targets which in this context is to inculcate learner’s discipline through alternatives to the alternatives to corporal punishment so as to create an environment that is suitable for teaching and learning.

In the same light, Fulan (2001) argues that monitoring is not evaluation in the narrow sense of the term. It involves information systems, resources and acting on the results through problem solving- copying and solving. Bryant & White (1982) view monitoring as the continuous process of ensuring that the implementation of the plan is proceeding smoothly. Monitoring comprises the collection of information about the project in progress. The emphasis is on continual feedback about the manner in which implementation is being steered. The realization of any learning process in schools hinges heavily on a well monitored, well managed organization

which will assure sound discipline, coordination and a constructive school environment. Since, social commentators agree with this concern that the Department of Education falls short of assisting in the implementation and monitoring of ATCP, the researcher seems to have noticed that whilst corporal punishment was a punitive measure in schools, there was discipline but that vanished the moment ATCP was brought in.

According to the Department of Education and Children's Services on School Discipline (2007), the District management core functions with regards to discipline in school are as follows:

(1) Support principals in ensuring that school planning addresses the implementation of the School Discipline Policy, this implies ensuring that schools establish Disciplinary Committee, safety regulations to control the use of drugs and illegal weapons.

(2) Support principals to ensure that each school formulate the behaviour code. It is against this background that support by the Department of education is indispensable if learner's discipline policies are to serve any purpose. This is upon the backdrop of the Congruency from "The Herald" between the teachers and student bodies from secondary schools. It is an indication that parents and the DoE should intervene to sort out this problem. Again the researcher would again suggest that the alternatives to corporal punishment are not doing good to discipline in schools and something needs to be done in this effect.

It has been noted thus far that since corporal punishment was replaced by ATCP disciplinary strategies, respect and positive educational exchanges between teachers and students has dwindled. ATCP disciplinary measures include among others verbal warning, detention, demerits, community work and small menial physical tasks (Chisholm, 2007 & ATCP, 2001 p. 1). Additionally, positive reinforcement, time out, involving learners in formulation of rules so that they own and respect them, set higher expectations, consistent consequences, withdrawal of privileges, daily reports and model good behaviour etc. (DoE, 2000). Ironically, the

DoE is not keen on its monitoring, evaluation and implementation and so there is indiscipline in schools making schooling difficult.

In this regard, the researcher questions the validity of the contention by the DoE that pupils would comply if they knew the rules but the same pupils who are aware of the rules keep on disobeying and breaking them by disrupting class, undermining the authority of the teacher and sometimes mocking him/her (Maphosa & Mammen 2011). Most of the boys test positive on drugs that are prohibited by the very code of conduct given to them during admissions. Hence, it is on these grounds that the study seeks to propose ways of bringing discipline as it is observable that the ATCP of the DoE is not working.

To ensure learner's safety, the school management and educators are supposed to uphold that initiation practices such as degradation; bullying, harassment and actions which lead to humiliation are not happening in schools. It is needful to say these things are not practiced in the hostels and during school activities (Hammert, 2008 & Joubert, 2008). While the above argument is documented and as such espoused statutes in the ATCP, learners continue to disobey and disregard them as null and void whether deliberately or through ignorance is another matter. As a result, the researcher's submission is and has always been that the ATCP is apparently unproductive and there is a need to pursue other means to instil discipline in our schools so that learners can become disciplined, the rationale for the current study.

Marais & Meier (2010) argue that teachers in South Africa are becoming increasingly distressed about disciplinary problems in schools. Out of this frustration, they are seen embracing corporal punishment despite its banishment. So, it is not only pupils who are influenced by corporal punishment to become violent. All the above augment the researcher's disbelief in ATCP that the DoE (2000a) hails as a way forward to maintaining discipline in schools. It is evident that teachers are under a lot of pressure, distressed and ambivalent concerning the ATCP hence from time to time, they are tempted to return to illegal means of circumventing ill-discipline in schools such as corporal punishment. Corporal punishment might be banned by the Constitution of The Republic of South Africa and SASA but it still seems to be a force to reckon with in many schools especially in the rural areas. This therefore means

that ATCP is inefficient and has by far not resumed the effectiveness of corporal punishment which to a large extent was productive and in its own way curbed ill-discipline in schools so there is need to seek other means to impart discipline in our schools to ease the business of teaching and learning.

1.2 Statement of the Problem

Hammert (2008) & Joubert (2008) are of the opinion that learner's discipline policies have currently been executed in schools. However, despite the implementation of the ATCP, the problem of ill-discipline in schools has been on the surge. This is apparent from the incidents of violence, disrespect for teachers and other disciplinary problems in schools reported by the media and other stakeholders. Thus the focus of the study is to see what can work in the place of the alternatives to corporal punishment in order to restore discipline in schools.

1.3 Research Questions

1.3.1 Main Research Question

What are the learners and teachers' perceptions on the alternatives to the Alternatives to Corporal Punishment?

1.3.1.1 Sub – Questions

1. What are perceptions of learners on alternatives to ATCP?

2. What are the perceptions of teachers on alternative ATCP?

3. Are all the stakeholders aware of the rules in their schools?

4. What are some of the schools doing to ensure proper discipline?

1.3.2 Purpose of the Study

The main aim of the study is to get the perceptions of learners and teachers on the possibility of reinstating discipline in schools. The study seeks to look for alternatives to ATCP since indiscipline is escalating in schools.

1.4 Delimitation/scope of the study

The study was confined to two high schools in King William's Town Education District in the Eastern Cape. Respondents were learners and teachers.

1.5 Significance of the Study

The current study wishes to expose the feasibility of the strategies formulated by the Department of Education in curbing learner's ill-discipline. It seeks to reveal the extent of frustration faced by teachers in carrying out the disciplinary strategies outlined. The study is expected to suggest alternatives to ATCP for instilling discipline in schools. It is intended to bring together all stakeholders including learners to support each other in curbing indiscipline and to enforce the strategies laid down by the Department of Education or other alternatives that might be arrived at. It seeks for ways of improving Alternatives to Corporal Punishment employed by the schools in order to refurbish the culture of discipline. The current study would therefore contribute to the on-going debates on learner's indiscipline that disturbs teaching and learning activities.

1.6 Chapter break down

This study covers six chapters, to be delineated as follows

Chapter 1

The chapter discussed the background of the study, and examining the perceptions of learners and teachers on the alternatives to the alternatives to ATCP in two high

schools in the King William's Town Education District in the Eastern Cape. This section further discusses the statement of the problem, the purpose of the study, and also the research questions. The significance and delimitations of the study are also discussed in this section.

Chapter 2

This chapter reviewed literature concerning the alternatives to corporal punishment in two high schools in King William's Town Education District. First, the chapter focused on discussing the theoretical framework which informed the study. It further examined what people have written concerning the perceptions of learners and teachers on the ATCP. Thirdly, it focused on the issues drawn from the research questions.

Chapter 3

This chapter presented the research methodology and design to answer the research questions. It included the research questions, paradigm, and methodology, the data collection methods adopted and used sampling, reflexivity and ethical considerations. The researcher did this by giving the subjective views of the participants in the context of the study. This is meant to say that the biased views of the respondents were gathered to see if they agreed with the literature concerning indiscipline in schools notwithstanding the alternative statutes that have been put in place by the Department of Education subsequent to the banning of corporal punishment in schools.

Chapter 4

This chapter focused on the analysis and presentation of the data collected from the two schools on the perceptions of learners and teachers on alternatives to the 'Alternatives to Corporal Punishment' in the King William's Town Education District in the Eastern Cape. A sample made up of two high schools, 8 teachers, and 16 learners in the study.

Chapter 5

This chapter is a continuation of the chapter 4 which continued the narrative of the perceptions of learners and teachers on the alternatives to ATCP. It presupposed a construction of a story of their story where the researcher's narrative was seen as an interpretation of their interpretations. For the researcher to achieve this task, he reinforced his beliefs that underlies this study and interpreted the findings in terms of lived through experience. As a sequel to the literature review in chapters 2 and 4 of this study, the researcher focused on the role of interpreting their interpretation which signified a perspective of unrest and underlies his attempt to raise his thinking and practice to a higher level of understanding through interpretation (Sivasubramaniam 2004).

Chapter 6

The researcher will appraise this chapter before finally relating the findings of the study to the research questions. Furthermore, the study will attempt a look at the implications of such an investigation in schools in King William's Town Education District.

1.7 Conclusion

The chapter discussed the background of the study, and examining the perceptions of learners and teachers on the alternatives to the alternatives to ATCP in two high schools in the King William's Town Education District in the Eastern Cape. This section further discussed the statement of the problem, the purpose of the study, and also the research questions. The significance and delimitations of the study are also discussed in this section.

Chapter 2

Literature Review

2.1 Introduction

The aim of this chapter is to review literature on the alternatives to corporal punishment (ATCP): A case study of two high schools in King William's Town Education District. First, the chapter focuses on the theoretical framework which informed the study. It further examines what scholars have written concerning the perceptions of learners and teachers on the ATCP. Thirdly, it focuses on the issues drawn from the research questions.

2.2 Theoretical Framework

Theoretically, the study is informed by the social constructivist theory. Constructivism refers to the process by which reality is created by the observer. The observer creates reality, by giving meaning to what is observed (Jonassen, 1991). In other words reality is constructed through a person's active experience of it. We can never have objective access to the world, since the world in an objective sense cannot be known. Furthermore, from a constructivist point of view, any one person's interpretation or construction is as 'true' as any other person's interpretation or construction, as long as it works within a particular context (Rapmund, 2000). This point of constructivism implies that all stories or interpretations that 'work' are equally valid and that no single 'truth' or interpretation exists (Rapmund, 2000).

Constructivism contrasts with postmodernism regarding the belief that interpretations have equal validity. At the same time, it corresponds with postmodernism with regards to the belief in the existence of many possible 'truths'. Thus from a constructivist position, it is difficult for an observer to criticise a client's story. In addition, constructivism excludes the effects of a dominant social reality that influences the creation of meaning (Held, 1990). Therefore, it needed to be expanded to include the role that the social and cultural contexts play in the manner that a person perceives or makes sense of his or her world. This view therefore is

suggestive of a working definition for this study given that it is a case of other cases. Thus it becomes real in the study because discipline would be understood through the perspectives of the learners and teachers who form the both stakeholders of the schools and respondents in the study.

In this regard, Social constructionism can be described as part of the movement in postmodernism that attempts to “replace the objectivist ideal with a broad tradition of on-going criticism in which all productions of the human mind are concerned’’ (Hoffman, 1990, p. 1) and is inextricably linked to postmodernism as a set of lenses that enforces an awareness of the way in which we perceive and experience the world (Hoffman, 1990). In essence, social constructionism is the claim and viewpoint that the content of our consciousness, and the mode of relating we have to other, is taught by our culture and society. All the metaphysical quantities we take for granted are learned from others around us (Owen, 1992, p. 386). Anderson & Goolishian (1998) concur that from the social constructionist perspective there are no ‘real’ external entities that can be accurately mapped or apprehended. We are thereby forced to resign our cherished position as ‘knowers’ and our assumptions that there are ‘facts’ along with other ideas and assumptions, social construction, artefact of socially mediated discourse. Said differently, we can understand our world better through the views of others as is the case in this research.

However, this does not mean that anything goes (Gergen, 1985). Knowledge and assumptions are inherently dependent upon communities of shared intelligibility and vice versa. They are therefore governed to a large degree by normative rules that are historically and culturally situated. As a result, social constructionists do not claim to provide the ‘truth’. Gergen (1999) claims that in numerous instances, the criteria, which are invoked to identify ‘behaviour’ ‘events’ or ‘entities’ are largely circumscribed by culture, history and social context. Thus for this study to be commended, there is need that it abides to the norms of schooling and education where discipline should be at the helm.

Therefore, a social constructionist perspective, as opposed to a constructivist perspective, “locates meaning in an understanding of how ideas and attitudes are developed over time within a social community context’’ (Dickerson and Zimmerman,

1996, p. 80). Hoffman (1991, p.5) state that, all knowledge evolves in the space between people, in the realm of the ‘common world’ or the ‘common dance’. Only through the on-going conversation with intimates does the individual develop a sense of identity or an inner voice. Hart (1995, p.184), adds that “ [w] e live with each other in a world of conversational narrative and we understand ourselves and each other through changing stories and self-descriptions.’’ Social constructionists are especially interested in the normative narratives, or grand narratives, which are formed by and in turn influence people, and against which people measure themselves. According to (Rapmund, 2000), grand narratives are supported by the weight of numbers, tradition, and firmly entrenched power structures. Speed, (1991, p.400), agrees that, “the particular meanings we impose on behaviour are dictated and organised by whatever ‘domination analogies or interpretive frameworks’ are currently available.’’ Thus, discipline in schools and even in our society is a moral that needs to govern everyone so as to bring peace and unity. With this unity comes solidarity where everyone can function harmoniously without hurting the other. From the above stance, this researcher is tempted to use critical Discourse Analysis as the analytical tool for the study.

These are underlying assumptions of social constructionism which form the epistemological basis for the present study. Thus, it informed the researcher’s perceptions in defining the focus and aims of this study, in designing the method, and in describing the research participant. In line with the above argument, Discourse Analysis (DA) should therefore be seen as a qualitative study that has been adopted and developed by the social constructionists (Van Dijk, 1986). This could be due to the prevalence of the different perspectives that evolve from discourses in terms of understanding and interpretation. This notion is of the view that any study of discourse analysis should be context based and not context free, dynamic, but not static and may only apply to one context and not the other. In view of this, Ainsworth (2001 p. 3) defines discourses as “the production of knowledge through representation and the way that knowledge is institutionalized, shaping social practices and setting new practices into play.’’ Eventually, the classroom as a setting for social practices appears to use the discourses around it in order to acquire and disseminate knowledge. New identities are formed and acquired by the role –players during interaction in discourses through their negotiation of identities.

The above definition seems to be simplified by Foucault where he observes that ‘’a discourse is whatever constrains but also enables ... thinking, within such specific historical limits’’ (Foucault, 1981). Discourse in this sense should embody the construct of what its interlocutors might be. Thus, there need to be a lot of negotiations and renegotiations before discipline can be effectively implemented in our schools.

In this regard, it appears to be very important that learners should have a critical understanding of the discourses around them in order to avert indiscipline. There appears to be three types of values that each encounter needs to possess. These according to Pienaar & Bekker (2007) are;

- The experiential value which is said to describe producers’ experience;
- The rational value, supposedly describes the social relationship enacted through choices made; and
- The ‘expressive’ value, by which is meant the producers’ appraisal of the reality.

In terms of the aims of discourses, Van Dijk (1986) describes Critical Discourse Analysis (CDA) as one that aims to explain the intricate relationship between text, talk, social cognition, power, society and culture. In view of this, CDA can be said to facilitate an understanding of how macro-level social relations can be enacted at the micro- level, to produce a range of interesting overlapping and sometimes conflicting ideologies.

2.2.1 Why CDA is relevant for the purpose of the current study

The following factors might help to explain why this approach should be considered relevant to this study:

- At the core of CDA’s political agenda is its emancipatory goal by which it seeks to have an effect on both social practice and relationships. Since it appears to be more concerned with social problems, it attempts in a way ‘to make human

beings aware' of the reciprocal influences of the social structure of which they are 'normally unaware'.

- CDA could also be said to allow its analysts with the opportunity to explore the ways in which particular categories should be constructed. Power relations being communicated via the kind of discourses being employed, CDA can be said to study both power 'in' and 'over' discourse (Foucault 1981).

- Language issues that appear to be right at the heart of these concerns, with language use being seen as secretly ideological, CDA might be said not to be concerned with language or the use thereof as such, but with the linguistic character of social and cultural processes and structures. In terms of this society and culture can be said to be dialectically related to discourse. In other words society and culture appear to be shaped by and at the same time constitute discourse. According to Wodak (1996) every single instance of language could reproduce or transform society and culture, with this including power relation. While qualitative methodologies other than discourse analysis seem to work towards understanding or interpreting social reality as it may exist, Merriam (2000 p. 6) argues that such an approach on the other hand could endeavour to uncover the way in which this social reality should be produced. It appears to examine how language seems to constitute phenomena but not how it might reflect and reveal it.

- Even more important for the analysts who may be seeking to understand issues around empowering and/or disempowering discourses as its primary goal, the advantage that comes with such a deconstruction could be that CDA appears to be able to demonstrate that things could be better (Willig, 1992 p. 2). In light of this, CDA also, seems to demonstrate that people's customary ways of categorizing and ordering phenomena might reify and interest- driven rather than simple reflections of what people might consider real.

It is exactly this message that this study wishes to examine; perceptions of learners and teachers on the alternatives to ATCP. This could possibly be achieved by an attempt to sensitize all the relevant stakeholders (e.g. teachers, learners, School

Governing Body, parents, Department of Education etc.) into revising and reviewing the current ATCP in operation in schools.

2.2.2 Two main goals of discipline

In view of the above, Gaudstad (2008 p. 1) maintains that school discipline has two main goals (1) to ensure the safety of staff and learners (2) to create an environment that is conducive for learning and teaching. This then implies that serious acts of misconduct that involves violence or criminal behaviours may prevent the attainment of these goals. Daniel Duke (2008 p. 2) argues "the goal of good behaviour is necessary, it affects school discipline, the strategies that educators use seek to encourage responsible behaviour and provide students with satisfying school experience and discourage misconduct''. Contrary to the foregoing view, indiscipline in schools is rife, recent media reports of misconduct are a testimony to that effect. Hence the study seeks to establish the alternatives to the ATCP and the input by Gaudstad has been used to shed light on perceptions of learners and teachers on the alternatives to ATCP in the studied area. In a nut shell, Gaustad is suggesting an environment where each stakeholder has a say in the decisions taken and therefore owes a responsibility to uphold their implementation and functioning.

Mkhize (2002 p. 122) contends that there are four ways of maintaining discipline in schools, namely, Marva Collins type, back to basic types, the trying hard type and liberal and non-directed type. The awareness of these types of discipline is essential in that it may capacitate teachers with skills on how to deal with learners who are coming from different backgrounds and characters.

2.2.3 Marva Collins type

According to Mkhize (2002), Marva Collis type is a humanistic approach with a strong sense of authority. The teacher is regarded as the highest authority, highly respected and is in total control of the classroom. There are few disciplinary cases that are referred to the principal. This type of approach to manage discipline is inappropriate in the context of South African schools where discipline is managed by

a number of people and committees. More so, since it is authoritative in nature its continued use would be unparalleled to the democratic principles of South Africa.

2. 2.4 Back to basic type

This suggests that educators should have strong sense of authority (Edwards, 2004). Their classrooms are characterised by tranquillity, order and positive learner discipline. Positive learner discipline in this view is achieved by laying a good foundation of instruction; learners know what to do and not to do. The educator's total control of the classroom results in few cases of indiscipline that are referred (Mkhize, 2002). This view then seems to infer that a total control of the classroom by the educator would automatically lead to good discipline thus overlooking the influence of learners' background and environment, rules and regulations from DoE and fairness.

Edwards (2004) acknowledges that various home experiences have influence on a child's behaviour. In addition, the absenteeism of parents from home, may lead to children seeking inappropriate social experiences somewhere that have devastating consequences on their lives (Write &Keetly, 2003). In this regard, the teachers and schools need the support of parents to maintain discipline.

2.2.5 The trying hard type

For Mkhize (2002 p. 23), this is characterised by weak authority. Over and above that teachers' perceptions are that learners have come to school to learn not to confront or question them. This view implies that the alluded to type of teachers lack self-confidence to implement discipline in the classroom where most cases of indiscipline by learners are referred to the principal. Cooper (2005 p. 10) observes that children subjected to lassez-faire discipline are likely to be lawless, undisciplined and behave antisocially. In this regard the lack of authority from teachers places them at a voiceless position thus, not a good way to implement discipline.

2.2.6 Liberal and non –directed type

Mkhize (2004 p. 24) upholds that this type is humanistic with a weak sense of authority. Educators who rely on this type of authority have a very weak and little control of authority over their classrooms. They avoid confrontation with the learners. It is characterized by learners who have little or no respect of such teachers. It is also characterised by more referrals. Such educators like to collaborate with the learners and usually are in conflict with the School Management as they are not making any effort in or are lax implementing learner discipline.

Mkhize (2002 p. 25) concludes that it is even difficult to differentiate between the teachers and learners in this type of discipline. The teachers like to chat with learners at a time when they are supposed to be teaching. Such teachers in this view are more concerned about their salaries at the end of the month; they do not contribute in the moulding of learners to be responsible citizens (Mkhize, 2002).
However, research has demonstrated that indiscipline from learners may be a result of normal reactions when defying teachers and administrators at the school (Boakye, 2006 and Write & Keetly, 2003). Adentwi (1998) concurs with Mkhize (2002) when reporting on discipline issues in Ghana schools. He mentions shabby dressing and indecent attires by female teachers denoting nudity as a cause of indiscipline. This study therefore, would attempt to examine whether schools have adopted any of the above strategies, which to this researcher can be seen as alternatives to ATCP.

Furthermore, Lewis (2006) is of the view that the strategies for promoting and sustaining good behaviour should be characterised by a discipline policy which is based on a whole-school approach, and is widely disseminated to and readily understood by staff, pupils and parents. For Lewis (2006) a positive and productive classroom environment is impossible to achieve without effective behaviour management. On the same topic Clement & Sova (2000) indicate that majority of schools are managing pupil's behaviour successfully within their own resources, and have developed a range of approaches through their discipline and pastoral care policies which meet their pupil's needs. The approaches include parental involvement, training of inexperienced teachers on learner discipline by management. Against this background the researcher is tempted at this juncture to

suggest and reiterate the involvement of all stakeholders for effective discipline in schools since the ATCP seems to be misunderstood and not winning the battle against indiscipline. In addition, for strategic management of discipline, various scholars suggest a number of strategies. Sugai & Horner (2002 p. 26) recommend the following strategies in schools to enhance discipline:

- The development of whole school discipline policies, based on current best practice;

- The development of coherent school policies encompassing discipline, pastoral care and special needs to assist in the early identification of pupils with behavioural difficulties and in meeting their needs in the most effective way; and

- Support in the classroom for teachers in the development of classroom management expertise.

In the same breadth, Clements & Sova (2000) believe that schools need a team approach in dealing with discipline, advancing that every school needs a nucleus of staff trained in non-violent physical crisis interventions that can respond by restraining and removing violent and non-complaint students. The school-wide disciplined model is perceived as a suitable strategy for combating learner discipline. Other models which could be used to circumvent indiscipline in schools; include*:* Authoritarian Model, Permissive Model, Constructivists Model (CM), Zero Tolerance approach, School –Wide Positive Behaviour Support (SWPBS) and social Emotional Learning approach*.* In view of this positive discipline seems to present ideal benefits in learners since it focuses on the application of sound motivation in which thanks and praise are expressed for good performance, also designed to teach young people to become responsible, be respectful and resourceful members of the communities (Vito, 2003).

According to Van Wyk (2000 p.12) to build positive behaviour, teachers should model an appropriate classroom management. Teachers should not only tell learners how to act but they should demonstrate positive behaviour in all their daily routines and interactions. Van Wyk (2000) believes that discipline problems occur because of

mismanagement and procedures in the classroom as well as rules may be misunderstood by learners (Vitto, 2003).

On the other hand Curwin (2003) contends that if full discipline is to work, the following systems must run parallel.

- Limit setting (actions taken by teachers to control reflexes and motivation of students to do their work) e.g. eye contact, body carriage and facial expression.

- Responsibility training (teachers need to be trained on how to control learners to behave; control can be achieved through movements in between the students.

- Omission training (Building patterns of cooperation by engaging the learners into variety of activities but it should be activities that learners enjoy),

- A back-up system, (teachers can use a number of mechanisms e.g. pull a card, write a letter to a parent, involve the principal). The systems suggested by the author are congruent to the current study since the ATCP seems to be misinterpreted.

