

**THE ROLE OF DISCIPLINE IN SCHOOL AND CLASSROOM
MANAGEMENT: A CASE STUDY**

by

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submitted in partial fulfilment of the requirements for
the degree of

MASTER OF EDUCATION

in the subject

EDUCATIONAL MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

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NOVEMBER 2000

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I declare that **THE ROLE OF DISCIPLINE IN SCHOOL AND CLASSROOM MANAGEMENT: A CASE STUDY** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SUMMARY

The following research question motivated this study:

How can effective discipline in school and classroom management be maintained?

To answer this, a school was selected which had excellent discipline as demonstrated by its good matriculation results. Discipline in this school was researched by means of a qualitative approach. Phenomenological interviews and focus group interviews were conducted, transcribed and analysed. This was complemented by observation.

Findings indicated that aspects of *school system* (including school and classroom policy, the role of the standard tutor and of bodies such as the school governing body and the learners' representative council as well as the specific disciplinary actions used) are important in maintaining discipline at school. The discipline, dedication, motivation and teamwork of *educators* as role models for children are also significant. Moreover, the *learners* themselves as well as the cooperation and involvement of their *parents* play a vital role in maintaining discipline.

Key concepts:

discipline;
school management;
classroom management;
corporal punishment;
qualitative research;
school system;
learners;
educators;
parents

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude and appreciation to the following:

My wife, Rose, for her patience and understanding.

My children, Vincent, Brian, Esther and Nicholas for their constant support.

Prof Salomé Schulze, my supervisor, for her thoughtful, patient and inspiring guidance.

Mrs Mutshaeni for her assistance with the empirical research.

My Pastor and fellow members of the HCC Church for their support and encouragement.

Prof Eleanor Lemmer for the language revision of the manuscript.

Mrs Annatjie Kukkuk for finishing touches to the manuscript.

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THE ROLE OF DISCIPLINE IN SCHOOL AND CLASSROOM MANAGEMENT: A CASE STUDY

CHAPTER 1

OVERVIEW AND RATIONALE

1.1 INTRODUCTION AND RATIONALE

The provision that outlaws corporal punishment in schools has elicited a negative outcry from different educators who were used to administering corporal punishment freely. They believe that its abandonment has resulted in a collapse of discipline in many schools (Joubert & Prinsloo 1999:55). For example, the discipline at a senior secondary school in Mpumalanga Province (Maakana 1998:13) leaves much to be desired. Learners come to school late or never turn up for school at all. They leave the school as they wish. Educators have to wait for learners to begin with their daily work. It is evident that discipline has seriously collapsed in this school. An educator at this school notes: "There is nothing I can do. Corporal punishment is abolished and a jail term awaits any teacher who dares apply it." The educator feels that corporal punishment is the only means of maintaining discipline in the school. This situation may prompt one to say that this state of affairs may be the order of the day in many South African schools, at a time when education needs to be seriously improved.

In terms of section 10(1) and (2) of the South African Schools Act, Act 84 of 1996, no person may administer corporal punishment to a learner at school. Any person who administers corporal punishment will not only be guilty of an offence, but also liable of conviction to a sentence which could be imposed for assault. This is in collaboration with section 12(1)[e] of the Constitution of the Republic of South Africa which prohibits the element of cruel, inhuman or degrading punishment. Furthermore, the Constitutional Court in the case of *S V Williams* [1995:3 SA 632 (CC)] described corporal punishment of offenders who are still juveniles in terms of the criminal procedure Act (Act 51 of 1997). In the light of this, corporal punishment should be regarded as a thing of the past.

Despite the fact that corporal punishment has been abolished and rendered illegal, it may still occur. According to Hyman (in Witten 1993:25) almost two percent of elementary school students in New Jersey, United States of America, were reportedly hit by their educators from 1985 to 1986 after corporal punishment was banned in 1867- almost a century after the banning. Qwabe and Mtshali (1998:4) record an incident where the principal of a school held a boy's neck and that of his friend and smashed their heads one after the other against the wall. They record that as a result of this the boy eventually became disabled. This was two years after the South African Schools Act was in place. This gives us an impression that physical assault, which includes corporal punishment may still be administered in schools even if it has been lawfully abolished. Presumably, many educators may be unaware that corporal punishment is not the only way to maintain discipline in schools. The time has arrived to help educators find other ways of maintaining effective discipline in school.