While, Boston (2006 p. 3) “maintains that educators should encourage learners to have good character; this should be done without praising their work or character”. He says that learners who are taught social skills are more likely to succeed in schools and less likely to engage in problem behaviours (Boston, 2006). On the other hand Cotton (2006 p. 2) suggests that rules and the consequences of breaking them should be clearly specified and communicated to parents, learners, and teachers. In view of this, once rules have been communicated and all processes have been exhausted, rules can be enforced in a fair and consistent manner. Concurrently, this is what the current study aspires to achieve i.e. a communal way of upholding discipline in schools (SGB, DoE, principal, educators, learners and parents). The researcher is of the opinion that ATCP could not be an alternative to corporal punishment unless all the stakeholders join hands, and strive to restore discipline in schools.

According to Roos (2003 p. 486), rules are “standards of behaviour that stipulate what we may do or not ‘’. The code of conduct has a list of rules that are necessary to make the school a safe environment. Roos (2003 p. 486) argues that discipline places the role and function of the school rules into perspective because rules do not just promote order in schools but assist learners in true discipline, establish moral values and a constructive learning environment. However, the researcher does not believe that rules cascaded from the top can assist towards the restoration of discipline as long as they are not internalised by all the stakeholders.

2.2.7 Authoritarian model

As mentioned earlier, Clements & Sova(2000) like Mtsweni (2008) view the use of rules as being authoritarian. Mtsweni (2008) links the authoritarian style of leadership to autocratic communication, the excessive control of learner, and the domination, as well as compulsive exercising of power that undermines learners’ feelings of freedom and security. Authoritarianism causes learners not to cooperate because the teacher rarely praises them, rather he/ she criticizes a lot, leading to learners’ loss of confidence in him/her and become less committed to their work (Goleman, Boyatzis & Mckee, 2002 p. 77).

Based on the above Mtsweni (2008) also suggests that instead of setting rules which are rigid, set guidelines which are flexible and take circumstances into consideration, advancing that children will be more likely to follow guidelines they themselves have helped to determine.

As a way forward, Fields and Boesser (2002) propose a model which provides the ideal balance between these two extremes called the constructivist model. In this approach learners can learn from their own experiences and make informed logical choices. This model to discipline strives to equip learners with the necessary skills to think for themselves and differentiate between desirable and undesirable behaviour. Learners also develop caring and respectful relationships with each other and with adults in their lives. It also involves guidance by adults and the exploration of consequences of negative actions. While learners are able to become involved in decision-making, they are also guided and taught to make intelligent and informed

decision. This model appears ideal for this study as it stresses participation of learners and other stakeholders in the maintenance of school discipline. This study therefore would seek to establish such conditions to prevail in the formulation and implementation of discipline in schools hence advocating for alternatives to the ATCP. Fields and Fields (2002) observe that having mutual respect between adult and child is crucial to the success of the constructivist approach to discipline.

2.2.8 Zero tolerance

Contrary to the above view, the Zero Tolerance approach**,** spells out clearly the offences and actions labelled as disruptive, violent and unacceptable. In addition, this approach has fidelity, integrity and encourages behaviours outlined clearly for learners (Skiba & Rausch, 2006). The swift and certain punishment of Zero tolerance has a deterrent effect upon learners, thus improving overall learners' behaviour and discipline. The idea of Zero tolerance to chaotic behaviour was created to meet the dangers of drug use as an enforcement strategy to keep citizens safe, American Law enforcement agencies adopted the concept of zero tolerance, implying no matter the nature, severity and consequences of drug related crime, no crime was acceptable (Skiba & Rausch, 2006). In fact, the zero tolerance seems to describe ATCP as viewed by this study. The philosophy behind zero tolerance is that teachers cannot conduct lessons and students cannot learn in a threatening, disruptive environment (Skiba & Rausch, 2006). This approach mandates the application of predetermined consequences to particular offences first as deterrent measures as well as mitigatory punitive actions to offending individuals (Skiba & Rausch, 2006). In view of this, this approach then seems to share similar traits with Corporal Punishment. However, the researcher could arrive at one conclusion that they appear to be reactive rather than proactive, thus, falling shot of paving a way towards developing sound discipline in schools. In contrast, with ATCP, learners' rights appear to be at the forefront and teachers' safety and security are not prioritized hence the need for alternatives.

2.2.9 School Wide Positive Behaviour Support Approach

On the other hand, School-Wide Positive Behaviour Support (SWPBS) Approach establishes the social, cultural and individualized behavioural support needed for

schools to become effective learning environments for all learners (Sugai, Horner & Gresham, 2002). The primary aim of SWPBS is to decrease problem behaviour in a school and classrooms and to develop integrated systems at support for learners and adults at the school- wide, classroom, and individual learner (including family) levels (Sugai, Horner & Gresham, 2002). SWPBS is based on the hypothesis that when the faculty and staff members actively teach, using modelling and role playing and reward positive behaviours related to compliance with adult requests, academic effort and safe behaviour, the proportion of learners with mild and serious behaviour problems will be reduced and the school's overall climate will improve (Sugai, Horner & Gresham, 2002). This approach shares similar qualities with the aspirations of the study and could ultimately be incorporated as an alternative.

2.2.10 Assertive discipline

While, Canter & Canter (2001) propose assertive discipline which is structured, systematic and designed to assist teachers in running an organized classroom discipline. Canter (1992) observes that many teachers were unable to control the undesirable discipline in the classroom situation because they lack training in behaviour management. This author further argues that the key technique is catching learners being ''good'', recognizing and supporting them when they behave properly, let them know as a teacher you like what they are constantly doing. According to Canter, learners obey the rules because they get something out of doing so. The aforesaid view is consistent with the aspirations of the study and would certainly be incorporated as an alternative.

According to Gootman (2001) assertive discipline has evolved from authoritarian approach to a more democratic and cooperative approach. Canter and Canter (2001) believe that assertive teachers are firm, and act on the best interest of learners, they build positive, trusting relationships with their learners and teach appropriate classroom behaviour through direct instructions, describing, modelling, practising, reviewing, encouraging and rewarding. It therefore means if a teacher catches a learner being good by recognizing them when they behave, they will work hard at behaving. Canter and Canter (2001) argues that the teacher should come with a list of rules for the classroom. Each time the rule is broken a consequence is

given. If the misbehaviour continues, the consequence gets more severe. The learners should be rewarded for behaving properly. For the researcher listing of rules is well and may be good however application of such rules is not always feasible given that it can be time consuming since in most instances it involves paper work. For instance in some schools the teacher has to sign a learner at least three times on his/her homework book before a punishment could be administered. Unlike corporal punishment where an offender would quickly be given a hiding for the offence and afterwards the case is closed. The point is that indiscipline is on the rise in schools hence there is a need for other alternatives to ATCP.

2.2.11 Code of Conduct

Some schools make use of the Code of conduct to enhance discipline. Portgieter et al (1997) proclaim that the code of conduct deals with the kind of behaviour that teachers seek to maintain. As indicated in the South African Act (1996) Section 8 (1) a Code of Conduct is a written statement of rules and principle concerning discipline in schools. It explains the kind of behaviour educators expect from learners, and the standard of behaviour a school has to maintain. The Department of Education (2000 p. 20) emphasizes that the Code of Conduct as drawn up by the individual schools may not contradict the Provincial or National Code of Conduct, which covers the values enshrined in the Constitution of the country and the Schools Act. This therefore, implies that the Code of Conduct should not be in conflict with laws and legislation of the country, Department of Education policies and other statutes.

The South African Schools Act (SASA) NO. 84, Section 8 (1) of 1996 stipulates that the School Governing Body (SGB) to draft a Code of Conduct to deal with disciplinary issues in the school. This is aimed at equipping the learners with the knowledge as to what is expected of them and the consequences of transgressing the Code of Conduct.

SASA further specifies that the aim of the Code of Conduct is to maintain a disciplined and a purposeful school environment. It implies that in a school, the disciplinary code must provide for rules and a due process to be followed in the case of disciplinary proceedings. It means that an allegation of misconduct must be

inquired into and dealt with in a fair and reasonable manner, respecting the rights of all those involved in the process (Prinsloo, 2006 p. 355). Section 8 (3) of the South African Schools Act of 1996 stipulates that the minister may after consultation with the Council of Education Ministers determine guidelines for the consideration of governing body for learners (Squelch 2000 p.18). Section 8 (1) of SASA further stipulates that the Code of Conduct can be adopted after consultation with parents, teachers and learners of the schools (Joubert & Prinsloo, 2001).

Hence, the current study suggests a communal approach to enhance discipline in schools, so that at the end of the day everyone including learners should comply with the stipulations of the Code of Conduct. As Section 8 (4) of South African Schools Act of 1996 stipulates that nothing exempts a learner from obligation to comply with the Code of Conduct. SASA requires the Code of Conduct to include a disciplinary procedure with steps to follow which are detailed, to ensure that there is fair, treatment of learners, learners are not punished unfairly and unjustly (Squelch 2000 p. 23). A hearing takes place at school when very serious misconduct occurs.

The SGB should make arrangements for a disciplinary hearing. The principal should refer the problem to the School Governing Body, without disclosing the name of the learner. The SGB has to guarantee the learner a fair hearing, because its decisions might be challenged. It may not contravene the Bill of Rights as enshrined in the Constitution of The Republic of South Africa 1996 (Act108 of 1996) and the provincial education department's regulations.

In fact, before the hearing, the School Governing Body must appoint one or two people to ascertain whether the case is serious enough to warrant the hearing. If the School Governing Body decides to go ahead, it must appoint in writing a tribunal of three people to the hearing. According to the Department of Education (2000 p. 27) these three people do not have to be members of the School Governing Body. They may be outsiders such as a retired magistrate, school principal or attorney but they should be neutral. The tribunal or disciplinary committee should follow due process in conducting the hearing.

In view of the above, the study would also seek to establish whether the above processes are indeed working to curb indiscipline in schools as their application in most instances is time consuming and the SGB has absolutely no powers to expel a problematic learner other than the DoE. Moreover, concerning the DoE the rights of a learner seem to be a prerequisite and a teacher's voice quite often is unheeded. More so, teachers out there are still bemoaning the banning of corporal punishment which was in a way a quick fix to the problem of indiscipline. The fact that the DoE does not grant any permission to expel a troublesome learner appears to render the use of the Code of Conduct null and void. It is one thing to have a Code of Conduct in school but implementation of those statutes to enforce discipline is another thing thus, the author does not see the use of the Code of Conduct as being very useful as is hailed by SASA unless it was unbiased and speaks dispassionately for all parties and provides provisions for expulsion of the learner by the SGB depending on the merits of the case. Since SGB is just a toothless bold dog, the implementation of ATCP should then be seen as almost impossible.

SASA, Subsection 9 stipulates that subject to the Act,

(1) the governing body of a public school may, after a fair hearing suspend a learner from attending the school, but the rules of natural justice which include appropriateness, should be taken into account (Squelch, 2000 p.36). (b) If found guilty of a serious misconduct after the hearing, expulsion from school is subject to the decision only by the Head of Department. If the Head of Department recommends expulsion, sub section 4 gives the parent of the learner who has been expelled the right to appeal the decision of the Head of Department to the member of the Executive Council, (RSA, 1996a). The appeal procedures must be included in the Code of Conduct (Squelch, 2000 p.25). If a learner who is subject to compulsory attendance in terms of Section (3) (1) is expelled from the public school, the Head of Department must make an alternative arrangement for his/her placement at a public school.

The following are offences that may lead to: suspension Conduct which endangers the safety and violates the right of others,

1. possession, threat or use of a dangerous weapon,

2. Possession use,
3. transmission or visible evidence of narcotic or unauthorized drug, alcohol, or intoxicants of any kind, fighting, assault or battery
4. Harmful graffiti, hate speech, sexism or racism.
5. Theft or possession of stolen property including test or examination papers prior to the writing of tests or examinations.
6. Unlawful action, vandalism or destroying school property.
7. Repeated violations of school rules or Code of Conduct.
8. Criminals and oppressive behaviour such as rape, The Education Law Policy Handbook for Educators (1996 p. 39).

Concerning the above, this researcher's opinion is to refute that this act seems not applicable to real circumstances that teachers encounter on a daily basis, learners are tested for substance abuse and some do test positive but nothing drastic seems to be done to deter such behaviours; media frequently reports instances of violence in schools and again nothing unembellished seems to be done to circumvent this tendency. The fact is unless something is done to better the situation under ATCP; there is need for discipline in our schools.

2.2.12 setting rules

Tungata (2006 p. 16) states that ''in all aspects of lives, discipline in schools depends on rules''. Rules set the limits on what learners can do or not. It means for the learners to obey rules, rules should be clear, achievable and be subject to the school policy and to be set within the parameters of the South African School Act. Matseke (2008 p.31) contends that classroom discussions are helpful in preventing discipline problems. For instance, cooperative learning can be achieved through group discussions, which are democratic and imperative, by providing an excellent atmosphere in which learners can better learn interpersonal skills and effective communication, each class member must be encouraged to know his/her role, how to perform it and strive for common goals. In cooperative learning learners learn to accept responsibility and understand the consequences (Edwards and Watts, 2004).

Similarly, The Department of Education (2000 p.12) refers to a range of ideas on how to make schools to become a better environment for alternatives to corporal punishment. They suggest the following alternatives to corporal punishment (ATCP):

2.2.12.1 Establish a set of rules and expectations:

(The Department of Education, 2000 p.12) contend that if children know beforehand what is expected of them, they will comply with the rules. Porteus, Vally & Ruth (2001), advance that learners are more likely to abide by the stated rules when they sense that the educators believe in their potential for excellence. This implies that the rules should be clear, make sense, based on core values such as safety; respect etc. (Porteus, Vally & Ruth, 2001).

2.2.12.2 Positive Reinforcement:

The Department of Education (200 p.17) proclaim that children who behave in positive ways should be given positive responses and should be encouraged to repeat such behaviour. Bad behaviour should be prevented by educators, it should be observed, and strategies should be found to divert the bad behaviour. This could be achieved through smile, praise, public acknowledgement etc.

2.2.12.3 Consistent consequences

Learners should be well advised and be informed well in advance about the action to be taken for their transgression of rules. Learners should know the consequences of bad behaviour and educators should exercise consistency in the implementation of those consequences (Department of Education, 2000 p.17) suggest the following as alternatives to Corporal Punishment.

2.2.12.4 Withdrawal of privileges.

School educators are advised to take away privileges of being involved in activities that learners enjoy regularly to take part in. The researcher's concern with this one is

that quite often the loss of that privilege is for a short while i.e. a learner might lose one or two matches. And he commits the same offence or even the worse one in the classroom because in the first place the privilege he/ she lost had nothing to do with the classroom where indiscipline mostly takes place. So, the researcher would instead suggest that the privilege to be taken away must relate to the offence in terms of context.

2.2.12.5 Time out

Sprick (2006 p.138) contends that time out is another way of correcting misbehaviour of a learner. It should be used with purpose of denying the misbehaving learner the opportunity to earn positive reinforcement. There is a certain criterion that the learner should fulfil before she/he can communicate with the adult educator if she /he can communicate with the adult/educator or if she/he wishes to participate in classroom activities.

1. Daily reports- This is a system where learners are given the opportunity to reflect bad behavioural patterns, they are given a chance to improve. There is transparency in the process because both the learner and the educator go through the procedure of filling the report, discuss it. The report is taken home and signed by the parent. The child starts the process again the next day. The researcher's objection with daily reports is that it is time consuming. For instance one may have four learners in the same class with these cards and has to feel them in every day until the end of the prescribed duration. The researcher would propose that each public school be given a social worker or a psychologist and or even a peer educator so that the underlying problem presenting itself in the form of indiscipline could be diagnosed. A teacher does not have ample time to do that whilst there is indiscipline in schools. The system is stopped when the child has a clear sheet for three days (Department of Education, 2000). Based on the above, Roos (2003 p. 495) states that the following are alternatives to corporal punishment:

I. Model good behaviour- The educator has the responsibility of being a living example of the kind of behaviour that is expected, children learn from role

models, this is supported by (Department of Education, 2000 p.18). Porteus, Vally & Ruth (2001) advance that if the adults are displaying violence, frustrations, intolerance, learners are more likely to copy such behaviour. In an educational context this implies that the educators should have compassion, patience and understanding.

II. Learning material and methodology- When teaching and learning is taking place, the learning material in the classroom should be managed, structured in such a way that learners are equipped with skills such as conflict resolution, problem solving, tolerance, anti-racism, gender sensitivity. The methodology should make provision for the skills to be practiced in particular areas in which learners understand the importance of working together, they should be willing to compromise in group situation, (Department of Education, 2000). Gootman (2001) advances that educators should encourage learners to solve their own problems, as they often can provide answers that will result in an acceptable compromise.

III. Promoting positive discipline- Schools should not always have counter ill-disciplinary strategies but rather they should promote positive behaviour. Porteus, Vally and Ruth (2001), argue that the following are key issues to promote positive discipline:

- Children's motivation- Educators are advised to adopt an encouraging, positive approach that will arouse the learner's ability praising children to obey instructions, positive reinforcement when children do well encourages them to learn self-discipline (Gootman, 2001)

- Rewards instead of punishment: Department of Education, (2000) suggests that good behaviour

Should be rewarded as opposed to focusing on what learners do wrong and applying punishment. Morrel (2001 p.4) suggest that educators should deviate from using punishment for issues like failure to answer questions or not to have done

homework, late coming, bullying, and theft but rather should view these in the light of problems that are related to human relationships, abuse and neglect. The study interrogates all mentioned above, because it appears that despite all those statutes indiscipline in schools is escalating.

Further, on the issue of discipline versus punishment Tan & Yuanshan (1999) concede that of late some schools have adopted the Moral Education and pastoral programme to inculcate value and conducting parental workshops. Teachers realize that inculcating a sense of loyalty to school and raising the self-esteem of the pupils are more constructive approaches to maintain discipline problems (Tan and Yaunshan, 1999 p.10).

When teachers administer punishment, it is vital to note from which theory of punishment the administration of punishment is enforced (Maphosa & Mammen, 2011). For instance the retributive theory of punishment is premised on the need to punish offenders because they deserve to be punished (Zaibert 2006). The retributive theory of punishment states that when a child breaks down rules, he or she has to be punished. The suffering of the child who commits an offence is seen as good in itself and this type of punishment does not consider the benefits derived from punishment. This view of punishment emanates from the need for revenge (Wilde, 1995). Such punishments are often harsh and inhumane (Van Wyk , 2001).

On the other hand, the utilitarian theory of punishment is underpinned on punishing offenders in order to discourage, or “deter,’’ future wrongdoing (Zaibert, 2006). The utilitarian theory is “consequentialist’’ in nature. It recognizes that punishment has effects or results for both the perpetrator and the environment in which he or she lives. The theory contends that the total good produced by the punishment should exceed the total evil (Lewis, 1997).

The utilitarian rational for punishment is also premised on the need to rehabilitate offenders. The goal of rehabilitation is to prevent future crime by giving offenders the ability to succeed within the confines of the law (Adams, 1992).

A third major rationale for punishment is denunciation, under the denunciation theory, punishment should be an expression of societal condemnation (Carlsmith, 2002). In the context of a classroom, punishment of this nature shows the learner who breaks rules that the whole class condemns him or her.

Noguera (2002) alludes to the current thinking that effective disciplinary methods should be participatory in nature, where educators and learners are partners. This assists in teaching learners self-discipline contrary to externally driven disciplinary requirements whose results could be ephemeral or counterproductive. Learners learn to accept and comply with school rules as 'theirs' (Maphosa & Mammen, 2011).

However the above view is usually a negative effect of 'top-down' management styles. Learners may feel issues are imposed on them and will naturally resist them so the disciplinary situations may get out of hand (Maphosa & Mammen, 2011). This is meant to say that those that are in power simply cascade rules in their capacity as governors and the powerless are at the receiving end and almost have no say other than to comply with the rules.

According to Maphosa & Mammen (2011) the effectiveness of any given disciplinary measure could, therefore, be assessed by the extent to which it enables the fulfilment of the following parameters: ability to deter offenders, ability to deter others, teaching self –discipline and teaching behaviour accountability (Gershoff, 2002). It is also measured by its ability to teach conflict handling strategies, ability to help the offender understand the offence committed, teaching responsible behaviour, helping to teach the offender to consider rights and feeling of others (Wolfgang, 2001). An effective disciplinary measure should also have the ability to involve learners in its formulation implementation, should be commensurate with the offence committed and should be implemented soon after offence is committed (Docking 2001; Gershof 2002; Ramadiro & Vally 2005). This study aims to examine for alternatives to ATCP since the ATCP propounded by The Department (2000) do not seem to achieve the purpose it was intended for which is to curb indiscipline in schools instead ill-discipline is exacerbating. Hence, the task at hand that all the stakeholders are facing is it to advocate for disciplinary approaches that could

achieve the intended goals of developing self-discipline and responsible behaviour in learners as compared to punitive, reactive methods that may achieve desired results (Maphosa & Mammen, 2011).

According to the findings by Maphosa & Mammen, (2011) corporal punishment and verbal reprimands were rated as effective while demotions, manual tasks, sending learners out of classroom, kneeling on the floor, menial tasks, denial of privileges, not marking learners' work, verbal insults and ignoring were seemingly all considered ineffective.

In as far as minor forms of indiscipline are concerned respondents deemed them as in effective in deterring offenders, teaching self-discipline, teaching behaviour accountability, helping the offenders understand disciplinary problem, avoiding resentment, ensuring future cooperation and ensuring future cooperation the offender considered other learners' feelings (Maphosa & Mammen, 2011). Also, Maphosa & Mammen (2011) observe that respondents as a group rated guidance and counselling, talking to learners, use of stress management techniques, use of anger management techniques, detention, and referral to psychologists, suspension, and community service as effective, whereas manual labour, expulsion, demotion and transferring were rated as ineffective.

Whereas, sending learners out of class and denying them privileges, for example, were rated as very ineffective (Maphosa & Mammen, 2011). In this study, (Maphosa & Mammen, 2011) interviewed educators who revealed that some learners actually enjoyed being sent out of class and had the audacity to commit further acts of indiscipline while on punishment.

Further, learner's respondents rated corporal punishment highly as an effective disciplinary measures yet this seem to contradict findings from literature study that suggest problems associated with the use of corporal punishment in schools (Carlsmith, 2002). According to the findings, learner respondents rated the disciplinary measures low on the ability to deter offenders, deter other learners, helping offenders , deter understand disciplinary measures as well as the teaching of responsible behaviour and self-discipline (Maphosa & Mammen, 2011). In this view such findings are consistent with those by Docking (2001), Gershoff (2002) and

Ramadiro & Vally (2005) who contend that effective disciplinary measures teach responsible behaviour and the inculcation of self-discipline and this not achieved through punishment-based disciplinary measures. Hence, the study sought to examine whether there could be other alternatives to corporal punishment since indiscipline is escalating in schools despite the introduction of ATCP.

2.3 CONCLUSION

This chapter captured the theoretical, conceptual and the analytical framing of the study. Constructivism is meant to suggest the perceptions of different participants in different context that would lead to the findings of this research. In view of this, CDA proposes both the conceptual and analytical frameworks as well as provides an epistemological for the researcher to say what is there to be said. Moreover, the chapter has given this researcher the guidance on what tools need to be used for the collection of data. It is also worthy of notice that the chapter also assisted on the formulation of questions that were used in the questionnaires, interviews and focus group. Thus, it can be argued that the literature from this chapter has acted as a pathfinder.

Chapter 3

Methodology

3.1 Introduction

This chapter presented the research methodology and design to answer the research questions. It included the research questions, paradigm, and methodology, the data collection methods adopted and the used sampling, reflexivity and ethical considerations. The researcher did this by getting the subjective views of the respondents in the context of the study. This is meant to say that the biased views of the respondents were gathered to see if they agreed with the literature concerning indiscipline in schools notwithstanding the alternative statutes that have been put in place by the Department of Education subsequent to the banning of corporal punishment in schools.

3.1. Research Paradigm

A paradigm is seen as a mental map that details a pattern of thinking that allowed the researcher to decide how the research phenomenon was studied (Mackenzie & Knipe, 2006). This study then therefore was premised within the interpretivist paradigm. Interpretivism puts emphasis on the fact that the aim of social sciences is to understand people and not to explain them as is assumed by positivism. This is to suggest that it is a narrative of the perspectives of the research population. The researcher gathered the narratives of the respondents to see if they were congruent with the literature that was reviewed regarding indiscipline, to investigate if ATCP could be improved or whether to suggest that the DoE should seek other means of curbing indiscipline so that schools can go back to the good old days. This was exactly where the methodological approach brought out the views and experiences of teachers and learners about discipline in schools. In this perspective, the researcher solicited responses from respondents within the context of their environment. This paradigm was necessary since people are cunning in nature and certainly not the way one sees them outwardly. The researcher's standpoint in choosing this paradigm trailed the proclamation that interpretivists believe that

human life can only be understood from within and not be observed externally (Livesey, 2006).

By the same token, the methodology of interpretive researchers is described as qualitative therefore the researcher among other instruments used open-ended questionnaires for data collection and where there were hidden truths, the interviews and focus groups were deemed crucial to dig deeper for richer responses and quality data from the respondents about their perceptions on 'Alternatives to Corporal Punishment' (Bassey, 1999).

In view of this, it was indispensable that the researcher was guided by the philosophical framework called paradigm that was communal to the knowledge interests or purpose of the research that could be used to organise the researcher's observations and reasoning (De Vos, 2002; Maree, 2007; Van Rensburg, 2001). Hence, Mackenzie & Knipe (2006) maintain that without nominating a paradigm as a first step, there is no basis for subsequent choices regarding methods, literature, or research design. In view of this, Epistemological assumptions concern the bases of knowledge, their nature and forms, and how they can be acquired and communicated to other human beings (Cohen et al., 2006).

On the same wave, Henning (2004), states that, this approach describes people's intensions, beliefs, values and reasons. This is meant to suggest that one has to get closer to the subject he/she is studying and viewing the world from the perspective of an insider which rejects positivism that emphasizes objectivity and controlling the research situation like experimental designs. The interpretivist paradigm is often inductive: the process moved from specific observations to broader generalisations and theories. While reliability in this method may not be possible, interpretivists use systematic and rigorous approaches to research. For instance, this paradigm is auditable i.e. the context specific nature of researching may not lend itself to replication. Rather it should be verifiable through full and transparent explication of method. Since indiscipline is a common occurrence in many schools, its bases may vary from one school to another so the data has to be there to authenticate the causes. For that reason it cannot be replicable. This means that, this paradigm concerns itself with meaning and sought to understand how societies define and

understand their status quo. Similarly, Maree (2007) observes that the advantage of placing people in their social context is that there is greater opportunity to understand the perceptions they have in their own experience. Likewise, Schwandt (1994) affirms that advocates of these persuasions share the goal of understanding the complex world of experience from the point of view of those who live in it.

In view of the above, a paradigm focuses on the significance of respondents' views and how they construct meanings as well contextualise the collection of data (Bergman, 2008). Interpretivists reject the ideas of theory in neutral observations and the understanding of neutral laws, such as those that exist in Miles and Huberman (1994) who hypothesize that Interpretivists researchers are no longer disconnected from their objects of study. For instance, Schostack (2002 p.5) postulates that "no matter how intensive one observes from a distance or close up, to understand the lives of people who dwell into the streets, contact has to be made''. In view of this, researchers have their own convictions, their own conceptual orientations as they belong to a particular culture at a specific moment. Thus, getting inside the group of learners and teachers would help the researcher to get a better depiction of what is really happening inside school relating to discipline.

Although the interpretive research is recognized for its value in providing contextual depth, its results are often criticized in terms of validity, reliability and the ability to generalize, referred to collectively as research legitimization (Morse, 1994). This infers that the outcomes from perceptions of learners and teachers on the alternatives to ATCP might not be presumed to represent the same state of affairs in schools outside the sampled town. Human bias can never be underrated nor can the view of objectivity/subjectivity. The subjective involvement of the researcher makes him /her to share the experiences with his/her research respondents.

This paradigm would therefore be relevant to this study since the research questions are interpretative in nature. The researcher sought to understand perceptions of learners and teachers on alternatives to ATCP.

3.2. Research Approach

Cohen et al. (2006 p.120) recognize that “qualitative research methodologies are criticized for being impressionistic (based on reaction or opinions, rather than on specific facts or detail), biased, insignificant, ungeneralisable and idiosyncratic, subjective and short sighted. However, flick et al. (2004) argues that the qualitative approach requires that the researcher understands the real world from the perspective of the respondents in his/her investigation. Similarly, White (2005) concurs that quality research is more concerned with the understanding of the social phenomenon of the respondents. Hence, in this study, the qualitative approach was used to interrogate the scope of the research problem. The researcher espoused qualitative research approach as it is based on the interpretive paradigm in social science. Moreover, since indiscipline has become the talk of the day in schools, and ‘Alternatives to Corporal Punishment’ (ATCP) do not seem to work, the researcher was curious to divulge what respondents thought, felt, and knew concerning alternatives to corporal punishment and whether other alternatives to the ATCP could be explored in order to combat indiscipline in schools. The researcher has used the qualitative approach as it puts more emphasis on the created or intentional reality and focuses on discovering the multiple perspectives of all respondents in a natural setting (Condrad & Serlin, 2006). It then has suited the phenomenon pursued by the researcher which was to discover the perceptions of learners and teachers on the alternatives to ATCP in the King William’s Town Education District.

It would be vital to say, qualitative research is conducted through thick description and contact with real life setting. It also emphasizes the process rather than outcomes. One is able to draw parallels between qualitative research methods and the interpretive paradigm of this study as they both view the world through the lens of the subjective views of the respondents which views human behaviours as a result of how people see their world.

For McMillan & Schumacher (2001), the question of context is at the centre of qualitative research approach. This approach employs inductive research strategy where the researcher collects data within the natural setting of the respondents. She/he is concerned with the understanding of people’s experiences in context. The

natural setting is where the researcher is likely to disclose what is known about the phenomenon of interest from the perception of those studied and an understanding from patterns in data rather than collecting data to assess preconceived models, hypotheses or theories (Strauss & Myburgh, 2000). In this study the context is the two high schools in the King William's Town Education District and the respondents are learners and teachers. Hence, it uses diverse research methods and data collection techniques such as questionnaires, face to face interviews, focus groups and field notes for the purpose of triangulation. Qualitative data are empirical and encompass documenting real events, recording what people say, observing behaviour of respondents who are immersed in the natural setting of everyday life in which the study is framed (Maree, 2007).

More so, the most important factor is that qualitative research is an approach that relies on verbal, visual, and auditory data (Thompson, 1994).It is the humanistic method in which the researcher gets to know the respondents personally and their daily experiences in dealing with discipline in schools.

3.3. Research Design

Denzin and Lincoln (2011 p.298) observe that "the research design is a flexible set of guidelines that connect theoretical paradigms first to strategies of enquiry and methods for collecting empirical material''. On the same topic Yin (2009), observes that the design sequence that connects the empirical data to a study's initial research questions and ultimately, to its conclusion. While, Mouton (2001) defines it as a blueprint of how one intends to conduct the research. It could also be seen as the strategy by which this researcher conducted research and achieved his/her research goals and objectives. It was essential to articulate a research design according to which the study could proceed.In a qualitative context, the research design is the entire process of research from conceptualising to writing the narrative. The main function of the research design is to enable the study to anticipate what appropriate research decisions should be made so as to maximise the validity and reliability of the eventual outcome and to provide the most accurate answers possible to the research (McMillan & Schumacher, 1993).

3.4. Setting

As mentioned in the purposive sample, the two cases were chosen because of the escalation of indiscipline in schools however, school ‘A’, despite the rise of indiscipline, seems to thrive in terms of academic performance, and that is informed by the consecutive pass rate of about 95 to 98% from 2009 to 2012 and 100% in 2013 while ‘B’, appears to struggle, and thus has constantly experienced poor performance and very low pass rate. The researcher has also observed the setting of both cases. Case ‘A’ is located in the top centre of King William’s Town and the setting is very quiet while ‘B’ is situated towards the outside of town and surrounded by two Taverns. The researcher will return to this in the case study in 3.5. In view of this, the researcher sought to examine whether indiscipline affects academic performance or a setting under which these learners are studying. Leedy & Ormrod (2005) observe that case study design can be viewed as common logic and flawless thinking that is necessary for the management of the entire research, the complete strategy of attack on the central research problem.

Based on the above, the researcher would be gathering the narratives of the respondents to see if they are congruent with the literature that was reviewed regarding indiscipline, to investigate if the ATCP can be improved or whether to suggest that the DoE should seek for other means of curbing indiscipline so that schools can go back to the good old days. This was exactly where the methodological approach brought out the views and experiences of teachers and learners about discipline in schools. In this perspective the researcher solicited the responses of respondents within the context of their environment. This means that this logical plan allows researchers to navigate their way from the first point of their study to the end of the road when they present their findings and make recommendations**.** The research design in this study was grounded on the importance of engaging the research subjects involved in this investigation as they revealed in-depth their experiences on discipline.

3.4.1. Case Study

A case study is a systemic inquiry into an event or a set of related events which aim to describe and explain a phenomenon of interest (Maree, 2007). A case may be a person, a classroom, a programme, an institution or a country. A case study tends to be concerned with investigating many, if not all variables in a single unit and seeks to understand individual's perceptions of events (Cohen, et al., 2006; Merriam, 1984; Yin, 2003). Based on this Zainal (2007), postulates that a case study, is an empirical inquiry that investigates a contemporary phenomenon with its real life context.

In view of the above and given that the study is interpretivist in nature; the researcher prefers to use a case study. This is because it enables the researcher to have a close examination of data within this specific context. As pointed out earlier in the setting, the two cases were chosen because of the escalation of indiscipline, yet school 'A' despite the rise of indiscipline seems to thrive in terms of academic performance and that is informed by the consecutive pass rate of about 95 to 98% from 2009 to 2012 and 100% in 2013 while 'B' appears to struggle and thus has constantly experience poor performance and very low pass rate. The researcher has also observed the setting of both cases. Case 'A' is located in top centre of town and the setting is very quiet while 'B' is situated towards the outside of town and surrounded by two Taverns. Therefore, the researcher sought to examine whether indiscipline affects academic performance or a setting under which these learners are studying.

Since, a case study, as a model of social phenomenon, is a detailed analysis of a person or group in order to make generalizations about a larger group or society as a whole, the researcher had an opportunity to investigate and understand perceptions of learners and teachers and setting on the Alternatives to Corporal Punishment (ATCP) seeing that the ATCP does not seem to work to curb indiscipline in schools. The researcher chose the case study method specifically to juxtapose the cases and their real-life situations based on indiscipline, setting and academic performance (Davis, 2008)

As mentioned earlier in 4.4, school ‘A’ is situated in the heart of King William’s Town near Grey Hospital. It was built in the 1920s. It is a former model C and a comprehensive school since it begins from grade R to 12. The school is surrounded by high electrical fence which encloses learners inside the boundaries so that they are not exposed to external temptations. It is a multiracial school that is well-built and appears to have been built by qualified builders. The school is similar to old French schools during the time of Napoleon in terms of shape in that it is a double storey and kraal like structure. There are trees all around the school. The yard is made of steel and the gates that are locked after school. There are car parks for teachers and visitors. It is a well-resourced school in terms of infrastructure. It is also a boarding school with limited accommodation.

When you enter through the foyer, on your immediate left is the administrative building wherein the first room resides the secretary followed by the principal’s office. The staffroom is on the far left of the building and is exposed to one side of the outside view. The hierarchical managerial structure of the school is composed of the SGB, Principal, Deputy, SMT, phase subjects heads (Head of Divisions/HODs), and sub phase subjects heads. Each phase subject head is also responsible for discipline in her/ his phase, depending on the merits of the case. If such a case is deemed serious it would be referred to the principal, from the principal to the SGB and ultimately to the Head of Department. Each teacher has a classroom for tuition and some are allocated as base teachers and utilise the administration period which precedes the first period not only for administrative purposes but also to inculcate values and morals to instil discipline in school. To access tuition, learners rotate through the corridors from class to class and teachers are expected to welcome them as they approach their classes. Learners however, upon their arrival have to line-up against the wall and are not allowed entrance into the classroom until the teacher permits them to do so. The toilets for both teachers and learners are also located inside the school corridors. No learner is expected to be loitering outside school buildings let alone school premises unless it’s break time or except they must have been sent by an official. There is also a tuck-shop built in within the school building which makes it illegal for any learner to loiter outside school premises. The enormousness of the school is such that it is very difficult to see what is happening in every corner which is not at sight from teachers. Despite the seemingly cosy

description of this particular site indiscipline is escalating hence this prompted the researcher to examine perceptions of learners and teachers on indiscipline in general and their views on ATCP in particular.

School ‘B’ is also located in King William’s Town however towards the East exit point of town opposite the KWT Railway Station near the Trek Petrol Station Garage before you reach the famous notorious township of Ginsburg. This is a relatively new school. It was established in 2005. It commences from grade 8 to 12. It is comprised of black learners only (boys and girls). It does not have a proper building structure other than a cluster of prefabricated classrooms. Unlike Case ‘A’ school ‘B’ is not properly fenced. Learners could easily jump over it, and thus expose themselves to external temptations such as drinking alcohol as the Taverns are located just a stone throw from the school. Upon entering the hallway there is a principal’s office which also serves as an administration centre for the school. It has a big table and two arm chairs provided for the principal and the secretary. On the other side of the table there is a flat computer screen seemingly used by the secretary for administrative purposes. The office is full up of boxes you can hardly find a space to accommodate the third person. The staffroom is just opposite the principal’s office. The corridor from the principal’s office to the staffroom is very dark however one could manoeuvre his way out. The outside view is totally discarded from the staffroom unless you go out.

The researcher doubts if teachers are able to see what learners are doing outside even during the break time. It does not appear to be a well-resourced school as the other one mentioned prior. The hierarchical managerial structure of the school is comprised of the SGB, principal, (HODs/Heads of Divisions) SMT and the disciplinary committee. The learners are represented by the RCL and there are no prefects as the other school. Just a few inches away from the prefabs there are toilets for staff and learners. The classrooms themselves seem overcrowded. As mentioned earlier the school is poorly fenced, it is not uncommon to see learners lingering and wandering outside the classrooms and school premises even during tuition time. One other thing worth mentioning is that this school is surrounded by two big commercial Taverns (Davis, 2008). Under such a setting learners may take advantage of the situation and find themselves tempted into drinking alcohol during

school hours. Leaners may easily be attracted by the loud music that is played in those taverns and the inviting smell of ‘braai vleis’. This prompted the researcher to examine the perceptions of learners and teachers on indiscipline in general in this school and whether ATCP espoused by The Department of Education (2000) is working in particular to curb indiscipline.

The selection of the study was premised on the thought that it could lead to a better understanding and may be theorizing about a larger collection of cases. Without question, the use of case study was tremendously beneficial in terms of enhancing the comparative and analytic potential of this research. This then was achieved by combining various tools such as questionnaires, face to face interviews, focus groups, and field notes (Benard & Ryan, 2010).

This is meant to say that the case study design enabled the researcher to get an in-depth and detailed understanding of trends emerging from the different respondents which afforded the researcher an appropriate opportunity to better comprehend the perceptions of learners and teachers on the alternatives to corporal punishment.

Unlike ethnography which focuses on direct observation of behaviour in a particular community/organization, the case study offered the stakeholders a golden opportunity to express their frustrations in relation to ill-discipline in schools and may as well suggested possible solutions. In this regard a case study is more important than other designs because the researcher distances himself from the researched, the phenomenon and the setting. For instance, the use of the focus group as a tool to realise the phenomenon, the learner’s participation should be voluntarily and they should be free to leave if they want to. Moreover, the respondents discussed freely and were not influenced by the researcher.

3.5. Purposive Sampling

Purposive sampling technique includes selecting certain units or cases ‘’ based on a specific purpose rather than randomly (Tashakkori & Teddie, 2003 p.713). Purposive sampling was used in this study where the researcher handpicked respondents on the basis of his judgements of their typicality (Cohen et al., 2006).

In view of the above the study was focused on two high schools in the King William's Town Education District in the Eastern Cape. The two cases were chosen because of the escalation of indiscipline however school 'A' despite the rise of indiscipline seems to thrive in terms of academic performance and that is informed by the consecutive pass rate of about 95 to 98% from 2009 to 2012 and 100% in 2013 while 'B' appears to struggle and thus has constantly experienced poor performance and very low pass rate as mentioned earlier. The researcher has also observed the setting of both cases. Case 'A' is located in top centre of town and the setting is very quiet while 'B' is situated towards the outside of town and surrounded by two Taverns.

In view of the above, the targeted population of the research comprised of two focus groups (one per school) composed of eight learners (two schools) ranging from between the ages of 13 and 19 i.e. four females and four males to accommodate gender differences and balanced views. There were four teachers participating in the study from each school to make the total of eight. Therefore, the general total population participating in the study was 16 learners and 8 teachers to make the 24 respondents.

The teachers that were chosen in Case 'A' was because of the influential positions they hold for instance the principal, who is also teaching (dual role) plays an ultimate role in managing discipline. Since discipline at the school is the function of the administration, the principal therefore takes leadership and supervisory role because he/she is in charge of the school (DoE, 2011 p.1). He champions the Code of Conduct and must ensure its implementation. He/she should come up with programmes that show how discipline should be implemented at the school and keep records of indiscipline cases, (Educators, 1998: C 64). This can be achieved by delegating duties to other stakeholders at the school.

On the other hand the deputy, who was also the respondent, supports the principal in implementing and maintaining sound discipline at the school. She/he also supports the educators in implementing the Code of Conduct, gives instructions concerning punishment for offending learners in the absence of the principal

(Educators, 1996: C-65). She interacts with the Disciplinary Committee on issues related to discipline, acts as an overseer and gives general support to novice educators. She/he assists in ensuring that the school Log book or Incident book is maintained, and contains a record of all major learners' indiscipline, (DoE, 2011 p.2).

While the other two teachers (respondents) are members of the School Management Team (SMT) and also Heads of Divisions (HODs), responsible for heading the Disciplinary Committee (Policy Handbook for Educators Employment Act, 1998:66). Their main duties are to assist the principal in making decisions related to learners discipline, assist in developing a school discipline policy, handle administrative matters that are related to discipline, develop a plan for the year with specific objectives, (DoE, 2011p.66) They also liaise with outside organizations and agencies, coordinate programmes to strengthen school discipline. Furthermore they assist educators to manage learners with serious behavioural problems by referring them to guidance teams, social workers, and lead in reviewing the school discipline policy (DoE, 2011p.66). As mentioned earlier, there were a total of four teachers in Case A.

Senior (experienced) teachers are also responsible for contributing to positive discipline among learners (DoE, 2011p.66).They must assist in the running of programmes that are related to discipline and advise learners on disciplinary matters. They must provide an inspiring and motivating learning experience for each learner. Knott-Craig (2007) argues that teachers need to build relationships with each learner and show respect for each learner and his/her family. Regular communication with parents about a child's progress is one of the duties of the senior educators. They monitor discipline during school events and provide written proof after the learner has disrupted a class. They assist the SMT in the implementation of rules, assist in the monitoring of learners behaviour, and correct the behaviour of learners as quick as possible. They must implement innovative classroom practices (Policy Handbook for Educators, 1998: C-67).

Focus group (learners) in School 'A' was selected because six of them hold leadership positions as prefects. One girl amongst them is a head girl. They composed of four boys and four girls and all of them in matric. Gender differences

were considered and in order to balance views. So, these were learners who deal with discipline on a daily basis and are quite familiar with issues of discipline in school. Two of them were selected because of their excellent academic record and eloquence. They were eight in total.

In school B, Two of the learners were also performing very well academically. The four respondents were members of Representative Council of Learners (RCL) and the last two belong to Student Christian Organization (SCO) members. They were also composed of four boys and four girls. This was done in order to balance their views. So, it became evident as well that these learners were also familiar with issues of indiscipline in the school. The total number for the two cases combined is 16.

While, in school 'B' the researcher had no much of a choice but to work with the respondents that were willing and available to contribute in the study (Bernard and Ryan, 2010). The respondents were as follows: teacher 1 was an SMT member, quite familiar with issues of indiscipline/discipline in school. Teacher 2 was a senior teacher, teacher 3 a disciplinary committee member and the fourth one also a senior teacher. As mentioned prior, these were teachers who deal with issues of discipline on a daily bases. In Case B there were also four teachers who participated in the study. So, the total number of teachers in the two cases amounted to eight.

The researcher aspired to use different groups in order to get different perspectives from the distinct respondents. In this regard the schools which were used in the study were conveniently accessible. Also as an insider for school A, there were no unnecessary costs. Even school B is approximately 4 km away from A and quite close in terms of proximity. However, the weakness of this technique is that even though it is the cheapest means to obtain information, it is also prone to bias which the researcher could overcome by being alert and neutral throughout the research process. This is clarified further under reflexivity and ethics.

The samples were drawn from an available population without stratifying first. The key concern was to acquire meaningful understanding of the role in terms of the precise context of the purposefully chosen cases rather than attempting to

generalize from the broad population, therefore, the result of this study was interpreted in terms of the specific context under study (Benard & Ryan 2010). Hence, the investigation was driven by the desire to establish the perceptions of learners and teachers on the alternatives to ATCP in order to curb indiscipline in schools.

3.6. Ethical Considerations

In the main, the consideration of ethics in research is vital because the respondents in any study should be protected from harm. Harm can be embarrassments, anger, irritation, physical and emotional stress, loss of self-esteem, exacerbation of stress, loss of respect from others, negative labelling, invasion of privacy and damage to personal dignity (Maree, 2007). Ethical issues were important since the study involved human subjects. The sensitivity of issues that dealt with learners discipline required the researcher to ensure that anonymity and confidentiality of all participants were kept at all times. This was based on the fact that although the researcher had the right to collect data by means of interviews, focus groups, questionnaires and field notes, this could not be done at the expense of the respondent's right of confidentiality and anonymity. Respondents were assured that in addition to leaving out real names their details also remained anonymous to encourage open and honest responses. In carrying out this study the researcher promised to observe all their rights including the right to withdraw from participating in the study at any stage based on the ethical considerations as stated by University of Fort Hare, 2011 ethical clearance.

Hoepfl (1997 p.25) suggests that the "participants are the ones to grant someone access to their lives, their minds, and their emotions, therefore permission has to be sought". Relating to the aforesaid statement, the researcher was given a letter of consent by the University of Fort Hare (UFH Ethics Committee) to conduct the research. With the consent letter, (appendix F), the researcher then sought permission from the District director (DoE) in the King William's Town District (appendix E) to carry on with the research in writing. Also, the principals from the two schools (appendix G and H) granted permission for the study to be carried out in their respective schools. Permission from the parents was also sought with letters of

consent and all of them signed permitting their children to take part in the focus groups (appendix F). For interviews with teachers, consent request with questionnaires were also presented asking their permission to participate in the study (appendix B1 and B2). Questionnaires for the focus groups were presented (appendix C) and the field notes (appendix D). Essentially, before the data collection commenced, all the respondents were presented with the letters of consent for their permission to participate and in return consented by signing the consent letters. The primary rule of ethics is that respondents should not be harmed in any way, physically or psychologically. The researcher was cautious not to subject the respondents to disadvantages or damage as a result of the research (Ethik-Kodex, 1992:1B 5). Thus, the researcher did not reveal information about individuals, sites or groups. After obtaining permission to carry out the study the researcher established relationship with respondents and addressed any reservations they had in giving earnest views, opinions and responses. Respondents and sites were coded to conceal identity of actual individuals who responded to the questions.