Section 7 of the South African Schools Act, Act 84 of 1996 provides for maintenance of discipline in schools and classrooms to ensure that the education of learners proceeds without disruptive behaviour and offences. It is also the responsibility of every educator to see to it that discipline is maintained at all times in school and during school related activities. It is in the light of this that the researcher seeks to find out how educators can maintain discipline in schools and classrooms in order that effective teaching and learning be realized in the absence of corporal punishment. Perhaps a contributory factor to the poor matric results in the Northern Province schools could be that educators are struggling to maintain discipline without the use of corporal punishment.

1.2 PROBLEM STATEMENT

From personal observation and informal interviews the researcher can state that due to the fact that corporal punishment has been abolished, a number of educators tend to be under the impression that learners are to be left to behave in whatever manner they wish. These educators believe that the abandonment of corporal punishment has resulted in the collapse of discipline in schools (Joubert & Prinsloo 1999:55). It seems that the policy abolishing corporal punishment has infuriated many educators. At the same time the education department requires that discipline

be maintained at school and during all school related activities so that effective teaching and learning be realized. It also is the educator's responsibility to maintain discipline at all times (Joubert & Prinsloo 1999:89).

For centuries educators have used corporal punishment (Cohen 1996:20) due to a belief which existed in the past that severe punishment was necessary to maintain discipline, educate children, appease certain gods or even do away with evil spirits (Rice 1987:1). This idea also prevailed in South Africa. The saying "spare the rod and spoil the child", was used as a justification for the use of corporal punishment. In the South African context, this idea and belief has become defunct, in that it is contrary to the Bill of Rights entrenched in the country's constitution and the South African Schools Act.

Researchers such as Witten (1993:6) maintain that corporal punishment is controversial as a measure of maintaining classroom discipline. The use of corporal punishment as a disciplinary measure needs careful consideration. This emanates from the fact that its use has been associated with cultural- religious views as well as child abuse. The motivation to link corporal punishment with discipline is a disturbing factor and should be ruled out. The Bill of Rights as entrenched in the constitution, Act 108 of 1996 section 28(1)(d), gives every child the right to be protected from maltreatment, neglect, abuse or degradation. Use of corporal punishment would be a violation of this section. Oosthuizen (1998:66) mentions that education and training have to comply with the constitution as well as the South African Schools Act and do away with corporal punishment, but still maintain discipline for education to function properly.

In terms of section 8 (1) of the South African Schools Act, Act 84 of 1996, school governing bodies are empowered to maintain discipline by adopting a code of conduct which prescribes behaviour that will respect both learners' and educators' rights. This indicates that corporal punishment cannot be considered in this regard. Learners are to be informed of the contents of such a Code of Conduct, which also has to include aspects such as channels of communication. These learners are to understand that in the case of their contravening the stipulations of the Code of Conduct, action may be taken against them. It also lies within the learners' responsibility to

come to terms with the fact that nothing exempts them from complying with the Code of Conduct of the schools.

1.3 RESEARCH QUESTION

There exists a sharp and clear way of formulating a research question/s related to the problem (Mavhivha 1995:2). The main problem/question is sometimes followed by sub-problems /sub-questions. By the same token, Hoberg (1999:36) indicates that the research problem/question controls the investigation programme, sets the limits of the concerned problem(s), circumscribes procedures that are to be followed, governs the kind of data that may be required and directs the interpretation of the findings.

The main research question regarding this research topic is:

How can effective discipline in school and classroom management be maintained ?

1.4 PARADIGMATIC PERSPECTIVE

The paradigmatic perspective includes aspects such as the metatheoretical, theoretical and methodological assumptions (Simelane 1998:6).

1.4.1 Metatheoretical perspective

Effective teaching and learning take place where there is, amongst other things, proper discipline, order as well as a safe and stimulating environment (Grossnickle & Sesko 1985:v; Joubert & Prinsloo 1999:55).

Disruptive behaviour has historically been a problem for educators and other school officials. The researcher thus believes that, although corporal punishment has been abolished, discipline should be maintained in schools for effective teaching and learning to take place. Educators must,

therefore, come to terms with acceptable strategies of maintaining discipline in schools and classrooms.