3.7. Data Collection

The study was steered by the nature of the research problem and the type of questions that were addressed (Cohen & Manion, 1995). Also, the choice of the paradigm and the research design guided the study in adopting the instruments that were considered relevant to collect the data that addressed the key issues of the study (Leedy & Ormrod, 2005). The research solicited data to examine the perceptions of learners and teachers on indiscipline generally and interrogated the ATCP in particular since it appears to be failing, and to see if there possibly could be other alternatives to enhance discipline in schools. The instruments that were used for the study to collect data were questionnaires, face to face interviews, focus groups and field notes.

3.7.1. Questionnaires

A questionnaire is a series of questions asked to individuals to obtain useful information about a given topic (Walnick, 1993). Questionnaires are a valuable method of collecting a wide range of information from a large number of individuals.

Using this instrument allowed the respondents to express themselves without fear of favour or prejudice. Open-ended questionnaires were used to give the respondent the liberty to bring out their perspectives. The respondents answered the questions as freely as they pleased. In this way, the researcher had the advantage of rich qualitative description in addition to the numbers of each type of response. The researcher gave out a set of 13 questions as follows:

1. How do you manage and maintain discipline/indiscipline in the school?
   The researcher wanted to examine the strategies that the sampled schools employ to circumvent indiscipline and juxtapose those with ATCP.
2. Do you think DoE is assisting your school enough in maintaining discipline?
   The question was raised against the background that the DoE has propounded the ATCP and as such it should be incumbent upon them to make a follow up and ascertain implementation.
3. Are there any plans and policies for maintaining and managing discipline in your school?
   The researcher sought to establish whether those plans and policies are being implemented and are they working or not.
4. What processes were followed by the school to formulate the plans /policies for maintaining and managing learner discipline?
   The researcher feels that at the end of the day every stakeholder should be included in the decision making body.
5. Does the school make any attempts to improve on its disciplinary measures?
   The researcher wanted to find out if those statutes are being reviewed from time to time because life is not static and the disciplinary measures should be contemporary.
6. What processes are followed in reviewing the plans /policies if there are any?
   The researcher wanted to establish whether during review people are side-lined and what was not working that led to the review.
7. What challenges are encountered in formulating plans/policies for maintaining and managing discipline?
   The researcher sought to establish hiccups and whether stakeholders in formulating those policies are influenced by the Constitution of The Republic of South Africa and The South African Schools Act.

8. Do you think the SMT is assisting in learners' discipline?

   The researcher wanted to examine the magnitude of indiscipline in school.

9. Why do you think that the plans and policies put in place by the school are successful/ unsuccessful?

   The researcher sought to examine if there were any successes and if yes what were they and those successes were scored.

10. What in your opinion is the best method of handling discipline in schools?

    The question was raised to see if teachers do use the ATCP or rely heavily on their own strategies.

11. Can you say that the alternatives to corporal punishment are a good disciplinary method?

    The researcher wanted to hear the perceptions of the respondents to the ATCP.

12. Why or why not?

    The respondents were expected to pour in their perceptions concerning the 'Alternatives to Corporal Punishment' (ATCP).

13. What do you think needs to be done to make sure that our schools are disciplined?

    It sought to examine if there could be any other alternatives to the ATCP seeing that they do not seem to work to deter indiscipline in schools.

    Twelve hand-outs of questionnaires were given to the respondents. Through the process of data collection using the questionnaires the researcher has learnt that it takes a lot of effort in galvanizing and inducing the respondents to respond. It took the researcher three months to collect the questionnaires from the respondents. Ultimately, all the questionnaires were answered and collected.

3.7.2. Interviews

Kvale (1996) sees interviews as an interchange of views between two or more people on a topic of mutual interest with the centrality of human interaction for knowledge production, and which emphasizes the social situations of the research data. In view of this, the researcher started with the questionnaires to collect data from the respondents and it became apparent that there were gaps that needed to

be filled and so the face to face interviews became the perfect option for probing and to cultivate more ground for trust. The researcher engaged the respondents in a two way conversation by asking the respondents questions for the purpose of collecting data, and to learn their ideas, beliefs, views, opinions and behaviours concerning discipline and ATCP in schools. The aim was to see the world through the eyes of the respondents. In this way the researcher was able to obtain rich descriptive data that helped to understand the respondents' construction of knowledge and social reality. The main thing in interviewing was to make sure that enough grounds for trust was cultivated. ''If respondents trust a researcher, they can be able to give valuable information'' (Maree, 2007 p.83).The researcher made use of open-ended questions to give respondents the liberty of expression of their opinions. The interviews took about six months to finish.

In Case 'B' out of four respondents, only three were interviewed. The fourth one only filled in the questionnaire but was unavailable for the interview due to his '*busy schedule'*. An attempt was made to induce him for the interview but he kept on postponing to the end. Interestingly, when the researcher was interviewing the respondent in school 'A' probably, the on- button couldn't move fully to switch on, and it was discovered right in the middle of the interviews that in fact the tape recorder was not capturing notes and in this regard, the field notes were very useful.

After the interview sessions the researcher went back to the respondents to afford them a chance to check (approve or disapprove) particular aspects of the responses they provided by replaying the tape recorder (Doylet, 2007; Merriam, 1998). This was also a way of finding out whether the data presentation was harmonious with the respondent's experiences (Curtin and Fossey, 2007 p.92). The respondents had to verify whether or not the interpretation made sense to them by reflecting their intended meanings (Cresswell, 2003). The teachers were interviewed in order to solicit their perceptions on the alternatives to corporal punishment seeing that the ATCP seems to fail to circumvent discipline in schools. The collected data was then transcribed and the written record of what was transcribed is available and part of it was used in data presentation and analysis. The researcher also noticed that the interviews were longer than expected however they were successful (Kajornboon, 2005).

3.7.3. Focus groups

The researcher also used focus groups. Members of the focus group (learners) were supplied with consent forms to obtain permission from their parents to take part in the discussions. The consent letters were returned with the parents' signatures granting the respondents the right to participate in the focus group discussion. As mentioned earlier in the purposive sample, the researcher hoped to dig deeper to get the information or some truisms that the learners might have found difficult to reveal especially in the school where the researcher is an insider because learners were familiar with him/her. Also, it was adopted because it is inexpensive, flexible, stimulated cumulative elaboration among the respondents on issues which concern discipline in high school. The researcher also considered the learners cognitive ability and was of the view that the face to face interviews were to be difficult for them.

In view of this, Schurink, Schurink & Poggenpoel (1998 p.2) concur that focus group is a "purposive discussion of a topic or related topics taking place among nine to twelve people with similar background and common interests". The respondents communicated their perceptions and opinions both verbally and non-verbally. The semi structured group session was held in an informal setting for the purpose of collecting information on a designated strategy of eliciting information from a smaller group of eight learners. This was done through discussion on specific open ended questions so as to obtain a better understanding of the problem, concerns or idea by interviewing a the sampled group (De Vos et al, 2004). The respondents were supplied with consent letters to obtain permission from their parents to take part in the discussion. The consent letters were returned with the parents' signatures granting the respondents to participate in the focus group discussions. This was important as the focus groups were held after school due to time constraints. As indicated in the purpose sample, learners were chosen because of their influential positions in their schools. A number of them hold leadership positions and others are doing very well in their studies. Again, by engaging in the focus groups, the researcher hoped to dig deeper the information or some truisms that the learners

would found difficult to reveal especially in the school where he is an insider because learners were familiar with him. Also, it was adopted because it is inexpensive, flexible, stimulated cumulative elaboration among the respondents on issues which concern indiscipline in high school. The researcher also considered the learners cognitive ability and was of the view that the face to face interviews would be difficult for them.

Lively conversations among focus group respondents elicited information that painted a portrait of combined local perspectives helping the researcher to see how it "all fits together" (De Vos et al, 2004)). Respondents in the focus group sessions were generally allowed to say anything and were considered naturalistic (Krueger & Casey, 2009). In view of this, on the first encounter with the focus group respondents, the researcher created an environment that was relaxed to assure them that the discussions were purely for research purposes. The researcher also reminded them that they were free to withdraw from the group should they feel uncomfortable. To consolidate a rapport within the group, the respondents were given the questionnaires which would be brought in below for clarity prior to the meeting so that they could have a chance to discuss them and even during the sessions the researcher laid back and retained the neutral position after which they were asked to share ideas, experiences and perceptions about discipline in their schools. This approach assisted the researcher to improve the interaction within the groups.

> Paying attention to what people have to say and being non-judgmental. It is about creating a comfortable environment for people to share. It is about being careful and systematic with the things people tell you. And people go away feeling good about having been heard (Krueger & Casey 2009 p. xiii).

It was through these discussions that the researcher gained insights and knowledge into the extent of indiscipline in schools. One of the main advantages of this technique was that respondents' interaction assisted in weeding out false or extreme views, thus it provided a quality control mechanism. It allowed respondents to give their opinions and feelings in a stress free atmosphere, provided diversity of

information yet it allowed respondents the opportunity to participate and brought rigor to a study through triangulation (King & Horrocks, 2010). This however, required a skilful facilitator to ensure an even participation from all members. The researcher conducted one focus group interview per school comprising eight learners. Even though the tape recorder was used in both the interviews and the focus groups to capture data, the researcher was also taking field notes as a back-up for electronic data since electronic machines are not completely reliable. This was evident when the researcher was interviewing the respondent in school 'A' where the on- button couldn't probably move fully to switch it on, and it was discovered right in the middle of the interviews that in fact the tape recorder was not capturing notes and in this regard, the field notes were very useful.

The following questions were asked during the discussions:

1. What are your views concerning indiscipline in your school?
   The researcher hoped to understand the hidden truisms that learners might have on indiscipline in their schools.
2. Do you think that the strategies employed by your school to curb indiscipline are working? Why or why not?
   The researcher wanted to establish whether the current strategies used in their schools are working or not.
3. What in your view should the school do to improve indiscipline? 4.
   Since the respondents are part of the problem the researcher wanted to see if they can come up with solution.
4. What leads to indiscipline in your school?
   The respondents were expected to indicate some of the causes to indiscipline in school.
5. Are you familiar with the new strategies espoused by the Department of Education known as Alternatives to Corporal Punishment to enhance discipline in schools?
   The researcher wanted to examine whether the respondents were in fact familiar with ATCP.
6. If yes what is your view on ATCP?

The researcher wanted to dig out their opinions on strategies i.e. such as detention, time out, and withdrawal of privileges etc.

7. Do you think Corporal Punishment should be reinstated? Why or why not? 7. *Since corporal punishment is still used by some schools to enforce discipline the researcher wanted to examine first, if it was the case in their schools or not.*
8. How can you assist to circumvent indiscipline in your school? *The researcher wanted to induce the respondents to become part of the solution to enhance discipline in their schools.*

3.8. Reflexivity

In any qualitative research like the one the researcher is doing, reflexivity is of paramount importance because in this study it helped the researcher to be objective during data collection, data analysis and discussion of the findings in chapters. Geertz (1973 p.448) defines reflexivity as "a story they tell themselves by themselves". In view of this definition, Davies (2008) refers to it as social reflexivity. Reflexivity should be accountable for the usage diverse designs for data collection (triangulation) during knowledge generation (Foncha, 2013). Reflexivity could be an explicit and a deliberate conscious reflection of a people about themselves but that could only be reviewed through the interpretative insight of the researcher (Foncha, 2013). However, this form of reflexivity can give a privilege and a non-reflexive position to the researcher (Watson, 1987).

Reflexivity as such appears to be central for social science in particular where the connection between the researcher, the research setting and the social world is clearly much closer. It is also where the research objects can be seen as "conscious and self-aware" through the influences of the researcher on the research process. Reflexivity in qualitative research seems to influence outcomes to be more likely and less predictable (Davies 2008 p.2). Given that this study is a case study investigation, it can be very difficult for the researcher to avoid ambiguities even as an insider. This could be because of the more intimate relationship between [me] the researcher and the researched, "long-termed and multi-stranded and the complexities introduced by the objects of research have even greater scope' (Davies, 2008 p.2).

The relationship between the researcher and the respondents will therefore be the base of a subsequent theory and conclusion that will be expressed through interaction.

In view of this, the ‘’turning back’’ (both individual and collective) might have led to a form of self-absorption, in which the boundaries between subject and object might have disappeared, with one replacing the other, thus denying the possibility of social research (Foncha, 2013). Nevertheless, this critique needs to be taken into consideration in any social research like the case in question. None the less, this study was meant to examine the perceptions of learners and teachers on alternatives to ATCP. Research that is based on case study and fieldwork must be informed by reflexivity and assessed by a critical scholarly community to express reality that is neither accessible directly through actions and texts of the respondents nor simply a reflection of the individual researcher’s mind (Foncha, 2013).

Contrary to the above view, Roberts and Sander (2005) argue that reflexivity is not just one phenomenon, but rather it is a variety of forms that affect all research processes through all their stages. As a result, ‘’total reflexivity requires full and uncompromising self-reference. Thus, no process of knowing can be fully reflexive until it is explicitly turned on the knower who becomes self-conscious even of the reflexive process of knowing what has been termed ‘radical constitutive reflexivity’’ (Woolgarand 1988 p.22). Therefore, reflexivity appears to express a researcher’s knowledge/awareness of his connection with the research situation and his effects on the study that Davis (2008 p.8) terms ‘reactivity’.

In view of the above argument, the researcher made a lot of effort to do away with his influence on the whole research process as much as possible. In this regard, the researcher used open-ended questions during the interview sessions to promote and standardize the wordings of the questions and controlling responses from the respondents so as to limit his influence on the particular encounters. In the field work, the researcher attempted to make himself more inconspicuous so as to limit ‘’reactivity’’ and literally become a bystander or made use of a contrary approach by participating as fully as possible in any given event or activity, so as to become almost invisible in his role as researcher. However, the latter needed to have been

done because ‘’the specificity and individuality of the observer are present and need to be acknowledged, explored and put into creative use’’ (Okely 1999 p.28).

In any case, reflexivity is still fully focused on the individual researcher rather than on the research as a social process. Crick (1982 p.25) affirms this by saying that ‘’the ethnographic enterprise is not what one person does in a situation, but how two sides of an encounter arrive at a delicate workable definition of their meeting.’’ This assertion is further strengthened by Steier (1991) who observes that a research process is one where the researcher and reprocicators (not respondents) are engaged in constructing a world.

The purpose of these diverse methods of data collection (triangulation) was meant to ensure that the data is relevant, reliable and reflexive. The essence of reflexivity in this research is to avoid excessive subjectivity on the part of the researcher and that of the researched. The researcher focused on the context, language and all other interactional resources which were brought in to bear on data events, and their subsequent recontextualization (Davies, 2008). Theories can only be described as reflexive if the knowledge they contain is explained without having to refer to the information that is outside the theory itself.

Like many other sociological approaches, this study used a minimal attempt to understand another life world using the ‘’self’’ as the ‘’instrument of knowing’’ (Ortner 2006 p.42). There was an immersion of the physical self in every other way, through the recording of field notes and all the other forms of documentation. The ambiguous position that the researcher maintained as a respondent observer encapsulated a tension and immersion, objectivity and subjectivity (Tanboukou & Ball, 2003). It is therefore paradoxical that the researcher had ‘’a native point of view without going native’’ (Behar 1996 p.5).

3.8.1. Ethics and Case Study

For the purpose of ethics, the researcher committed himself to staying open by informing the respondents of the purpose and nature of this study. The researcher made sure that their participation was voluntary and the researcher also sought

permission from all the respondents to take part and respond in the interviews and the questionnaires. The researcher also obtained permission for the recording of the interviews from the respondents who also held the right to withdraw at any given point in time, or to ask for the information already recorded to be erased. The researcher also made the respondents to understand that the recordings and transcripts would only be accessible to his supervisor and him. He assured all the participants that they were all going to remain anonymous when the researcher does the presentation of the data.

As pointed out in ethical consideration, Hoepfl (1997 p.25) suggests that the "participants are the ones to grant someone access to their lives, their minds, and their emotions, therefore permission has to be sought". Relating to the aforesaid statement, the researcher was given a letter of consent by the Education Director of the University of Fort Hare (UFH Ethics Committee) to conduct the research. With the consent letter, the researcher then sought permission from the District director (DoE) in the King William's Town District and permission to carry on with the research was granted in writing (refer to appendix E). Also, the principals from the two schools were presented with consent letters of which they both appended their signatures as a sign of approval (refer to appendices F and G). Permission from the parents was also sought with letters of consent and all signed permitting their children to take part in the focus groups (appendix F). For interviews with teachers, consent letters were also presented asking their permission to participate in the study, they agreed and signed (appendix F). In the main, all the respondents were presented with the letters of consent for their permission to participate and in return they consented by signing the letters.In conducting this study the researcher avoided revealing information about individuals, sites or groups. After obtaining permission to carry out the study the researcher established rapport with participants and addressed any reservations they had in giving earnest views, opinions and responses. Respondents and sites were coded to conceal identity of actual individuals who responded to the questions.

According to de Certeau (1998 p.43) ''we never write on a blank page but always one that has already been written on''. In other words, we need history to develop philosophical truths. Geertz (1973 p143) refers to the field as 'a task at which no one

ever does more than not utterly failed''. Knowledge to him simply offers different sorts of futures instead of providing answers. Therefore, this study sought to examine the perceptions of learners and teachers to alternatives to ATCP.

3.9. Credibility, Trustworthiness and Triangulation

3.9.1. Credibility

In qualitative research the idea of "validity" refers to the, accuracy of data obtained. It is used to indicate correctness or credibility of information, explanation, interpretation, or other sorts of account of data as disclosed by respondents (De Vos et al, 1998). This was achieved through consultation of appropriate documents and preliminary visits to the organisations themselves. Lincoln & Guba (1989) recommend that "prolonged engagement" between the investigator and the respondents in order both for the former to gain an adequate understanding of an organisation to establish a relationship of trust between the parties. For instance letters of consent were signed by all the respondents who took part in the study including parents of the learners for the focus groups. Permission was sought from both institutions and the King William's Town District Director.

3.9.2. Trustworthiness

Trustworthiness is a means to support the arguments that the inquiry's findings are "worth paying attention to" (Lincoln & Guba, 1985 p.290). Flick (2002) argues that qualitative researchers need to be as vigilant as positivist researchers about ensuring the validity and reliability of their studies, even if they choose to use other terms such as credibility and authenticity, to describe the qualities that establish the trustworthiness of their studies.

Trustworthiness consists of four criteria namely credibility, meaning the relationship between the findings and collected data; transferability, whether findings can justifiably be transferred to other contexts; dependability, is the assurance to the people about the findings from the raw social context; and conformability, ensuring the public that actions were appropriate and without bias (Lee & Lings, 2008). Trustworthiness in this study was ensured through member checking.

According toGuba and Lincoln (1999), checks relating to the accuracy of data may take place “on the spot” in the course, and at the end of the data collection dialogues. Member checking is basically affording the respondents the chance to check (to approve or disapprove) particular aspects of the responses they provided (Doylet, 2007; Merriam, 1988). It is a way of finding out whether the data analysis is harmonious with the respondent’s experiences (Curtin and Fossey, 2007 p.92). In view of this, the respondents were given a chance to verify whether or not the interpretation makes sense to them and reflects their intended meanings (Creswell, 2003). This was manifested in the study by replaying the voice recorder to the respondents.

3.9.3. Triangulation

Triangulation is a way of cross examining procedures and instruments of data collection which enables researchers to check and gain confidence in the findings of an investigation (O’Donoghue and Punch, 2003). Cross checking of multiple resources was done to search for regularities to facilitate verification of data.

> Triangulation involves the conscious combination of qualitative methodologies as a powerful solution to strengthen a research design where the logic is based on the fact that a single method can never adequately solve the problem of rival causal factors (Denzin& Lincoln 2005 p. 45).

In view of this, the study made sure that combining information from different instruments produced justifiable evidence that solidified the research results. Triangulation “is a way to get to the finding in the first place-by seeing and hearing multiple instances of it from different sources by using different methods and squaring the finding with others it needs to be squared with (Miles and Huberman 1994 p. 267). The main reason why triangulation was used in this study was meant to increase confidence in research, creating innovative ways of understanding the phenomenon, integrating theories, revealing unique findings and providing a clearer understanding of the problem (Thurmond, 2001). Four different sources were used to collect data. These were face to face interview, questionnaires, focus group, and the field notes. The researcher started with the questionnaires and when gaps were realised he/she went for face to face interviews to supplement them and probe

further. Focus groups were also used in order to attain balanced views from the respondents. Since technology is not reliable, field notes were taken in case the machines fail as was the case in school ‘A’ with one respondent where the voice recorder failed to capture a substantial chunk of data but fortunately the notes were taken.

3.10. Limitations

The researcher understands limitations in the context of the study to be the difficulties that one encounters on the field. As a researcher like other researchers he/she has faced many difficulties during data collection. The following are some of the limitations:

- This was evident when the researcher was interviewing the respondent in school ‘A’ where the on- button couldn’t probably move fully to switch it on, and it was discovered right in the middle of the interviews that in fact the tape recorder was not capturing notes and in this regard, the field notes were very useful.
- Other respondents had to be reminded and induced to respond to questionnaires.
- Time was a bit problematic in that sometimes our appointment incidentally coincided with staff meetings.
- Due to time constraints the focus groups were held after school.
- In Case ‘B’, out of 4 teachers, only 3 of them were interviewed, the fourth one could only manage to respond to the questionnaires due to his ‘busy schedule’.
- At one point in the mid of the interviews the researcher discovered that the tape recorder was not set properly hence it couldn’t capture data but as a back-up notes were taken.
- Since the meetings were mostly after school and during breaks a noise was a bit of an obstruction in terms of recording.
- During transcription the voices of one focus group were absolutely not audible, however field notes were taken as a back up.

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3.11. Conclusion

This chapter outlined the methodology adopted by the study. The chapter discussed the research paradigms, research approach and design, population and sampling procedures. The study adopted the case study design in the qualitative research approach that enabled the use of various data collection instruments. Data were collected through face to face interviews using semi-structured interview guides, questionnaires, focus groups interview and field notes to solicit information on the alternatives to alternatives to ATCP. Themes and use of triangulation was discussed. Purposive sampling procedures for sites and respondents were adopted in this study. A detailed account of how the researcher adhered to the ethical considerations was given. The focal point of the next chapter is the actual data presentation, analysis and discussion.

CHAPTER 4

Data Presentation and Analysis

4.1. Introduction

Chapter 3 presented the research design and the methodology followed in the study. This chapter focused on the analysis and presentation of the data collected from the two schools on the perceptions of learners and teachers on alternatives to the 'Alternatives to Corporal Punishment' in the King William's Town Education District in the Eastern Cape. A sample made up of two high schools, 8 teachers, and 16 learners in the study.

The study generated a huge volume of data. Although this enormous data might have captured the beliefs and value system of the investigation, it was practically impossible for the researcher to present all the data in the limited space of this study. Therefore, the researcher was forced to make a very rigorous selection. The rigorous selection was based on the argument on qualitative study that "there are no guidelines in qualitative research for determining how many instances are necessary to support a conclusion or interpretation. This is always a judgement call." (Taylor & Bogdan 1998 p.156). This argument appears to have thrown some lights on the point that a single incident or instant can be sufficient to build a conceptual category. In view of this, the best insights might have come from quite a small amount of data. Underlying the same perception, Bleich argues that; "In this way, the process of teaching the development of detailed subjective response is simultaneously research into the nature of response processes" (Bleich 1985 p.261).

Based on the above stance, this study used only two selected strands of the data that were related to the research questions in order to gain respondents' perceptions within the context of the study. Thus the strands that are presented can be seen as "illustrative stretches of discourse" (Sivasubramaniam 2004 p.268) that the respondents produced in the questionnaires, interviews, focus groups, and field notes. The researcher believes that the epistemological underpinnings that were discussed in chapter 2 and 3 can assign a perspectival and a speculative view of

knowledge to the focus of this investigation (see the research instruments and research questions discussed in chapter 3). Thus what counted as knowledge in this study is context-bound at this stage. Most of the data that was collected for this study seemed to have been harmonious with the themes described in the Literature review chapter. Hence, when the researcher sifted the data at the end of data collection a lot of similarities and uniformities were noticed (Sivasubramaniam 2004).

In view of this, the analysis then attempted to show the agreement and disagreement between the literature and the data, but in instances of disagreement, the researcher has reserved his comments for the next chapter (interpretations and findings) so as to reduce his own subjectivity.

“Assuming that all knowledge is to some extent perspectival”, the researcher proposes to present his analysis as a retelling of the response phenomenon as observed by (Bilton and Sivasubramaniam 2009 p.315). They also observe that description, explanation and theorization can qualify a study as a creative act of discovery and inquiry. This is in keeping with the view of storytelling Denzin & Lincoln state that;

> In the construction of narratives of experience there is a reflexive relationship between living a life story, telling a life story, retelling a life story and reliving a life story. As researchers, we are always engaged in living, telling, reliving and retelling our own stories (1998 p.60).

In this regard, the stories that the respondents in this study tell and live are being retold and relived in this chapter, where perceptions of learners and teachers appear to be the most appropriate way to classify the data that was collected with two possible categories of respondents that were grouped into teachers and learners. In this sense, perceptions of learners and teachers on the ATCP in particular and discipline generally provided the researcher with the much needed themes for the analysis of the data collected. Finally, with the help of the theoretical underpinning from the literature review, the study made use of the following themes:

1. Marva Collins type, back to basic type, Trying hard type, Liberal type and Non directed type (Mkhize 2002 p.122).

2. Development of Whole School Discipline Policies, Pastoral Care and Special Needs (Sugai& Horner: 26)

3. Authoritarian Model (Mtsweni, 2008).

4. Constructivist Model (Fields & Boesser, 2002).

5. Zero Tolerance Approach (Skiba & Rausch, 2006).

6. School Wide Positive Behaviour (SWPBS), (Sugai Horner & Gresham 2002).

7. Assertive Discipline (Canter & Canter, 2001).

8. Code of Conduct (Portgieter et al. 1997).

9. Setting rules (Tungata, 2006 p.16).

10. Alternatives to Corporal Punishment (DoE 2000)

11. Corporal Punishment (DoE, 2000).

The themes that have been enumerated above were suggested by the theoretical and epistemological underpinnings of this study and the researcher believes that this can support a better understanding of the analysis. In this respect, the themes should therefore be seen as a pathfinder for the analysis. The above themes that were suggested by the literature review appeared to be prominent in the data and would be dealt with in greater length in the discussion chapter (chapter 5).

As mentioned earlier, a rigorous selection was done on the huge volume of data since it was not possible for the researcher to use all the data collected in the study. Thus, the categorizations of the themes were done discretely for the purpose of analysis and interpretation. Some of the themes tend to overlap so in view of that there might be a possibility that the researcher will blend some of them together in course of the presentation and analysis of data to avoid redundancy. In the course of data collection, there was never an instant where the respondents were made to understand that they were placed under these categories. The reason why this study

categorized the respondents into the two groupings was because focusing on the individual participant as the principal unit of analysis would have produced an incomplete and an unrepresentative story (Willet, 1995). Based on the above beliefs and values, the researcher proposes to present:

- data from the interviews (2 strands)
- data from questionnaires (2 strands)
- data from focus groups (2 strands)
- data from the field notes
- Use the narratives as a chain of analysis with comments, description, narrations and realizations being made before and after the data strands.

By doing so, the narratives would therefore be able to do away with the notion of objectivity and locate knowledge and meaning in the subjective interpretations of its respondents (Sivasubramaniam 2004).

As mentioned earlier, the researcher made use of selected strands of data in the analysis through a rigorous selection. The researcher has also made sure that a fuller version of the data is presented in the appendices. The appendices were arranged in a way to reflect the bulk and representation of the data. To analyze the data from the interviews and questionnaires, the researcher made a representation of two strands for each question in the analysis, two transcribed interviews and two samples of the returned questionnaires each from learners and teachers is also presented in the appendix. It would be also very important for the researcher's readers to note that the themes that he used in his data analysis are not mutually exclusive but rather interconnected. In this way he has made an attempt to keep a sense of conceptualization that served as a pathfinder in his analysis. This study used four principal tools for data collection to draw on the perceptions of learners and teachers on 'Alternatives to Corporal Punishment'. Both the questionnaires and interviews in this study appear to be in agreement with the focus groups and field notes and this will be elaborated in the discussions of findings to be presented in chapter 5. The researcher chose to present the data analysis by means of segments

from the two different categories of the respondents through the interviews, questionnaires, and focus groups to show how far they were congruent. For the purpose of being consistent and coherent in his data presentation the researcher will use two best strands of data to answer the questions from both interviews and the questionnaires just to make sure that the presentation covers all that is salient. Furthermore, the researcher will cluster the whole data into three segments as follows:

- Segment one, interviews from teachers (appendix A 1 and 2)
- Segment two, questionnaires from teachers (appendix B 1 and 2)
- Segment three, focus groups from learners (appendix C 1 and 2)
- Segment four, Field notes (appendix D)

In the data presentation, the researcher used equal strands from each of the categories of his respondents for the purpose of saliency. He also illustrated all the data stretches presented in the analysis by using italics. Hence segment 1 is the data from the interviews, segment 2 is the data from questionnaires, and segment 3 is the data from focus groups.

4.2. Marva Collis Model

Marva Collis type is a humanistic approach with a strong sense of authority. The teacher is regarded as the highest authority, highly respected and is in total control of the classroom. There are few disciplinary cases that are referred to the principal. This type of approach to manage discipline is inappropriate in the context of South African schools where discipline is managed by a number of people and committees.

The above theme was selected because the researcher wished to maintain the tenor of conceptualization in the hope that it might serve as a pathfinder in his analysis. In chapter 3, mention was made of consistency of questioning in the instruments for data collection. Based on this, all the responses from the different tools will be based on the questions below.

Q: What is your perception concerning indiscipline in your school?

4.2.1. Data segment 1 from interview

The following are some responses from the interview focused on Marva Collis Model.

Teacher 1: *I would say they are disciplined in a way to a certain extent, although there are cases we have to force them to be disciplined okay, in a way, in as much that as an individual I force discipline in various ways.*

Teacher 2*: I feel our teachers do not give themselves opportunities to find out more about the children, and why they behave in a particular manner.*

4.2.2. Data segment 2 from questionnaire:

In response to the above question, the teachers had this to say:

Teacher 9: *I feel that teachers should be given the right to discipline learners as they like, to instil discipline to learners. Let learners be involved in disciplining other learners.*

Teacher 10: *Discipline need to be maintained by all staff and we need to move our focus to learners who are working well and who are setting a good example. We need to implement a system of positive reinforcement for good behaviour and the "problem" learners will start feeling left out. These kids often do it just to get "attention". Even our negative attention is enough for them. I give my naughty kids "vomit" love!*

4.2.3. Data segment 3 from focus group

The learners contributed in the following excerpts:

Learner 8*: I feel that the teachers must appropriately communicate to children why they are punishing them. It must actually be a teaching that leads to change of behaviour.*

Learner 5: *When I was in the primary school I always saw the teachers as parents, as my parents, but when I came to the high school this perception has changed. The teachers want all learners to be totally the same.*

Overall, all these things that were said as responses to question 1 meant that despite the abolishment of corporal punishment, there are some teachers who still believe in punitive measures if learners fail to adhere to appropriate discipline. However, some are of the view that teachers should be trained to diagnose the underlying causes of ill-discipline. While, some teachers feel that if focus is given to those who are doing well the ill-disciplined will feel left out. On the other hand, learners, bemoan lack of communication on the side of teachers.

4.3. Corporal Punishment

The above theme was selected because the researcher wished to maintain the tenor of conceptualization in the hope that it might serve as a pathfinder in his analysis. The following are some responses from the interview question that focused on Corporal Punishment. In chapter 3, mention was made of consistency of questioning in the instruments for data collection. Based on this, all the responses from the different tools will be based on the questions below;

Q: what in your opinion is the best method of handling discipline in school?

4.3.1. Data segment 1 interview

The following are some responses from the interview focused on corporal punishment;

Teacher 5: *Whether this document ('Alternative to Corporal Punishment') is really helpful, we do not have a choice. We actually do not have a choice in this regard. As a school, we have to put measures as alternatives to corporal punishment. If it is the best solution, well, I cannot say anything. The problem that I have with the code of conduct is that that process takes too long. I also think this has some psychological*

problems to the children. A problem that can be solved in 5 minutes can now continue for days, thereby raising the fears the tensions and extra to the learners. So the child lives with this fear of what is gonna happen to me for four weeks or more. That's why I would think corporal punishment is better because sometimes I have to think of the psychological damage that staff will result in.

Teacher 1: *One of the ways of disciplining strategies is corporal punishment. If I find I warn a learner on several occasions and the learner continues to misbehave here an again I use corporal punishment because I see it as effective. To be honest with you I know it is risky and that it is unlawful, but at least I use it so that the children will not be aware of what would happen next, if the teacher gets angry.*

4.3.2. Data segment 2: Questionnaires

The questionnaires also elicited the above theme as follows:

Teacher 12: *I am a Christian and my religion views are in conflict with this disciplinary method (ATCP). Some measure of physical punishment is necessary to make a child realise the seriousness of discipline and obedience.*

Teacher 10*: a school* where all parties *are involved staff and parents.*

4.3.3. Data segment 3: Focus group

The learners also had their own say in the following strands of data:

Learner 13: *learners can get used to detention. For instance, cleaning the toilet for two hours and that is repeatedly given as a punishment, learners will get used to it and some can even see that as being enslaved or abused.*

Learner 14*: I think it is important that we involve parents such that we can work as a team to support each other on issues to do with discipline. While involvement of prefects is a good thing I strongly think effective ways of involving parents in disciplinary process is much better.*

Overall, one questionnaire strand had similar view as the interviews concerning corporal punishment, while the other questionnaire strands seem to agree with those of the focus group. Over the three strands of data there is justifiable evidence that a significant number of teachers generally, are still pro corporal punishment as the only best way to solving indiscipline in schools. While a fraction of teachers are in favour of the collaboration of all stakeholders. Learners from Case 'A' agree with team work from all stakeholders in solving issues of discipline whereas in 'B' are surprisingly in favour of corporal punishment.

4.4. Alternatives to Corporal Punishment (ATCP):

The Department of Education, (2000 p.12) is of the opinion that schools should consider what could be done at school level to help support a shift away from corporal punishment and to create a more safe and secure environment for learning. They further refer to a range of ideas on how to change schools to become a better environment for alternatives to corporal punishment. The following data strands on ATCP are excerpts from the interviews that elicited the views of the teachers and learners on the alternatives to ATCP.

Q: When you do your policies, do you consult the Departmental document on ATCP?

4.4.1. Data segment 1interview:

The following are some responses from the interview focused on ATCP;

Teacher 2: *I have heard that issue from Western Cape. When we get the document we do use it sometimes. We have not looked at all alternatives to corporal punishment as per the department's instruction. I may have to look at the document, do you have it yourself? Is it a new book, a red book or something? What is in it, the heading?*

Teacher 3: *I do not even know about the book which you are talking about. I can safely tell you everything we are doing; we are doing that on our own.*

4.4.2. Data segment 2: Questionnaires

The teachers also said:

Teacher 13: *Yes, also, Co-operation and arguments of the different stakeholders of the SGB; challenge to find common ground regarding discipline. We let them clean toilets and dirty papers.*

Teacher 11: *No, only a draft by the principal passed to SGB then to parents and staff. I for one use corporal punishment to enforce discipline*

4.4.3. Data segment 3: Focus group

The learner's contributions were as follows:

Learner 15: *I don't know. May be they use it. I don't think they do enough to include us in policy making.*

Learner 7: *I am not sure.*

4.4.4. Data segment 4 Field notes

The field notes came handy under this theme as one of the teachers commented that:

Teacher 12: *No, we rely on discussions from all the stakeholders on how they think the school should be run. We doing our own thing, we know what we want. Sure, we are aware of the limitations by the SASA.*

Generally, all the strands that were said as responses to question 2 meant that almost all the respondents in Case 'A' and 'B' were not familiar with the ATCP. School 'A' formulates and follows its own guidelines which incidentally coincide with ATCP. While Case 'B' has no proper guidelines in place other than what they referred to as school policy pasted on the principal's office wall and bears no

significance towards school discipline. Teachers in this school follow what they think works for them e.g. locking pupils outside the premises if they are late or administer corporal punishment or let them clean toilets and collect rubbish in the school yard should they fail to submit tasks or commit an offence.

4.5. Constructivist Model

In this model, learners learn from their own experiences, and make informed logical choices.

Q: Can you say that the document 'Alternative to Corporal Punishment' espoused by The Department of Education (2000) is a good disciplinary method?

4.5.1. Data segment 1 interview

The following data strands on constructivist model are excerpts from the interviews that elicited the views of the teachers and learners on the ATCP in relation to Constructivist Model;

Teacher 4: *Yes and No. it is as good as the teacher who is in control of a class. Corporal Punishment was abused by some teachers. Some learners are scared of a hiding and will co-operate however it taught them nothing. Alternatives to corporal punishment teach them to take responsibility and to become more self-disciplined.*

Teacher 3: *Yes, because the learner gets a chance to change his/her behaviour. He/she realises that he made a mistake, was punished, but received another chance to connect his/her behaviour.*

4.5.2. Data segment 2 questionnaires

Teacher 4: *Yes, sometimes more time consuming and labour intense than corporal punishment.*

Teacher 14: N*o. Corporal Punishment is still the best.*

4.5.3. Data segment 3: focus group

Learner 1: *I think maybe something they can do to improve the discipline of learners in schools must be to teach some topics as communication, leadership etc. these can go a long way towards improvement of their behaviour.*

Learner 9*: I think corporal punishment must be reinstated. I do not think that the teachers are doing enough towards improving the discipline of learners. I think they can do more.*

By and large, the two strands of data from the interview agree that the alternatives to corporal punishment helped learners to be responsible for their actions and more self-disciplined. A learner might realize that he she has made a mistake and be given another chance to repent. Whereas two data strands from questionnaires agree with corporal punishment and see alternative forms of punishment as time consuming. Learners' views were polarised. Some felt that corporal punishment should be reinstated although others thought that communication between them and teachers was lacking.

4.6. School-Wide Positive Behaviour Support (SWPBS)

The SWPBS establishes the social, cultural and individual behavioural support. Its primary aim is to decrease problem behaviour in schools and classrooms and develop integrated systems at support for learners, and adults at the school, classroom, and individual learner level including family. The following data strands on SWPBS model are excerpts from the interviews that elicited the views of the teachers and learners on the alternatives to ATCP.

Q: How do you manage discipline in your school?

4.6.1. Data segment 1 interview

The following data strands on SWPBS model are excerpts from the interviews that elicited the views of the teachers and learners on the alternatives to ATCP.

Teacher 8: *The principal must have good SMT. The role of the SMT is to help the principal to maintain discipline and to see to it that teachers are in class and they are executing their duty and to see what exactly is happening in and around the school.*

Teacher 7*: In order to maintain discipline everyone has to be involved. Stakeholders need to know all levels of discipline. Here we are saying the parents have to be involved. They need to understand that they have a role to play in the maintenance of discipline. They need to be part of discipline making process.*

4.6.2. Data segment 2 Questionnaire

Teacher 13: *Few structures are put in place by the SGB to maintain discipline e.g. noting diaries, break detention, detention on Friday as well as disciplinary hearing with the SGB.*

Teacher 15: We have a code of conduct which we try to communicate to the learners so that they are made well aware of what is expected from them.

4.6.3. Data segment 3: Focus group

Learner 2: *Firstly, discipline in our school is on the decline. The children are being influenced by their peers. There is also great need for positive reinforcement from other school children and teachers alike if learners behave in a peculiar way.*

Learner 1: *Teachers need to be disciplined and should lead by example even if they are on weekends. This is also the same with prefects. For example if you see a prefect on a cell phone then the next day he/she reprimands you. How can you expect to be respected by a learner if you as a teacher or prefect are not respecting oneself?*

In a nut shell, the two strands of the interview agree that all the stakeholders should contribute towards maintenance of discipline in schools. The questionnaire strands coincide on the fact that the code of conduct should be communicated to all the stakeholders including the learners. Learners generally feel that teachers should be role models.

4.7. Set of rules:

Discipline in schools depends on rules that set the limits.

Q: Are there any plans/rules and policies for maintaining and managing discipline in your school and what processes were followed to formulate them?

4.7.1. Data segment 1 interview

The following data strands on setting of rules are excerpts from the interviews that elicited the views of the teachers and learners on the alternatives to ATCP.

Teacher 2: *Yes, rules and policies are there for discipline. There are three set of rules for discipline in our school i.e. local offences, which occur at class-teacher level (learners/ offenders are signed on the yellow card), for cases at HOD level (learners/offenders are signed on the orange card) and finally, the very serious cases, those that are passed to the principal, (are given red cards). The red are cases that the principal will take through to the SGB for hearing. The outcome of the hearing is usually suspension or expulsion if he/she is found guilty.*

Teacher *6:Not as such because we were seeing that most of those things that are there, I know such as calling a parent to school, trying to discipline a child, following procedures. Those things do not work. If you cannot make a man think as you do. Make him do as you think (corporal punishment devotee).*

4.7.2. Data segment 2 from the questionnaire:

Teacher 8: *We formulate them in a form of a meeting i.e. SGB and staff.*

Teacher 7: *Parents (SGB), learners (RCL), teachers, and DoE documents were consulted.*

4.7.3. Data segment 3 from the focus group:

Learner 8*: If teachers punish learners harshly then learners may end up reporting, saying that he/she is being treated as a slave or is being abused. However, I feel these forms of punishment are basically age related. For instance, there are certain forms of punishments which can be more effective to the primary school learners like detention, and will not necessarily imply that they will be effective to secondary schools. They must look for strategies or rules that work for both primary and secondary schools.*

Learner 11: I *think corporal punishment should be reinstated. This can help learners to learn much better, fearing the teacher.*

In their responses to questions 3, 10 and 11 respondents have polarised views concerning Corporal Punishment and Alternatives to Corporal (ATCP) as propounded by the DoE. However, the researcher proposes to return to this discussion in the next chapter.

The data strand from the interview in school 'A' suggests that they have three set of rules for discipline i.e. for local offences, which occur at class teacher level, learners are signed on the yellow card; for cases at HOD level, learners are signed on the orange card and finally, the very serious cases are passed to the principal, and are given red cards. The red cards are cases that the principal will take through to the SGB for hearing. The outcome of the hearing is usually suspension or expulsion if the learner is found guilty. Learners feel that punishment such as detention is more appropriate at primary school level. They feel that officials should look for strategies that work for both primary and secondary level.

4.8. Code of conduct:

The South African School Act (1996) Section 8 (1) stipulates that a code of conduct is a written statement of rules and principles concerning discipline in schools. It explains the nature of behaviour a school has to maintain. The code of conduct as drawn up by the individual schools may not contradict .

The Provincial or National Code of Conduct which covers the values enshrined in the Constitution of the country and the Schools 'Act. The following data strands on code of conduct are quotes from the interviews that elicited the views of the teachers and learners on the alternatives to ATCP.

Q: Do you make use of the code of conduct to manage and maintain discipline in your school?

4.8.1. Data segment 1 from interview

In response to the above question, the teachers had this to say:
Teacher 5: *Each school prescribes a code of conduct which prescribes the kind of behaviour, dress uniforms and it helps a lot. Each class should know what is expected through a well laid code of conduct which should guide learners on what is to be followed. In the case of this school, it is simple; the teacher first addresses the problem. If he/she fails, it is forwarded to the HOD, if fails he/she forward that to the principal. When it gets to the principal it is very serious and the praxis of the governing body that leads to the hearing. The child is allowed to be there and even to bring his/her own witness. The out coming of the hearing is usually suspension or expulsion if he/she is found guilty. However fixed expulsion does not work really here in South Africa, because of the DoE that does not support it.*

Teacher 1: Yes, we do have a code of conduct. I will say there are procedures, which we follow. We even have a case right now- of a kid with principal of the school. The principal was saying: ''you *cannot be in the school premises unless you call your parent/guardian. He said: ''why'. When? Because, what I did I have already refrained. They boy refused to go and stayed outside the classroom, until he*

disappeared. So, I did not chase him away. Well, we formulate this out of our own will, yaah, thinking that this is going to help us not basing on Alternatives to Corporal Punishment. We never consulted the document, seeing that most of those things contained in it do not work.

4.8.2. Data segment 2 from questionnaire

Teacher 16*: Rules and policies are only effective if we all apply them consistently. We must all talk the same language when we apply rules.*

Teacher 12: *Yes, we have detention and call in parents and have disciplinary meetings parents and DoE.*

4.8.3. Data segment 3 from focus group

Learner 8: *I think the government restricts corporal punishment. I think the strategies are working quite well because corporal punishment is no longer working/allowed. The policy says if you need to punish a learner you must actually explain.*

Learner 3: L*earners can be used to the detention of saying for instance cleaning the toilet for two hour to an extent when you eventually ask them to do another kind of detention they will be used to it. Now if we can continue to give the detention the learners can even report that they are being abused or enslaved.*

4.9. Assertive Discipline:

Canter and Canter (2001) maintains that assertive discipline is structured, systemic and designed to assist teachers in running an organized classroom discipline. The key technique is catching learners being ‘’good’’ recognize and supporting them when they behave properly. Teachers are firm, act on the best interest of learners. They build positive trusting relationship with their learners. The following data strands on assertive discipline are quotes from the interviews that elicited the views of the teachers and learners on the alternatives to ATCP.

Q: What do you think needs to be done to make sure that our schools are disciplined?

4.9.1. Data segment 1 from interview

In response to the above question, the teachers had this to say:

Teacher 3: *We cannot continue to live in the past, neither can we continue to live with the sticks, saying: ''I am the boss, you shut-up and sit down''. We need to teach our kids respect and that is what they need. Let the kids be involved in the process of learning and in the process of constructive thinking. Learners must be led in order to experience success. That is democracy. If your learners feel that they are part of the process they are likely to be better disciplined.*

Teacher 6: *I do not know. But I think teachers can help by being good-role models. They need to be disciplined themselves. Remember discipline starts with the teacher. Teachers can also talk to the learner each time they notice good behaviour from the learners. For those learners doing well, teachers can reward them through positive reinforcement.*

4.9.2. Data segment 2 from questionnaire

Teacher 11: Di*scipline can only be enforced if staff is discipline too.*
Teacher 6: *Identify the problem that caused ill-discipline and finding appropriate or suitable solution for both the offender and the school.*

4.9.3 Data segment 3 from focus group
Learner 5: *It must actually be a teaching that must lead to change of behaviour.*
Learner2: *I do not know what other people think, but to me if you are isolated it's not really a punishment.*

4.10. Zero tolerance approach

This approach's philosophy is that teachers cannot conduct lessons and learners cannot learn in a threatening, disruptive environment. The following data strands on zero tolerance approach are quotes from the interviews that elicited the views of the teachers and learners on the alternatives to ATCP.

Q: What challenges are encountered in implementing plans and policies for maintaining and managing learner's discipline?