1.4.1.1 *Assumptions about human nature*

I believe that learners, as human beings, should not be subjected to inhuman treatment in line with the requirements of the constitution of the country. Acceptable ways and means can be found which can curb unruly behaviour in schools. This suggests a need for educators to consider these issues and acquaint themselves with acceptable strategies for maintaining discipline.

1.4.2 Theoretical assumptions

Simelane (1998:6) asserts that the broad scope of educational literature has a number of theories which vary in scope, complexity and range from simple teaching theories to those regarded as of large scale. These theories could be associated with religious or socio-political positions.

In this study theoretical assumptions will consist of theoretical statements as well as definitions in 1.5.

School and classroom management should enable educators to maintain discipline lawfully so that optimum learning can take place.

1.4.3 Methodological assumptions

I view scientific research along with a functional approach as essential in this study. Educators will be the ones to supply data in the phenomenological interviews which will describe guidelines to assist other educators in maintaining discipline in the absence of corporal punishment.

1.5 DEFINITION OF CONCEPTS

1.5.1 Classroom

According to Treffry, Summers, O'Neil Hasset and Todd (1997:13), "classroom" means a room in a school where lessons take place. Thorndile and Barnhart (1979:16) define classroom as "a room in which classes are held". In a school lessons normally take place inside a room known as a classroom. Educators facilitate the learning of learners who in turn engage in learning. In this study classroom will refer to a room in a school situation where educators and learners interact in the teaching and learning process.

1.5.2 Discipline

Thorndile and Barnhart (1979:262) define the term discipline as a "trained condition of order and obedience, order kept among school learners, bring to a condition of order and obedience or bring under control". In Treffry et al (1997:211) the term is defined as a "practice of imposing strict rules of behaviour on other people" and also as "the ability to behave and work in a controlled manner."

Not only is "discipline" behaviour which leads to better learning and a display of behaviour which the society has agreed upon as appropriate, but also as actions taken to prevent or handle behaviour problems in the classroom as well as the control of learner behaviour (Rice 1987:30).

This study will use "discipline" as a condition of order and obedience among learners in school which makes it possible to attain the objectives of the school (effective teaching and learning).

1.5.3 Educator

In terms of the National Education Policy, Act 27 of 1996, (1996:1) "educator" means any person who teaches, educates or trains other persons in an institution or assists in rendering education

services, or education auxiliary or support services provided by or in an education institution. In this study the term will refer to a person whose duty is to facilitate the learning of learners in a school as defined by the National Education Policy.

1.5.4 Learner

This refers to a person who is learning (Thorndile & Barnhart 1979:520). It is a student who is taught by an educator (Treffry, et al 1997:623). In terms of the South African Schools Act, Act 84 of 1996, “learner” means any person receiving education or who is obliged to receive education. This term, in this study, will mean a person at a secondary or primary school who is being taught by educators.

1.5.5 School

In terms of the Employment of Educators Act, Act 76 of 1998, “school” refers to an educational institution or such an institution at which education and training, including pre-primary education, is provided and which is maintained, managed and controlled or subsidized by a provincial department (university and technikon excluded). In this study “school” will mean an institution where learners are taught and educators teach.

1.5.6 Management

According to Treffry, et al (1997:458) “management” means the technique or practice of managing or controlling. Van Deventer (2000:ii) views management at school as a process whereby educational leaders in charge of learning and teaching attempt to utilize educators and learners as well as other resources as efficiently as possible in order to cultivate a culture of teaching and learning. In this study the term “management” will refer to the techniques used by education managers as well as other educators in school in order to cultivate a culture of teaching and learning.

1.6 RESEARCH DESIGN AND METHOD

This study on the role of discipline in school and classroom management is qualitative, exploratory and descriptive.

1.6.1 Ethetical measures

The researcher undertakes to consider all ethical measures throughout this study, which are the principles guiding the study from the beginning.

These will include the researcher's competency (De Vos, Strydom, Fouche, Poggenpoel & Schurink 1998:30); the relationship with participants (Simelane 1998:14); informed consent (McBurney 1994:374; De Vos et al 1998:25); anonymity and confidentiality (Saslow 1992:392; Wallen & Fraenkel 1991:40), no deception of subjects (McBurney 1994:377; De Vos, et al 1998:27; Wallen & Fraenkel 1991:41) and debriefing (if necessary) (De Vos et al 1998:27; McBurney 1994:379). These aspects will be explained in chapter 2.