In response to the above question, the teachers had this to say:

4.10.1. Data segment 1 from interview

Teacher 2*: In one occasion, one girl was not properly dressed, and when we asked her she said it was because of her religion. In this case even the head cannot say anything contrary with regards to culture and religion because the parents may end up saying: ''our child is being abuse.''*

Teacher 4: *The problem is with the teachers. You can find that some class teachers are strict while others are not. Teachers must have time to visit each other's classes, learn from each other's management styles.*

4.10.2. Data segment 2 from questionnaire

Teacher 9: *lack of interest from parents to avail themselves for meetings.*

Teacher 7: *lack of co-operation from parents, and no future prospects for some learners.*

4.10.3. Data segment 3 from focus group

Learner 2: *Those who say parents are not willing to come to meetings called by the school might not be telling the truth. The truth is, in some cases the children do not*

inform the parents about meetings called by school authorities. Because they are afraid of what the parent might do if he finds out that the child is misbehaving.

Learner 16: *Teachers need to be disciplined first, should lead by example even if they are on weekends. This also is the same with prefects. How can you expect to be respected by learners if you as a teacher or prefect are not respecting yourselves?*

4.11. Back to basic type

This suggests that educators should have strong sense of authority. This view then seems to infer that a total control of the classroom by the educator would automatically lead to good discipline thus overlooking the influence of learners' background and environment, rules and regulations from DoE and fairness. The following data strands on back to basic type are quotes from the interviews that elicited the views of the teachers and learners on the alternatives to ATCP.

Q: Do you think DoE is assisting your school enough in maintaining discipline?

4.11.1. Data segment 1 from interview

In response to the above question, the teachers had this to say:

Teacher 2: *The Department of Education hardly assists schools in enforcing discipline. When we come to very serious cases, we often find that when we send our reasons to the DoE of wanting to expel the learner, the parent on the other hand can also go to the DoE telling them a different story. We also need the DoE to specify what serious offences which may warrant expulsion of learners are. At the moment they have not yet come to us and say you may expel the learner for the following reasons.*

Teacher 1: *As far as I am concerned not at all, because children are given the right to do what they please, forgetting that these other kids say 90% of the time are not benefiting. So the mechanism that they tell us to applying are not workable in our*

situations, so, we end up applying our methods other than using those that are telling us.

4.11.2 Data segment 2 from questionnaires

Teacher 11: *DoE is assisting, but not always seem to be enough or objective and is sometimes contradicting with school policies.*
Teacher: 15 *The DoE does not need to assist any school. Discipline comes from the staff. The DoE only needs to provide a good infrastructure that allows discipline to be enforced.*

4.11.3 Data segment 3 from focus group

Learner 4*: I think the government restricts corporal punishment.*
Learner 1: *I am not sure, but I think the DoE must assist because discipline affects learner's academic performance.*

4.12 Conclusion

The schools in the study area were still encountering challenges of learner indiscipline although school 'A' seems to manage it fairly well due to appropriate strategies, rules and plan they follow to combat indiscipline and adhering to official policy documents such as ATCP while in school B ill-discipline is on the rise and seem to be exacerbated by the fact that there is no official document, proper plan or common rules that they follow other than the school policy which is not being implemented. Another factor which may contribute to indiscipline in school 'B' might be the Tavern which is located near it. In both schools the SMT laments the role of parents that neither here nor there.

Chapter 5

Discussion of findings

5.1. Introduction

This chapter is a continuation of the previous chapter which continued the narrative of the perceptions of learners and teachers on the alternatives to ATCP. It presupposed a construction of a story of their story where the researcher's narrative was seen as an interpretation of their interpretations. For the researcher to achieve this task, he reinforced his beliefs that underlies this study and interpreted the findings in terms of lived through experience. As a sequel to the literature review in chapters 2 and the data analysis in chapter 4 of this study, the researcher focused on the role of interpreting their interpretation which signified a perspective of unrest and underlies his attempt to raise his thinking and practice to a higher level of understanding through interpretation (Sivasubramaniam 2004). In view of this unrest, the researcher now understands how his stance was against the positivist view based on his acceptance of the context of this research as a means of constructing and interpreting knowledge. Therefore, instead of framing his research questions independent of context, he used his research methods to contextualize and re-contextualize the questions of this investigation (Toulmin, 1990). The study discussed the following issues in order to reinforce its research perspective: the problem of objectivity, rejection of objectivity, reinforcing constructivist research, "re-telling as a way of experiencing the experience" (Sivasubramaniam 2004 p. 356), a rationale for the discussion of findings.

5.2. Subjectivity and objectivity

For the purpose of this study, the researcher found it needful to look at objectivity and subjectivity though they are intricately connected. Analysis involves the search for pattern or significance in data within the context of the research situation. Interpretation involves explaining this pattern or significance within a wider context by applying relevant theory. While analysis questions what the data "says,"

interpretation on its part questions what it "means." In both cases, the potential for objectivity depends on the subject-researcher interaction. Although similar factors are involved at the two levels, the difference is critical. In view of this, Sivasubramaniam argues that;

> The term 'objectivity', as it is understood, is a set of characteristics that represent experience or knowledge which is independent of any one individual. This independence is an outcome of stating a set of rules and the permissible operations that are needed to activate them. Knowledge that is derived as a result of such activation is not influenced by personal feelings or opinions, but only by facts. As this knowledge is seen to exist outside the mind, many researchers tend to think that it is objective and it can therefore be proved (Sivasubramaniam 2004 p. 356).

This investigation argued against this notion of objectivity right from the beginning and referred to the need for subjectivity and the constructivist approach to knowledge as seen in the literature review, methodology and analysis chapters above. Thus, it appeared to be against the positivist notion that is based on a hasty generalizability, universality and replicability but rather focused on context at a given time and place involving particular respondents.

With regards to the literature review, this study showed how polarised the views of the respondents on the alternatives to ATCP. In the previous chapter, the researcher presented the data as a narrative of an emerging design and understanding through which socially constructed realities, local generalizations, interpretive resources, knowledge, inter-subjectivity and reasoning assumed substance and prominence (Denzin & Lincoln, 1998.) In principle, this meant that the researcher shared his experiences and insights with the readers because this study is located within the context of human experience.

5.3. Narration as a way of experiencing their experiences

The whole of this study pointed to the direction that all knowledge is perspectival. The constructivist approach to learning seen in the literature review, data analysis and methodology is suggestive that this chapter should relive and retell the stories and experiences of the respondents' notions as a way of experiencing their experience. In view of this,

> [w]e imagine, therefore, that in the construction of narratives of experience there is a reflexive relationship between living a life story, telling a life story, retelling a life story and reliving a life story. As researchers, we are always engaged in living, telling, reliving and retelling our own stories. Our narratives of experience as Jean and Michael are always ongoing ones. We live our stories in our experiences and tell stories of those experiences and modify them through retelling and reliving them. The research participants with whom we engage also live tell, relive and retell their stories (Denzin& Lincoln 1998 p.160).

In this regard, the current chapter can be seen as retelling their stories where the researcher has attempted to describe, explain and theorize in an attempt to qualify this study as a creative act of enquiry. Therefore, he/she intends through retelling their stories to propose meaning and knowledge through an interpretative explanation of what the learners and teachers have said or done in the context under study. This was in view of Lehtovaara (2001 p.147) that perspectives "if they are truly human, unfold and take shape all the time as we move along, there is no need to define and name them in advance in exact terms." This is meant to emphasize the constructivist approach against the rationalists view (Pavlenko & Lantolf 2000). It is in this sense that the researcher deems it necessary to explore, describe and explain theoretical possibilities in this chapter that can relate to his knowledge of his experience.

5.4. Perceptions of learners and teachers on the alternatives to ATCP

The reasons for this investigation was to see if there can be other alternatives to 'Alternatives to Corporal Punishment' (ATCP) espoused by the DoE (2000) since they (ATCP) do not seem to work meticulously. As mentioned earlier in chapter 1, 2 and 4, twenty years into democracy, there are some teachers who still rely heavily on corporal punishment to curb indiscipline in schools and who do not see ATCP as a way forward. Others lament their ignorance concerning ATCP on the DoE and as a result resorting to their own ways of maintaining discipline in their schools. Hence, this study examined the perceptions of learners and teachers on the alternatives to ATCP. The findings of this study are discussed under the following sub-headings as suggested in chapter 2: Marva Collins Model, Corporal Punishment, Alternatives to Corporal Punishment (ATCP), Constructivist Model, School Wide Positive

Behavioural Support (SWPBS), Set of rules, Code of Conduct, Assertive discipline, Zero tolerance approach, and Back to basic type.

5.4.1. Marva Collins Model

The study solicited information on the views of the teachers and the learners on the state of discipline in the two schools under study as discipline underpins every aspect of school life (Blandford, 1998). The study revealed in 4.2.1, in response to interview question 1 that despite the abolishment of corporal punishment, there are some teachers who still believe in punitive measures if learners fail to adhere to appropriate discipline. However, some teachers are of the view that teachers should be trained to diagnose the underlying causes of ill-discipline as opposed to forcing it. While, some teachers feel that if focus is given to those who are doing well, the ill-disciplined learners would feel left out. On the other hand, learners, bemoan lack of communication on the side of teachers. According to Mkhize (2002) the Marva Collins Model is a humanistic approach which regards the teacher as the highest authority, highly respected and is in total control of the classroom. In the context of this study it implies that the teacher imposes discipline and there is little communication if any with the learners on disciplinary measures. This approach therefore cannot be regarded as an alternative since it is authoritative in nature and its execution would be in contrast to the democratic principles of South Africa. Canter & Canter (1992) observe that many teachers were unable to control the undesirable discipline in the classroom situation because they lacked training in behaviour management. In addition, Canter & Canter (2001) further believe that assertive teachers are firm, and act on the best interest of learners; they build positive trusting relationships with their learners and teach appropriate classroom behaviour through direct instructions, describing, modelling, practising, reviewing encouraging and rewarding. He further argues that the key technique is catching learners being “good”, recognizing and supporting them when they behave properly, let them know that as a teacher one likes what they are constantly doing. From another perspective, Gaudstad (2008 p.1) maintains that school discipline has two main goals:

(1) to ensure the safety of staff and learners and

(2) to create an environment that is conducive for learning and teaching.

Based on this view, the researcher is persuaded by Canter & Canter's approach that if indeed it could be implemented as an alternative strategy in all schools the levels of indiscipline would decline. Thus, there seems to be need for a form of cooperation where all the stakeholders would get involved in the study to come together and agree on a set of rules that would be safeguarded by all as they would see it as a communal property where they are part.

5.4.2. Corporal Punishment

According to Morrel (2001 p.292) Corporal Punishment is "the physical punishment that is inflicted on the body or the infliction of pain by educator or any other educational official on the body of a learner as a penalty for doing something which has been disapproved of." The study revealed in 4.2.2 that there is justifiable evidence to believe that a significant number of teachers are still obsessed with corporal punishment as the only best way they know how to solve disciplinary issues. While just a fraction of teachers are in favour of the collaboration of all stakeholders, Learners in school 'A' do not agree with the use of corporal punishment in solving issues of discipline while in Case 'B', a majority of the learners approved its use and say that it is indeed the only way out and that they were never exposed to ATCP espoused by the DoE (2000). The question that comes to mind is whether they are even aware of the alternatives to corporal punishment. The researcher is tempted at this juncture to propose that both the teachers and the learners of school B are not aware of ATCP. The lack of knowledge thereof can be said to be accountable for the use of the outdated corporal punishment as a way of maintaining discipline.

With respect to corporal punishment, Section 12(1) of the Constitution (Republic of South Africa (RSA, 1996a) asserts that no person shall be subjected to torture of any kind, nor shall any person be treated or punished in a cruel, inhuman or degrading way. Article 2 (b) of the Children's Act No 38 of South Africa 2005 on the rights of Children's safety concurs with the Bill of Rights Section 28 of the Constitution (RSA, 1996) that every child has the right to family care, parental care or appropriate alternative care, the right to be protected from abuse, neglect, maltreatment and degradation. The Children's Act 2005, Chapter 3, section 7(1) (d) further stipulates

the responsibilities of a parent or any other person who may have interest in the well-being and development of the child.

In view of the aforesaid, the researcher can infer that even teachers in learning institutions have the responsibility of ensuring that every child is protected from any kind of abuse whether it is from other learners, or from educators, that children are not neglected because of their socio-economic background, that they are free from all forms of abuse. Teachers should act as parents and as guardians in the absence of biological parents to ensure that all children are safe from harm. Horner &Sugai (2006) criticize the punishment get-tough discipline that has no proactive support as it engenders increase in aggression, truancy, vandalism and dropping out (Horner &Sugai, 2006). In view of the above, the findings of the study endorses the views of teachers and learners in school 'A' who believe in non-punitive measures and on the collaboration of all the stakeholders i.e. SGB, SMTs, teachers, DoE, parents and learners to curb indiscipline in schools. The performance and the results from Matric examination seem to be a testimony to a system that is working.

5.4.3. Alternatives to Corporal Punishment (ATCP):

The Department of Education, (2000 p.12) propounded that schools should consider what could be done at school level to help support a paradigm shift away from corporal punishment and to create a more safe and secure environment for learning. They further refer to a range of ideas on how to change schools to become a better environment for alternatives to corporal punishment. The study revealed in 4.4 that generally, almost all the respondents in Case 'A' and 'B' were not familiar with ATCP. School 'A' formulates and follows its own guidelines which incidentally coincide with ATCP. While Case 'B' has no proper guidelines in place other than what they referred to as school policy pasted on the principal's office wall and bears no significance towards school discipline. Teachers in this school follow what they think works for them e.g. locking up pupils outside the premises if they are late or they might administer corporal punishment or even let the learners to clean toilets and collect rubbish in the school yard should they fail to submit tasks or have committed an offence. Lewis (2006) is of the view that the strategies for promoting and sustaining good behaviour should be characterised by a discipline policy which is

based on a whole-school approach, and is widely disseminated to and readily understood by staff, pupils and parents. The researcher can say that the aforesaid contribution by Lewis is the basis of this study. This study hypothesizes a learning institution where all the stakeholders put heads together for its growth and development. For Lewis (2006) a positive and productive classroom environment is impossible to achieve without effective behaviour management. As mentioned, the findings of the study endorse the views of Lewis (2006) who observes that the school-wide disciplined model is perceived as a suitable strategy for combating learner's discipline. On the same topic Clement & Sova (2000) indicate that a majority of schools are managing pupil's behaviour successfully within their own resources, and have developed a range of approaches through their discipline and pastoral care policies which meet their pupil's needs. This view is congruent with what is happening in school 'A' in comparison to 'B' where they use their own resources to formulate a Code of Conduct and rules that guide them in issues of discipline. This researcher should caution the reader that ATCP that was propounded by the DoE is just a form of window dressing and it is only left to the schools to interpret it the way they want. One would have expected the DoE to make sure that such a policy is implemented, monitored and evaluated but nothing is being done to that effect.

In addition, Matseke (2008 p.31) contends that classroom discussions are helpful in preventing disciplinary problems. For instance cooperative learning can be achieved through group discussions, which are democratic and imperative, by providing an excellent atmosphere in which learners can better learn interpersonal skills and effective communication. In view of this, each class member must be encouraged to know his/her role, how to perform it to strive for common goals. In cooperative learning learners learn to accept responsibility and understand the consequences (Edwards & Watts, 2004). The study sees such cooperation as a way of discipline since ownership is communal and each learner and teacher feels like part of it.

In view of the above, the researcher suggests that ATCP cannot be regarded as the sole way forward to improving discipline in schools. Strategies such as cooperative learning are also relevant as one of the alternatives propounded by this study. More so, because both teachers and learners seem not to be conversant with the ATCP

promulgated by the DoE (2000) and none of the parties seem to be on par concerning implementation. This impression creates uncertainty and lack of confidence in teachers on how to manage discipline in schools.

5.5. Constructivist Model

The study revealed in 4.5 that alternatives to corporal punishment helped learners to be responsible for their actions and more self-disciplined. For instance, a learner might realize that he/she has made a mistake and is given another chance to repent. Whereas some of the respondents, agree with corporal punishment, and see alternative forms of punishment as time consuming. Learners' views were polarised. Some felt that corporal punishment should be reinstated although others thought that communication between them and teachers was lacking.

However, disciplinary strategies vary along a continuum-from the extremely authoritarian in which the adults make all the rules and punish any deviation, to the very permissive in which the child makes all decisions (Fields & Boesser, 2002). The authoritarian methods can be aligned with the behaviorist philosophy which emphasizes shaping behavior through the use of rewards and punishment. One can say that this strategy relies mainly on rules and regulations. Fields& Boesser (2002) proposed a model which provides the ideal balance between these two extremes called the constructivist model. They also proposed a model where learners can learn from their own experiences and make informed logical choices. This model to discipline strives to equip learners with the necessary skills to think for themselves and differentiate between desirable and undesirable behaviours. Learners also develop caring and respectful relationships with each other and with the adults in their lives. The model involves guidance by adults and the exploration of consequences of negative actions. While learners are able to become involved in decision-making, they are also guided and taught to make intelligent and informed decisions. In this instance, learners can be made responsible for their actions while teachers play a major role of guidance. Fields & Fields (2002) stress that having mutual respect between adult and child is crucial to the success of the constructivist approach to discipline. This assertion appears to be the rationale for this study.

Thus, the study seems to have provided justifiable evidence that the permissive model would not be ideal if learners are expected to take responsibility for their actions and make informed decisions. Whereas the constructivist Model is relevant to the study as it demands participation of learners and other stakeholders in the drafting and maintenance of school discipline. Therefore, the findings of the study are congruent with the view of the constructivist approach.

5.6. School Wide Positive Behaviour Support (SWPBS)

The study further revealed in 4.6 that all the stakeholders should contribute towards maintenance of discipline in schools. The code of conduct should be communicated to all the stakeholders including the learners. Learners generally feel that teachers should be role models. SWPBS is a systemic approach for establishing the social, cultural and individualized behavioural supports needed for schools to become effective learning environments for all students (Sugai, Horner & Gresham, 2002). SWPBS is a comprehensive and preventive approach to discipline (Horner and Sugai, 2000). The primary aim of SWPBS is to decrease problem behaviour in schools and classrooms and to develop integrated systems support for learners and adults at the school-wide, classroom, and individual learners' levels (Sugai, Horner & Gresham, 2002). SWPBS is based on the hypothesis that when the faculty and staff members actively teach, using modelling and role playing and reward positive behaviours related to compliance with adult requests, academic effort and safe behaviour, the proportion of learners with mild and serious behaviour problems could be reduced and the school's overall climate would improve (Sugai, Horner & Gresham, 2002).

This is an approach whose philosophy is underpinned by the use of practical, overt and evidence based behaviour support systems. It encourages prevention of behavioural problems rather than the punishment (Sugai & Horner, 2006). It is bed rocked in the use of measurable outcomes and interventions as well as supportable action practices (Safran & Oswald, 2003, Sugai & Horner, 2006). Its objective is to maintain an efficiently sustained and implemented safety programme.

The philosophy behind this approach according to Sugai et al (2002) is that academic gains can be increased by eliminating risk and problem behaviour factors,

thereby enhancing protective factors that endanger security in schools. This approach seems to isolates the challenges of discipline as uncivil behaviour that threatens sound learning, thus, it appears to be on the increase in schools. Skiba & Peterson (2000) concede that it has established a connectedness between general disruptive actions and extreme violence. As mentioned in 5.4.2 Horner & Sugai (2006) condemn the punishment get-tough discipline because it has no positive support as it brings about increase in aggression, truancy, vandalism and dropping out (Horner & Sugai, 2006). This view is congruent with Gaustad's view (2008) who suggests an environment where each stakeholder has a say in the decisions taken and therefore owes a responsibility to uphold their implementation and functioning. The school-wide disciplined model just like the constructivist model is perceived as a suitable strategy for combating learner's discipline.

SWPBS seems to concur with positive discipline propounded by Jones; a psychologist director of the Classroom Management Training Programme, which develops and promotes procedures for improving teacher effectiveness (Allen & Tomlinson, 2000). Vitto (2003) define positive discipline as the application of sound motivation in which thanks and praise are expressed for good performance, a programme designed to teach young people to become responsible, be respectful and resourceful members of their communities.

The emphasis is on learner's motivation and classroom behaviour for both the teacher and the learners. According to Van Wyk (2000 p.12), to build positive behaviour, teachers should model an appropriate classroom management. Teachers should not only tell learners how to act but they should demonstrate positive behaviour in all their daily routines and interactions. Van Wyk (2000) believes that disciplinary problems occur because of mismanagement and procedures in the classroom. As well as rules may be misunderstood by learners (Vitto, 2003). Curwin (2003) argues that if discipline must, work the following systems must run parallel:

(I) Limit setting (actions taken by teachers to control reflexes and motivation of students to do their work) e.g. eye contact, body carriage and facial expression.

(II) Responsibility training (teachers need to be trained how to control learners to behave, control can be achieved through movements in between the students)

(III)Omission training (Building patterns of cooperation by engaging the learners into variety of activities but it should be activities that learners enjoy), (iv) a back-up system, (teachers can use a number of mechanisms e.g. pull a card, write a letter to a parent, involve the principal).

As a response to the above, Boston (2006 p.3) thinks that educators should encourage learners to have good character; this should be done without praising their work or character. Positive discipline teaches parents also the skill to be both kind and to be firm at the same time. He further contends that students who are taught social skills are more likely to succeed in schools and less likely to engage in problem behaviours (Boston, 2006). These learners are at low risk for smoking, using of marijuana, alcohol, or being violent and sexually active. In order to increase positive discipline, educators need to be proactive, vigilant in combating disruptive behaviour in schools so as to create an environment that is conducive for learning. Cotton (2006 p.2) suggests that rules and the consequences of breaking them should be clearly specified and communicated to parents, learners, and teachers. Once rules have been communicated and all processes have been exhausted, rules can be enforced in a fair and consistent manner.

These claims may be valid although sometimes they depend on an individual's home backgrounds and environment. The researcher would like to find out whether students' behaviour in the studied area is influenced by such issues. This would also assist the researcher to find if educators were trained to handle discipline issues and had other ways of solving discipline problems beside the set rules and regulations.

5.7. Set of rules

The study in 4.7 revealed that school 'A' has three set of rules for discipline e.g. for local offences, which occur at class teacher level, learners are signed on the yellow card; for cases at HOD level learners are signed on the orange card and finally, the

very serious cases are passed to the principal, and are given red cards. The red cards are cases that the principal will take through to the SGB for hearing. The outcome of the hearing is usually suspension or expulsion if the learner is found guilty. Learners feel that punishment such as detention is more appropriate at primary school level. They feel that officials should look for strategies that work for both primary and secondary level. Tungata (2006 p.16) states that ‘’in all aspects of lives, discipline in schools depends on rules’’. Therefore, rules set the limits on what learners can do or not. It means then that for learners to obey rules, rules should be clear, achievable and subject to the school code of conduct and should also be set within the parameters of the South African School Act.

One can say that this strategy relies mainly on rules and regulations. According to Roos (2003 p.486), rules are “standards of behaviour that stipulate what we may do or not”. The Code of Conduct has a list of rules that are necessary to make the school a safe environment. Roos (2003 p.486) argues that discipline places the role and function of the school rules into perspective because rules do not just promote order in schools but assist learners in true discipline, establish moral values and a constructive learning environment. The administering of rules and regulations in a school is the most used traditional discipline strategy. Clements & Sova (2000) argue that rules are the foundation for school conduct or behaviour. There is a need that learners understand exactly what behaviours are acceptable in school and which are also communicated through clear guidelines. Evertson, Emmer & Worsham (2000) explain that a rule identifies general expectations or standard for behaviour and gives the learners a clear set of expectations for what is appropriate which can be a start towards establishing a positive classroom management.

On the other hand, there are authorities like Mtsweni (2008) who view the use of rules as being authoritarian. He links the authoritarian style of leadership to autocratic communication, the excessive control of learners, and the domination, as well as compulsive exercising of power that undermines learner’s feeling of freedom and security. Authoritarianism causes learners not to cooperate because the educator rarely praise them, rather he/she criticizes a lot, leading to learners loss of confidence that may cause the learners to become less committed to their work (Goleman, Boyatzis & McKee 2002 p.77). Mtsweni (2008) suggests that instead of

setting rules which are rigid, it is preferable to set guidelines which are flexible and take circumstances into consideration, where children would be more likely to follow such guidelines if the children themselves have helped to determine the rules.

5.8. Code of conduct

The study also revealed in 4.8 that each class should know what is expected of it through a well laid code of conduct which should guide learners on what is to be followed. However, it was interesting to note that both schools did not consult the document (ATCP) espoused by the DoE to formulate their code of conduct. Nonetheless, school 'A''s code of conduct incidentally coincides with the ATCP on many aspects and all stakeholders are familiar with it and its application, while case 'B' has a school policy pasted in principal's office and not all of the stakeholders are conversant with it. The South African School Act (1996) Section 8 (1) stipulates that a code of conduct is a written statement of rules and principles concerning discipline in schools. It enlightens the nature of behaviour a school has to uphold. The Department of Education (2000 p. 20) accentuates that the code of conduct as drawn up by the individual schools may not contradict The Provincial or National Code of Conduct which covers the values enshrined in the Constitution of the country and the Schools Act. The South African Schools Act (SASA) (No 84), Section 8 (1) of 1996 stipulates that the School Governing Body (SGB) to draft a Code of Conduct to deal with disciplinary issues in the school. This is aimed at furnishing the learners with the knowledge as to what is expected of them and the costs of contravening the Code of Conduct. SASA further specifies that the aim of the Code of Conduct is to maintain a disciplined and a focussed school environment. This then means that an allegation of misconduct must be inquired into and dealt with in a fair and reasonable manner, respecting the rights of all those involved in the process (Prinsloo, 2006 p.355).

In view of this, Porteus, Vally & Ruth (2001) contend that the Code of Conduct must inform the learners of the way in which they should conduct themselves at the school in preparation for their conduct and safety in civil society. That is to say that, learners should be represented in the formulation of the code of conduct. Section 8(3) of the South African Schools Act of 1996 stipulates that the Minister may after consultation

with the Council of Education Ministers determine guidelines for the consideration of governing body for learners Squelch (2000 p.18).

As a sequel to the above, Section 8 (1) of SASA further stipulates that a Code of Conduct can be adopted after consultation with parents, educators and learners of the school (Joubert & Prinsloo, 2001). This statement is supported by Squelch (2000 p.19) that involving all stakeholders recognizes the importance of involving the entire school community to develop the Code of Conduct. Squelch (2000) contends that when crafting a Code of Conduct special discipline working groups should be established to organize and coordinate the process. It implies that people with expertise can be co-opted. For example, lawyers, Social Workers, Policemen, magistrates etc. to look at specific issues, lead, guide the discussions so as to arrive at agreed policies that may deal with learner's discipline. Section 8(4) of South African Schools Act of 1996, postulates that nothing should exempt a learner from the obligation to comply to any Code of Conduct. SASA requires the Code of Conduct to include a disciplinary procedure with steps to follow which are detailed to ensure that there is fair treatment of learners and that learners are not punished unfairly and unjustly (Squelch 2000 p. 23).A hearing takes place at school when very serious misconduct occurs. The SGB should make arrangements for a disciplinary hearing. The principal should refer the problem to the School Governing Body, without disclosing the name of the leaner. The SGB has to guarantee the learner a fair hearing, because its decisions might be challenged. It may not contravene the Bill of Rights as enshrined in the Constitution of the Republic of South Africa 1996 (Act 108 of 1996) and the provincial education department's regulations.

Before the hearing, the School Governing Body must appoint one or two people to ascertain whether the case is serious enough to warrant the hearing. If the School Governing Body decides to go ahead, it must appoint in writing a tribunal of three people to the hearing. According to the Department of Education (2000 p. 27) these three people do not have to be members of the School Governing Body. They may be outsiders such as a retired magistrate, school principal or attorney but they should be neutral. The tribunal or disciplinary committee should follow due process in conducting the hearing.

Subsection 9(1) stipulates that subject to the Act, the governing body of a public school may, after a fair hearing suspend a learner from attending the school, but the rules of natural justice which include appropriateness, should be taken into account. (Squelch, 2000 p.36 (b) If found guilty of a serious misconduct after the hearing, expulsion from school is subject to the decision only by the Head of Department. If the Head of Department recommends expulsion, sub section 4 gives the parent of the learner who has been expelled the right to appeal the decision of the Head of Department to the Member of the Executive Council, RSA, and 1996a). The appeal procedure must be included in the Code of Conduct (Squelch (2000 p. 25). (5) If a learner who is subject to compulsory attendance in terms of Section (3) (1) is expelled from the public school, the Head of Department must make an alternative arrangement for his/her placement at a public school. The following are offences that may lead to suspension:

(i) Conduct which endangers the safety and violates the right of others, possession, threat or use of a dangerous weapon
(ii) Possession, use, transmission or visible evidence of narcotic or unauthorized drug, alcohol or intoxicants of any kind
(iii) Fighting, assault or battery
(iv) Harmful graffiti, hate speech, sexism or racism
(v) Theft or possession of stolen property including test or examination papers prior to the writing of tests or examinations.
(vi) Unlawful action, vandalism or destroying school property
(vii) Repeated violations of school rules or Code of Conduct.
(viii) Criminal and oppressive behaviour such as rape, The Education Law Policy Handbook for Educators (1996 p.39).

Stevens, Wyngaard & Van Niekerk (2001) are of the view that a code of conduct should serve as an important stepping stone towards implementing culture of teaching and learning, mutual respect, accountability, tolerance, co-operation and personal development within the schools premises**.** It is further argued that the Code of Conduct would not reduce the incidence of violence and injury, but together with other environmental, educative and structural strategies they may create a context in

which behavioural expectations are consistently and fairly applied (Stevens *et.al* 2001).

As prescribed by DoE (2000) all members of the school community must acknowledge ownership of the Code of Conduct of the school by playing a role in developing it together. A disciplinary policy should be developed in the school community through consensus as such a policy is more likely to work effectively than one that is imposed from above by the principal or the school Governing Body (Lekalakala, 2007). The Code of Conduct should be displayed on a notice board at the school and thus be easily seen by all learners. This may help the learners to comply with the stipulations of the Code of Conduct of the school which the learners are attending**.** Based on this, Bray (2005) is of the opinion that learner's representation at secondary school level should be consulted when developing a Code of Conduct as it inculcates the values of democratic school practices although at this level is not competent enough to enter independently into legal contracts, he/she is educationally mature enough to represent the learner corps of the school and act in its best interest.

Learners should be consulted in their own affairs, because research has shown that they may be willing to conform to decisions that are made in that regard. Studies by Charles (2008) revealed that learners are certainly interested persons in participating in decisions that affect them.

Adentwi (1998) concurs with Mkhize (2002) when reporting on disciplinary issues in Ghanian schools. He mentions shabby dressing and indecent attires by female teachers denoting nudity as a cause of indiscipline. One of the aspirations of the study as a way forward which does not seem to be happening in all schools is nonetheless to see maximum learner's representation at high school level consulted in the drafting of the School Code of Conduct as it can possibly inculcate the values of democratic school practices although at this level a learner may not be competent due to their ages.

5.9. Assertive discipline

The study revealed in 4.9 that in the main, teachers cannot continue to live in the past. They need to change and put the sticks down. Secondly, the notion that learners should be involved in the process of constructive thinking attests to the fact that if learners feel they are part of the process they are likely to be better disciplined.

Assertive Disciplineis a structured, systematic approach that is designed to assist educators in running an organized classroom discipline (Canter & Canter, 2001). Canter (1992) further contends that many teachers were unable to control the undesirable behaviour in the classroom situation because they lacked training in behaviour management. Canter further argues that the key technique is catching students being “good”, recognizing and supporting them when they behave properly, let them know as a teacher you like what they are consistently doing. It can then be concluded that learners obey the rules because they get something out of doing so.

According to (Gootman, 2001), assertive Discipline has evolved from authoritarian approach to a more democratic and cooperative approach.) Canter and Canter (2001) believe that assertive teachers are firm, and act on the best interest of learners, they build positive, trusting relationships with their students and teach appropriate classroom behaviour through direct instructions, describing, modelling, practicing, reviewing, encouraging and rewarding. It therefore means if a teacher catches a learner being good by recognizing them when they behave, they will work hard at behaving. In view of this, the study suggests that the teacher should come with a list of rules for the classroom. Each time the rule is broken a consequence is given. If the misbehaviour continues, the consequence gets more severe. The learners should be rewarded for behaving properly.

5.10. Zero tolerance approach

The study revealed from 4.10 that both interview strands, and questionnaires agree on the fact that issues of discipline and culture interfere with discipline in schools. Learners on the focus groups feel that teachers are not consistent. Some are strict and others are loose.

The Zero Tolerance approach spells out the offences and actions labeled as disruptive, violent and unacceptable and the punishment that goes with them. This approach has fidelity, integrity and encouraged behaviors are outlined clearly for learners (Skiba & Rausch, 2006). It consistently applies discipline for all offences spelt out and ensures the learning environment is threat free and safe. The swift and certain punishment of zero tolerance has a deterrent effect upon learners, thus improving overall student behavior and discipline. This is a central philosophical feature because the approach aims to impact future learner's behavior to make it positive. It can be observed that this approach could work in schools if well applied by all the relevant authorities. The idea of zero tolerance to chaotic behaviour was created to meet the dangers of drug use. As an enforcement strategy, to keep citizens safe, American law enforcement agencies adopted the concept of zero tolerance, implying no matter the nature, severity and consequences of drug related crime, no crime was acceptable (Skiba & Rausch, 2006).

The philosophy behind zero tolerance is that teachers cannot conduct lessons and learners cannot learn in a threatening, disruptive environment (Skiba and Rausch, 2006). This approach mandates the application of predetermined consequences to particular offences first as deterrent measures as well as mitigatory punitive actions to offending individuals (Skiba & Rausch, 2006). This approach could help the researcher in assessing the implementation of learner's discipline in the studied schools. If this approach is not used the researcher could recommend it as good strategy for curbing indiscipline. However, Sugai & Horner (2006) concede that this approach has its own limitations. Some parents feel that the approach is too strong and heavy handed and it violates student's rights. Some critics feel that schools where suspensions and dismissals are frequently used have more disruptive and violent behavior displays. Sugai & Horner, (2006) further acknowledges that it has been proven that get-tough military like punishment such as corporal punishment does not improve difficult learner's behavior but makes it worse.

In view of this, Learning can only go on if the environment is free from disturbance, disruption and problematic behaviour. A learning environment that has a peaceful and academic atmosphere has to be consistently maintained if educators and

learners are to feel safe to carry on with their business of teaching and learning. Common problem behaviours that cause disruption and disturbance range from harassment, aggression, social withdrawal, insubordinations and verbal attacks (Walker, Ramsey and Gresham, 2005, Dwyer, Osher and Hoffman, 2000, Safran and Oswald, 2003). What becomes crucial is that action has to be taken to eliminate or neutralize risk factors so that safe environments are maintained. This is not possible to achieve with get-tough disciplinary measures (Skiba and Peterson, 2000). Get-tough approaches like the zero tolerance approach assumes that a learner who is badly behaved notices that repeated problem behaviour is met with increasing severe measures and then gets the message that his or her unruly behaviour would not be tolerated.

5.11. Back to basic type

Based on the presentation and analysis in chapter 4, 4.1 revealed that The DoE is not doing enough to assist schools in discipline in schools. The DoE denies the SMT the opportunity to expel learners who committed serious crimes. On the other hand, learners feel that the DoE should assist because discipline affects learners' academic performance.

This is a type of discipline maintenance where the teachers have a strong sense of authority (Edwards, 2004). Their classrooms are characterized by tranquillity, order and positive learner's discipline. The positive learner's discipline is achieved by laying a good foundation of instruction; learners know what is expected of them: the do's and don'ts. The educator's total control of the classroom results in few cases of ill-discipline that are referred (Mkhize, 2002). The views of Mkhize seem to take it for granted that if the educator has a total control of the classroom then discipline will be maintained and neglects the influence of learner background and environment.

5.12. Conclusion

Edwards (2004) observes that various home experiences have an influence on the child's behaviour at school. It is argued that for instance that, if parents spend little time at home, children may seek unsuitable social experiences somewhere that have

devastating consequences on their lives. Therefore, the school needs to take into cognisance the diverse nature of its learners when it formulates the rules for discipline. This can only be achieved if the learners like the teachers and the school governing bodies know what each stakeholder stands to gain from the agreement.

Chapter 6

Conclusion

6.1. Conclusion

Having discussed the findings in the previous chapter, the researcher would appraise this chapter before finally relating the findings of the study to the research questions. Furthermore, the study would attempt a look at the implications of such an investigation in schools in King William's Town Education District.

6.2. An overview of the study

The process of investigation discussed so far is in keeping with the researcher's qualitative study initiated in the two high schools in King William's town Education District in the Eastern Cape. The investigation was mainly intended to examine the perceptions of learners and teachers on the alternatives to ATCP set off by the perspectives of the respondents through interviews, questionnaires, focus groups and field notes. Most importantly, the investigation aimed to demonstrate the educational and social values of the respondents in as far as discipline is concerned in schools.

The subjectivist/constructivist epistemology of the study and the attitudes and beliefs underlying it, necessitated a search for ideas and views that are consistent with such an epistemology. As a result, the literature review identified theoretical and practical issues that were to support a constructivist/ecological approach to this investigation. The research questions used in this investigation facilitated a research design that allowed for multiple-source data collection procedures.

6.3. Relating the findings of the study to the research questions

Concerning the overview of the study that is presented in the previous section of this chapter, the researcher believes that this one can serve as a recapitulatory function. It revisited the principal parts of the study, explaining briefly what the study did and what ensued as a result. However, it will be helpful to relate the research questions of this study to what has been pointed out and discussed in Chapters 4 and 5. It is

hoped that the following explanations relating to the research questions of the study can contribute to the conclusions that the researcher would like to state in this chapter.

Based on Nunan's 1992 p. 71) argumentation, the following explanations need to be seen as confirmations that support the relevance of "context" to human behaviour, and the centrality of the subjective belief systems of those involved in research to the process and outcomes of research". In view of this, the conclusions should not be seen as "atemporal affirmation of objective knowledge that has accrued from traditional/scientific and rationalistic explorations" (Sivasubramaniam 2011 p. 36). That means that, the conclusions should be seen as context-based, context-dependent confirmations of a constructivist knowledge suggested through the subjective perspectives of the respondents in the study through their lived through experiences in King William's Town (Freire 1972, Lantolf, 2000, Kohonen et al, 2001). Therefore, the researcher's own suggestion at this point of the study is the "reinforcements, not generalizations, of what he/she has perceived as the 'context-bound characteristics' of perspectival/speculative knowledge evidenced from the data analysis (Bailey Nunan 1996 p. 2).

6.3.1. Research question 1: *What are the perceptions of learners on alternatives to ATCP?*

Generally, learners, bemoan lack of communication on the side of teachers. Canter and Canter (2001) believe that assertive teachers are firm, and act on the best interest of learners as they build positive trusting relationships with their learners and teach appropriate classroom behaviour through direct instructions, describing, modelling, practising, reviewing encouraging and rewarding. He further argues that the key technique is catching learners being "good", recognizing and supporting them when they behave properly, letting them know that as a teacher you like what they are constantly doing. Based on this view, the researcher is persuaded by Canter and Canter's approach that if indeed this approach could be implemented as an alternative strategy in all schools, the level of indiscipline would decline. Specifically, Learners in school 'A' do not agree with the use of corporal punishment in solving issues of discipline while in Case 'B' a majority of them see its use and say

that it is indeed the only way out and that they were never exposed to ATCP espoused by the DoE (2000). However, the study endorses assertive approach.

6.3.2. What are the perceptions of teachers on alternative to ATCP?

The study revealed in 4.2.1 question 1 that despite the abolishment of corporal punishment, there are some teachers who still believe in punitive measures if learners fail to adhere to appropriate discipline. However, some teachers are of the view, that teachers should be trained to diagnose the underlying causes of ill-discipline as opposed to forcing it. While, some teachers feel that if focus is given to those who are doing well, ill-discipline would be left out.

According to Section 12(1) of the Constitution (Republic of South Africa (RSA), 1996a), no person shall be subjected to torture of any kind, nor shall any person be treated or punished in a cruel, inhuman or degrading way. Also, The Children's Act 2005, Chapter 3, section 7(1) (d) further stipulates the responsibilities of a parent or any other person who may have interest in the well-being and development of the child.

Based on the foregoing statutes, the researcher can infer that even teachers in learning institutions have the responsibility of ensuring that every child is protected from any kind of abuse whether it is from other learners, or from an educator. They also need to ensure that children are not neglected because of their socio-economic background and that they are free from all forms of abuse. Teachers should act as parents and as guardians in the absence of biological parents to ensure that all children are safe from harm.

Horner & Sugai (2006) criticize the punishment get-tough discipline that has no proactive support as it engenders increase in aggression, truancy, vandalism and dropping out (Horner & Sugai, 2006). As indicated in chapter 1, the researcher is not a proponent of corporal punishment and detests its use as a disciplinary strategy. In view of this, the findings of the study endorse the views of teachers and learners in school 'A' who believe in non-punitive measures and on the collaboration of all the

stakeholders i.e. SGB, SMTs, teachers, DoE, parents and learners to curb indiscipline in schools.

6.3.3. Are all the stakeholders aware of the rules in their schools?

It was interesting to note that both schools never consulted the document (ATCP) espoused by the DoE to formulate their code of conduct. Nonetheless, school 'A''s code of conduct incidentally seems to coincide with the ATCP on many aspects and all stakeholders are familiar with it and it is applied, while in case 'B' they have a school policy pasted in the principal's office and not all the stakeholders are conversant with it. The South African School Act (1996) Section 8 (1) stipulates that a code of conduct is a written statement of rules and principles concerning discipline in schools. It enlightens the nature of behaviour a school has to uphold.

Furthermore, Section 8 (1) of SASA stipulates that the Code of Conduct can be adopted after consultation with parents, educators and learners of the school (Joubert & Prinsloo, 2001). This statement is supported by Squelch (2000 p.19) that involving all stakeholders recognizes the importance of involving the entire school community to develop the Code of Conduct. The study then therefore suggests that all stakeholders should be involved in developing any set of rules including the code of conduct.

6.3.4 *What are some of the schools doing to ensure proper discipline?*

Mkhize (2002) recommends the Zero Tolerance approach which appears to suggest the offences and actions labeled as disruptive, violent and unacceptable as well as the punishment that goes with them. This approach has fidelity, integrity and therefore encouraged behaviors are outlined clearly for learners (Skiba and Rausch, 2006). It consistently applies discipline for all offences spelt out to ensure that the learning environment is threat free and safe. The swift and certain punishment of zero tolerance has a deterrent effect on learners, thus improving overall student behavior and discipline. This is a central philosophical feature because the approach aims to impact future learner's behavior to make it positive. It can be observed that this approach could work in schools if it is well applied by all the relevant authorities.

If parents spend little time at home, children may seek unsuitable social experiences somewhere that may have devastating consequences on their lives (Wright & Keetly, 2003). In view of this, a comprehensive and preventive approach to discipline is crucial (Horner and Sugai, 2000). This means that to maintain discipline in any school, all stakeholders i.e. teachers, SMTs, SGB, DoE, learners and parents should work together regardless of their schedules. Sugai, Horner and Gresham (2002) proposed SWPBS to decrease problem behaviour in schools and classrooms and to develop integrated systems support for learners and adults at the school-wide, classroom, and individual learners' levels. SWPBS is based on the hypothesis that when the faculty and staff members actively teach, using modelling and role playing and reward positive behaviours related to compliance with adult requests, academic effort and safe behaviour, the proportion of learners with mild and serious behaviour problems can be reduced and the school's overall climate would improve (Sugai, Horner & Gresham, 2002). The philosophy behind this approach according to Sugai et al (2002) is that academic gains can be increased by eliminating risk and problem behaviour factors, enhancing protective factors that endanger security in schools.

This is an approach whose philosophy is underpinned by the use of practical, overt and evidence based behaviour support systems. It encourages prevention of behavioural problems rather than the punishment (Sugai and Horner, 2006). It is bed rocked in use of measurable outcomes and interventions as well as supportable action practices (Safran and Oswald, 2003, Sugai and Horner, 2006). Its objective is to maintain an efficiently sustain and implement safety programme. This study then proposes this kind of approach to circumvent indiscipline in schools.

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Appendices

Appendix A 1 Interview

Interviews: Respondent 2

Remember what I am investigating is perception of teachers to alternatives to corporal punishment.

Do you think DoE is assisting our school in maintaining discipline?

DoE. Hardly assist schools in maintaining discipline. When we come to very serious cases, we often find that when we send our reasons to the department of education of wanting to expel the learner, the parent on the other hand can also go to the department telling them a different story.
As a school we will have followed appropriate procedures and after following the procedures we would normal give the procedures to the department.
In most cases we find out that the school and the parents do not agree on the expulsion or suspension of the student who would have gone through a disciplinary process. Somehow the parent may paint a different picture to the department That is why I think cases like that would need support from the department for troubled students especially for learners *who* have very serious offences.
We also need the department to specify what are serious offences, because I do not, for example if you remember last year, we receive a circular that the school cannot just expel the student just for pitiful reasons.
We however, expect them to tell us what those serious offenses, which may warrant expulsion of learners you know. To the contrary they have not come to us and say you may expel the learner for the following reasons.
Are there any plans and policies for diminishing discipline in schools?
Yes plans and policies are there policies for discipline. The three levels of discipline are those from the local offenses, that occur at class-teacher level (yellow) then we go to those that occur at Head of Department level (orange) and finally the very serious cases, those that are passed to the principal, or the very serious cases (red).The red are the cases that the principal will take through.

Does the school make any attempt to improve its disciplinary measures because you said"not really".

The reason why I say not really is because we already have one occasion that one girl was not properly dressed, and when we asked her she said it was because of her religion.
In this case the head cannot say anything contrary with regards to culture and religion because the parents may end up saying our children is being discriminated.
We expect that when people have problems they come to school. When students come to school, parents should not say the hair of child so and so must not be cut.
What it means is we have to be proactive, in thinking, i.e. coming up with solutions of problems before they actually occur.
The problem is like, for example a few years ago the lady student was suspended when he was in the habit of touching boys' sexual parts. The girl was immediately suspended.

When we expelled the girl the parents were not happy and they rushed to the department to report us. The department ordered us to take the girls back to the school.
Considering this action I do not see how we can say we have improved the sexual harassment policy. We have then to go to the department to see how exactly we have to follow the procedures. I think there certain things that need to be clarified. It is not clear on the cases that need to be given yellow cards or orange cards and then red cards.
These are things that happen every day and we need to put them into attention you know. They are the most common offenses, such as class disruption. This is a very serious offense, because the learning of the whole class can be affected.
I think one of the problems we have is classroom management among our teachers. The NSC must look into it and see exactly what needs to be done by the teachers in order to help them with classroom management.
What challenges are encountered in formulating policies and managing discipline?

How do you see if the plans and policies are successful?

I would not say it is the problem of the discipline itself, but the problem of the type of learner that we have in the schools. I am still worried as to how the approach that that we can use in order to get to grips with the type of learner, for example how we are going to deal with the learner we have in our schools.
A case in point is, only this morning, I was visited with a lady who is a parent who said “wena” my daughter is so nervous because they are not allowed to talk in the class.
I asked myself. What is wrong “with us?” The children are saying the prefects are so strict. If it is grade 8, 9 or 10, if you look at that class and you find it quiet then they can say the class is disciplined, yet the prefect are very strict.
The problem is with the teachers. You can find that some class teachers are strict while others are not. The learners must do one and the same things. Teachers must have time to visit each other’s classes, learn from each other’s management styles. If we must improve on discipline, the teacher must be more willing to enforce it. If they are issues that need to be revised we can then revise that as a school.

What is positive reinforcement in discipline?

Positive reinforcement is important because if the learner is called by the teacher you must talk to the student nicely asking him/ her why he has to behave in the manner he does.
For example I had for boys who were misbehaving in my class. I called them and I talked to them telling them that their parents would be called if they continue to misbehave. Such situations mean you can encourage them to not to misbehave, through asking them what is the problem.
Positive reinforcement also mean, especially in primary schools, where if a learner can be promised that if he/she change behavior she can get some points for that good behavior, such as do your homework then you can be rewarded with some chocolate. If a student shows positive behavior the teacher should reward the child giving him/her privileges.

What are alternatives to Corporal punishment?

Alternative to corporal punishment is a result of the department's inclusive education. (*Question was redirected*).

When you do your policies do you consult the document from DoE?

I have heard that issue from Western Cape. When we get the document we do use it sometimes. We have not looked at all alternatives to corporal punishment as per the department's instruction. I may have to look at the document do you have it yourself? Is it a new book, a red book or something? What is in it, the heading?
I doubt if the school got that one and is ever using it to formulate the policies.
What would you consider as the school is doing on discipline?
As a school, it must always be aware of what is happening in the class. That is why we walk around the school monitoring. Sometimes we the parent can ask you "you know my child says she was not learning.
If the principal was not monitoring he will say I did not see it. The implication is the MNC must be on guard on what is done wrong by the teachers. As principals sometimes we cannot be accountable of everything. For instance, when you are walking around the school and we see children making noise we cannot beat them because I did not have them in the first place. Their teacher is more knowledgeable about the cause of noise and should deal with it.
I feel our teachers do not give themselves opportunities to find out more about the children, and why student misbehave.

Appendix A 2 Interview

Interview no. 4

How do you manage and maintain discipline and indiscipline?

Each school prescribes a code of conduct which prescribes the kind of behavior, dress-uniforms and it helps a lot. Each class should know what is expected through a well laid code of conduct which should guide students on what is to be followed.
In the case of this school, it is simple, the teacher first address the problem. If he/she fails, it is forwarded to the HOD (Head of Department) However, for very serious cases and when the HOD, fails he forward that to the principal. Thus this is the channel which our disciplinary follows here.
When it gets to the principal it is very serious and very serious cases go straight to the principal. This is the praxis of the governing board that leads to the hearing. In the case of hearing the child is allowed to be there and even to bring his/her own witnesses.
The outcome of the hearing is usually suspension or expulsion if he/she is found guilty. However, fixed expulsion does not work really well here in South Africa, because of the DoE that does not support it. In certain cases, principals and governing bodies would convince parents that in the interest of the school, it would be good to transfer their child, especially when we think the child cannot remain at school because of the seriousness of the case. We have been able to do that very successfully in certain cases with some children. For instance we had a child who was raped and was admitted in hospital.
We asked the child to transfer from the school, feeling that it would not be good for him to remain at the school. However, two days later the parent went to report the case to DoE and demanded why we had asked the child to transfer. The department asked why we had not gone through the process and so forth. We informed them that processes are not particularly important at some cases, especially that we had already reported the matter to the police.
We explained that that since the student had been taken to the police it was expected that the police would take a bigger role in dealing with the matter; especially that it was a rape case. I suggested if the department is in any position to help then it can help the student because he could not be in the same school. My argument was I could not do disciplinary hearing at the *school* because the parent had to remove the child from the school.
What it means is you procedures must be clear, so that when something happens later, you must be able to defend it, even when it is in court of law. We have a code of conduct and clear process must be followed in case the process is challenged in court.

Are the kids familiar with the code of conduct of the school?

To me that is a difficult question, because some of the kids would not reads them, and even some parents do not bother to read the it, because it is such a lengthy document. The document includes the pregnancy policy, the drug policy, and the circumcision policy. All of these things make it lengthy to read.
What makes me happy is that we have been able to get the child in the school. Whether he realizes the code or not it’s something. What we have noted over the years is if the parent receives it , he will be in a position to give a reply, which shows

that he has read it. Thus, if the parent reads it, it does not matter, because what matters at the end is that he has signed the document to say he has understood it.
We have also noted that students learn from others, such as how to come in uniforms. When a child comes in a dress which is not a uniform the questions from others on why they have not come in uniform will challenge him/her to conform to the school code.
Our disciplinary procedures are also well known to the children. For instance the children know the yellow, orange, and red disciplinary processes. They understand the implications of these codes.

Who are the participants in the construction of the code of conduct?

It starts with staff members that discuss and put these things together. The staff then put these things together. The staff members can also consult students and when they get the feedback from the students, they can then forward this to the SMT, and the SMT can compile it and then forward it to the governing board.
At the inception of the code of conduct we had to address the code of conduct and we had a clash between the principal and the student teachers, because I was not agreeing to what they are saying. I had to take the matter to the governing board saying this is what the staff said and this is what I said and they had to intervene. Luckily at the end we got the code of conduct that was workable for the school.
Generally I am a little bit conservative, because I want to roll up with time; I need to put things in place. For instance, some schools say cell-phones are not allowed in the school premises. Whereas, I say, that is a teaching technology; an individual should be managers of his life. We do not need to dispute the fact it is not there when actually these students use the cell-phones in their homes. I see a cell phone as a means of communication with their parents.
Sometimes the school must rethink itself on these things. I am very much convinced that we are now in the period of iPad and books are now on iPads. Textbooks are now just getting too heavy and too hectic at the back of the children, so if iPad is the solution, we have to show where we are going towards that direction. If the department of Education does not rethink on this then, progress cannot come in the direction of South Africa because that is the direction things can gonna take.
Does MST assist in learner discipline in children?
You seem to have skipped the role of the principal etc. The principal must have good MST. The role of the MST is to help the principal to maintain discipline and to see to it that teachers are in class and they are executing their duty and to see what exactly is happening in and around the school.
Who is the principal? The principal is the master of time in his office. For instance, how many times do I walk around the school? I do but while these teachers are in class, I will be communicating with colleagues. The MST should ensure everything is fairly and smoothly going, especially with regards to discipline in class.
If the teacher content lacks, they then have to see HODs, because members of the MSTs have to be responsible for different grade disciplines.
The other problem is that the principal cannot remember all the problem areas relating to student misbehavior. The MST can take responsibility of for the different grades, say 8,9,10 and can know all the students by names and thereby know the different types of discipline cases of these students. They can also be asked to write a report of the children under his/her supervision at the end of the year because the principal cannot remember everything by him alone. IT is the responsibility of the

MST to address the students under him/her at the end of the year whereas the principal cannot be able to do that.
So the MST maintains discipline and only passes to the principal those issues that are very serious, such as those involving dagga, stabbing and rape case.

In your own opinion is the MST winning?
There is unfortunately a big psychological gap from the department of education. I think there is need for psychologists to assist both our teachers and students. At least if these psychologists would be available in schools, say once or twice per week to address this kind of problems.
It's the same with health issues. The department needs to bring doctors or nurses to check for the health of children. That is not the work of the teacher but obviously this would help in his teaching. I do not know how, but obviously that is how it should go. The new South Africa likes that.
Long back when I was in school, health personnel used to visit schools at least once per term. I have never seen this ever-since I came here to Eastern Cape. It is when I was making rounds that I realize there was a problem of a student who could not see. You see when he was writing he was putting his eyes fixed on the paper. Look, how many teachers can be able to detect this from every learner? I had to give him a pair of specks out of the safe from kid nets reading glasses.
The problem is parents have no money and I had to do this process. I passed through to grey hospital- a situation very difficult of course. He was eventual able to get his glasses that had to be replaced.
Think of how many children are not able to see properly what is written on the board in these classes. Such children think what they see is correct when it is not. At the same time teachers may think that learning is taking place when actually it is not. This can cause more problems to discipline, because he is not seeing the things he is being taught, and he is seeing the things that he wants to see, resulting in clashes with the teacher.
This is how the department can help by addressing such problems, ensuring that schools have psychologists and health personnel who attend to special needs of students.

Do you see the document from the department of education as being helpful?

Whether this document is really helpful, we do not have a choice. We actually do not have a choice in this regard. As a school, we have to put measures to alternatives to corporal punishment. If it is the best solution, well, I cannot say anything. The problem that I have with the code of conduct is and that process is that they take too long. I also think this has some psychological problems to the children.
A problem that can be solved in 5 minutes can now continue for days, thereby raising the fears the tensions and extra to the learners. So the child lives with this fear of what is gonna happen to me for four weeks or more. Thus why I would think corporal punishment is better because sometimes I have to think of the psychological damage that staff to results.
In our school it is working I do not know with other schools. That is why I am bringing in the issue of punctuality. To me punctuality is an important issue in promoting discipline. This is very important at the work place. If I say I start every day at 7.00 for instance, and I arrive at 8 o'clock, expect staff to come to much later, say 9.00. So it is good to lead by example. I think as soon as I announce time, everybody, the

principal, staff and students have to strive to be punctual. I have always said if you want to fail, plan to fail and if you want to succeed make a plan.
If you are not planning what are you going to do with the kids in the class? How are you also going to help children in class for the 40 minutes? For instance if you are not moving and you are just seated on your table and you are not helping the learners the students may fight and important both are very to be done to maintain discipline in schools?

What needs to be done to maintain discipline in schools?

Yaah, I think the most important thing about discipline is that we need move with the times. If we do not move with the times, the kids will gonna be upset. Technology is out there. We need to grapple with it, we need to utilize it. We need to go the root of iPads, the root of wireless and I am sure the kids are ready for the future.
We cannot continue to live in the past, neither can we continue to live with the sticks saying “I am the boss you shut-up and sit down” We need to teach our kids with respect and that is what they need. Let the kids be involved in the process of learning and in the process of constructive thinking.
Otherwise discipline is with us. In most cases strikes happen because the leaders are autocratic when people come from the top and say this is what it should be like, people react indifferently.
Students must be led it in order to experience success. That is democracy. If your students feel that they are part of the process they are likely to be better disciplined.

Appendix B 1 Questionnaire

APPendix B1

I am Mzukisi Howard Kepe, a Masters' candidate at the University Of Fort Hare Faculty Of Education. As a requirement of the programme I am conducting a study on "Perception of learners and teachers on the alternatives to "Alternatives to Corporal Punishment" (ATCP). I am currently collecting information and your school has been included in the study. I shall be grateful if you could spare some few minutes to participate in the questionnaires. I wish to guarantee you that any information you will provide will be confidential and will not be disclosed to anybody. At no time your identity will be divulged or made available to any body other than myself. You are kindly requested to answer the questions as honestly as you can as your responses would assist in providing the information on the alternatives to corporal punishment.

Questionnaires for the teachers

1. How do you manage and maintain discipline/indiscipline in the school?
   I have my own classroom rules: No books at school, homework not done, etc. - you loose the privilege of having a seat and a desk, and stand until further notice. Discipline MUST be handled by you or your learners will see it as a weakness in you and they WILL take advantage. I also believe in positive rewards which I give out for good progress etc.
2. Do you think DoE is assisting your school enough in maintaining discipline?
   Ie. DoE does not need to assist ANY school. Discipline comes from the STAFF. The DoE only need to provide a good infrastructure that allows discipline to be enforced.
3. Are there any plans and policies for maintaining and managing discipline in your school?
   Yes, but they are not effective and they only talk to negative behavior.
4. What process was followed by the school to formulate the plans /policies for maintaining and managing learner discipline?
   The SMT from previous years and staff formulated these policies and they are updated when necessary.
5. Does the school make any attempts to improve on its disciplinary measures?
   Yes, however not as inclusive as it should be.
6. What processes are followed in reviewing the plans/policies if there are any?
   They are discussed by the SMT, Governing Body and then Staff.
7. What challenges are encountered in formulating plans/policies for maintaining and managing learner's discipline?
   Discipline can only be enforced if Staff is disciplined too. Low teacher morale can lead to ill-discipline.
8. Do you think the SMT is assisting in learner's discipline?
   Sometimes, but more effort needs to be made to assist teachers to enforce discipline themselves.
9. Why do you think that the plans and policies put in place by the school are successful/unsuccessful?
   Rules and policies are only effective if we ALL apply them consistently. We must all TALK the same LANGUAGE when we apply rules.
10. What in your opinion is the best method of handling discipline in schools?
    A school where ALL parties are involved STAFF and PARENTS.
11. Can you say that the alternatives to corporal punishment is a good disciplinary method?
    Yes and No. It is only as good as the teacher who is in control of a class

12. Why or why not?

Corporal punishment was abused by some teachers. Some learners are scared of a hiding and will co-operate, however it taught them nothing. Alternative punishment teaches them to take responsibility and to become more self-disciplined.

13. What do you think needs to be done to make sure that our schools are disciplined?

Discipline need to be maintained by all staff and we need to move our focus to learners who are working well and who are setting a good example. We need to implement a system of positive re-interforcement for good behavior and the "problem" learners will start feeling left out. These kids often do it just to get "attention". Even our negative attention is enough for them. I give my naughty kids "Vonit"-love!

Name Mrs. B. Wandje date 07/02-2014

Signature of respondent

Appendix B 2 Questionnaire

APPendix B 2

I am Mzukisi Howard Kepe, a Masters' candidate at the University Of Fort Hare Faculty Of Education. As a requirement of the programme I am conducting a study on "Perception of learners and teachers on the alternatives to "Alternatives to Corporal Punishment" (ATCP). I am currently collecting information and your school has been included in the study. I shall be grateful if you could spare some few minutes to participate in the questionnaires. I wish to guarantee you that any information you will provide will be confidential and will not be disclosed to anybody. At no time your identity will be divulged or made available to any body other than myself. You are kindly requested to answer the questions as honestly as you can as your responses would assist in providing the information on the alternatives to corporal punishment.

Questionnaires for the teachers

1. How do you manage and maintain discipline/indiscipline in the school?
   I first talk to the learner, if she/he continues to do the same thing that taxes my patience I use a switch.
2. Do you think DoE is assisting your school enough in maintaining discipline?
   Not at all.
3. Are there any plans and policies for maintaining and managing discipline in your school?
   Yes, we simply let the learner appear before School D.C.
4. What process was followed by the school to formulate the plans /policies for maintaining and managing learner discipline?
   Teachers met to formulate the D.C-rules
5. Does the school make any attempts to improve on its disciplinary measures?
   Yes - by calling the learners parent
6. What processes are followed in reviewing the plans/policies if there are any?
   N/A
7. What challenges are encountered in formulating plans/policies for maintaining and managing learner's discipline?
   According to School's Act, learners are always protected
8. Do you think the SMT is assisting in learner's discipline?
   Yes, the learner is called and talked to by SMT
9. Why do you think that the plans and policies put in place by the school are successful/unsuccessful?
   Succesful - we have found out that learners are afraid of their learners
10. What in your opinion is the best method of handling discipline in schools?
    Corporal punishment "If you cannot make a man think as you do. Make him do as you think"
11. Can you say that the alternatives to corporal punishment is a good disciplinary method?
    No

12. Why or why not?

For me corporal punishment works perfectly. I do not have any problem.

13. What do you think needs to be done to make sure that our schools are disciplined?

Let teachers be given the right to discipline learners as they like to instill discipline to learners. (2) Let learners be involved in disciplining other learners.

Name M. S. NGXIKI date 13/02/2014

Signature of respondent

Appendix C Field notes

Do you think the strategies employed by the school of maintain discipline is working?

Respondent no. Nine

I do not know what other people think, but to me if you are isolated it's not really a punishment.

Respondent no. Ten

I think the government restricts corporal punishment. I think the strategies are working quite well because corporal punishment is no longer working/ allowed. The policy says if you need to punish a student you must actually explain.

Respondent no. Eleven

If teachers punish students then the students may end up reporting to the teachers saying they are being treated as slaves or are being abused. However, I feel these forms of punishment are basically age related. For instance they are certain forms of punishment which can be more effective to the primary school students like detention, and will not necessarily imply that they will be effective to primary school students. They must look at strategies that work for both primary and secondary schools.

Respondent no. Twelve

The teachers must appropriately communicate to children why they are punishing students. They must not necessarily punish the learners. It must actually be a teaching that must lead to change of behavior.

Respondent thirteen

Students can be used to the detention of saying for instance cleaning the toilet for two hour to an extent when you eventually ask them to do another kind of detention they will be used to it. Now if we can continue to give them detention the students can even report that they are being abused or enslaved.

What in your own view can the school do to improve discipline?

Respondent no. Fourteen

I think corporal punishment to be reinstated. I do not the teachers are doing enough towards improving the discipline of learners. I think they can do more. They are leaving the disciplinary issues to prefects.

Respondent no. Sixteen

I think maybe something they can do to improve the discipline of students in schools must be taught some topics as communication, leadership etc. These can go a long way towards improvement of their behavior.

Respondent no. fourteen

I think corporal punishment must be reinstated. This can help the learners to learn much better, fearing the teacher.

Do you think in disciplinary problems affect students' performance in schools?

Discipline affects academic success in so many ways because students lose focus

How can we curb indiscipline in schools?

I think it is important that we involve parents such that we can work as a team to support each other on issues to do with discipline. While involvement of prefects is a good thing I strongly think effective ways of involving parents in disciplinary process is much better.

APPENDIX D

FIELD NOTES

Interview No. 5

What in your own opinion is the best method of handling discipline in schools?

In order to maintain discipline everyone has to be involved. Stakeholders need to know all levels of discipline. Here we are saying the parents have to be involved. They need to understand that they have a role to play in the maintenance of discipline. They need to part of the discipline making process

The school must ensure that it has a big parent involvement in the disciplinary making procedures and this is what will make a difference.

Are these alternatives to corporal punishment really working?

I think that we have just been trying, because for many years it was just easy to call out an indiscipline guy, talk to him/her and hit him/her. Then discipline was maintained that way In one way or another it was not wrong because that way schools maintained discipline and students then were disciplined.

However, it was a system that could find students sadistic because teachers would

just beat-up the children "Willy nilly", for nothing, and would say Silly things to the learners. that was the negative of that.

This System that we are Using now is highly Creative on how we Should Manage things. So we have not been doing these things for a long time, and we are new in implementin these new strategies. We all need to learn hou we can employ these things on alternatives to disciplinary process.

There are a lot of documents available, and we just need to be assisted on this. Mina you it is Something that Schools Should be prepared to spend Money on. Not a Situatio where the School authorities have to return their money at the end of the year. There Must be budget on this, focusing on which teachers would need training on the alternatives to procedures to discipline.

The case is, there are Some teachers who do no normally read a book, and neither do they read any professional document. Thus, it would be good to through them a big Workshop, where they could learn of the alternatives to discipline Subject advisors or Curriculum planners could be quite useful on this Matter. My Suggestion is, Schools Should go out there and use alternativ for discipline.

I have realized that in the Eastern Cape Province Schools do not have the book on alternatives to corporal punishment. However, In my case I got it from Western Cape and I am made to Understand that every School has the books which it redistributes to every teacher of the School. I also attended Workshops in Gauteng which focused on every alternatives to discipline.

Why do you think alternatives to corporal punishment are good?

To me alternatives to corporal punishment are good to teaching Valuable human lessons and Morals. For instance when you have a learner who is disruptive in your Class, and you then ask him to stand by the door for a certain number of Minutes, that Student will learn tha if I do Something Wrong then the teacher will take Certain privileges from me.

That way the Student learns Valuable displine behaviors, because he/she knows what is required of her by the teacher.

What needs to be done to focus on school discipline?

I think we need to stop lifting the rod in class and should have more staff development

Sessions e.g. those that are run at the Leadership d look to issues to do at institute in East London, a very good programme that can be used to equip teachers with skills that can promote alternative procedures to discipline.

In such programs they would look at issues to do with indiscipline in schools on different perceptions on strategies to discipline in schools

To improve discipline in schools, I think there must be better communication and effective and trustworthy parental involvement. The System should be such that it promotes teamwork and offers positive reinforcement

Are these alternatives working?

The problem is that we have a document, which has not appealed to members of staff, which also has never been implemented. But ther we have to go back and assess it and say has this worked and can we do it better.

Appendix E

Appendix E

Province of the
EASTERN CAPE
EDUCATION

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

Mr M.H. Kepe

King William's Town

Dear Sir

APPLICATION TO CONDUCT RESEARCH

Permission is hereby granted for you to conduct research in schools of your choice in the King William's Town District (De Vos Malan & Qonce High School) for the purpose of fulfilling the requirements for Masters in Education at the University of Fort Hare, Faculty of Education.

Please be informed that permission is only granted provided that school activities are not disrupted.

We wish you well in your endeavors.

Yours faithfully

.....

F.C. SOKUTU – DISTRICT DIRECTOR

Appendix F

Appendix F

Appendix: Letter of request to parents to interview learners

Cell N0: 084 295 5032
E-mail: mzukisikepe1969@gmail.com

3 Van Der Zee Crescent
King William's Town
5601
29 January 2014

P.O Box 3655
King William's Town
5601

Dear Parent,

To Whom It May Concern:

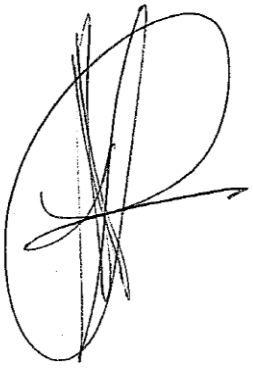
This letter serves to request for permission to interview your child as a research exercise. The information gathered from these children will be kept confidentially and will not be divulged to any one at any time under any circumstances. The information would only be used for this study. I also guarantee that their names shall remain anonymous and that the information would only be used by me and my supervisor.

I would like to further assure the safety of the children during and after the focus group and interview.

Your cooperation would be appreciated.

Yours faithfully,

M. H. Kepe



Appendix G

Appendix G

letter of request to School Principals to conduct interviews.

Cell N0: 084 295 5032

E-mail: mzukisikepe1969@gmail.com

3 Van Der Zee Crescent
King William's Town
5601

29 February 2014

Dear Sir

Re: REQUEST FOR PERMISSION TO CONDUCT INTERVIEW-RESEARCH

I am a permanent teacher, employed by The Department of Education. Also, a part time student, doing second year Master of Education at the University of Fort Hare. I am doing full research under the supervision of Dr J Foncha. My study is focused on the ''Perception of learners and teachers on the alternatives to ''Alternatives to Corporal Punishment'' (ATCP) with specific reference to two high schools in the King William's Town Education District (De Vos Malan High School & Qonce High School).

The study will include interviews with teachers and learners on their perceptions concerning indiscipline in schools in spite of ATCP.

I hereby seek permission to engage both the sampled teachers and learners. The investigation will be guided by strict code of ethics as prescribed by the ethics committee of the university of Fort Hare. All data collected during investigation will be treated in a stringent confidential manner.

Your participation in this study will be highly appreciated.

DEPARTMENT OF EDUCATION
P. O. Box 2357, King William's Town, 5600
26 MAY 2014
Principal
PROVINCE OF THE EASTERN CAPE

Yours in education

M.H.Kepe (Mr.) .....

R.S.V.P

Appendix H

letter of request to School Principals to conduct interviews.

Cell N0: 084 295 5032

E-mail: mzukisikepe1969@gmail.com

3 Van Der Zee Crescent
King William's Town
5601

29 February 2014

Dear Sir

Re: REQUEST FOR PERMISSION TO CONDUCT INTERVIEW-RESEARCH

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Your participation in this study will be highly appreciated.

Yours in education

M.H.Kepe (Mr.) .....

R.S.V.P

26/5/14

HOER SKOOL DE VOS MALAN
26 MAY 2014
KING WILLIAM'S TOWN