1.6.2 Measures to ensure trustworthiness

It is going to be the researcher's responsibility to ensure that measures of trustworthiness are observed throughout this study. Simelane (1998:9) maintains that trustworthiness must be considered at all costs. Guba's model of trustworthiness of qualitative research will be employed. This includes truth value (using the strategy of credibility), consistency (using the strategy of dependability), applicability (using the strategy of transferability) (De Vos et al 1998:348-350). These will be fully explained in chapter 2.

1.6.3 Method

In this study a qualitative research method will be followed. The following will be discussed under research method:

1.6.3.1 *Sampling*

Purposeful sampling will be used. According to Schumacher and McMillan (1993:378) in purposeful sampling the researcher identifies “information rich” participants for the reason that they are possibly knowledgeable about the phenomenon under investigation. A single school will be selected for the purpose of this study.

1.6.3.2 *Data collection*

The researcher will interview the principal of the selected school and conduct a focus group interview with 9-12 educators of the same school. Individual educators will also be interviewed. Tape-recording will be done and a field journal will also be kept. Interviews will be transcribed.

1.6.3.3 *Data processing*

The researcher will carefully read through the transcribed interviews and focus group interviews. The transcriptions will then be analysed according to qualitative methods. Data will be interpreted and the results presented.

1.6.3.4 *Literature control*

The approach in the study will be inductive in that the empirical research will precede the literature review. However, the findings of this study will be placed in the context of what has already been discovered about *discipline*. This provides the basis for comparing, contrasting (Simelane 1998:28), categorising, aggregating and ordering (Booyse, Lemmer & Smit 1996: 155-156).

1.7 DIVISION OF CHAPTERS

CHAPTER 1

An overview and rationale of this study are stated.

CHAPTER 2

The research design and method of this study are explained in detail.

CHAPTER 3

The research findings are presented and compared to what has been written in the literature on the way management may influence discipline in a school. This is called the literature control.

CHAPTER 4

Conclusions, limitations and recommendations of this study are presented.

1.8 SUMMARY

The overview, problem statement, research question, paradigm perspective, research design and method have been stated. In Chapter 2, the research design will be explained.

CHAPTER 2

RESEARCH DESIGN

2.1 INTRODUCTION

This chapter describes the aims of the research, the research design and research methods.

2.2 AIMS OF THE RESEARCH

The researcher has to indicate what he or she intends to achieve in respect of solving the research problem. The aim of this study is twofold:

- To explore how effective discipline in school and classroom management can be managed without the use of corporal punishment.
- To recommend to educators how to maintain discipline in the school and classroom so that optimum learning can take place.

2.3 RESEARCH DESIGN

The research design regarding this study is qualitative, exploratory and descriptive. A research design is a general plan and structure of an investigation which the researcher uses to obtain evidence to answer research questions (Booyse et al 1996:99; Simelane 1998:11; De Vos et al 1998:80). Furthermore, De Vos et al (1998:77) view a research design as a blue print or detailed plan which guides the manner in which research is to be conducted. The purpose of a research design is to give answers which are valid and accurate to the question.

2.3.1 Qualitative

✓ Hoberg (1999:51) states that qualitative approaches are useful when the researcher intends to have an understanding of human phenomena as well as to investigate the meaning given to events

that people experience. This is a naturalistic enquiry which aims at understanding phenomena as they naturally occur. This study is concerned with understanding how educators maintain discipline in school and in the classroom in the absence of corporal punishment. Hoberg (1999:51) further asserts that qualitative approaches share a “holistic view” as one of their assumptions. This study views the educators’ methods in a manner which is holistic. Educators shared how they maintain discipline in school and in the classroom with the researcher by means of qualitative interviews.

2.3.2 Explorative

Qualitative research can be of the nature that is oriented towards a discovery - it is then exploratory (Simelane 1998:12). This study is exploratory in that it attempts to understand how educators maintain discipline in school and in the classroom at the time when corporal punishment has just been abolished. A qualitative approach that is exploratory not only enables the researcher to share in the understanding and perceptions of others, but also to explore how people structure and give answer to their daily lives (Simelane 1998:12). This study therefore allowed the researcher to hear from educators how they discipline learners without the use of corporal punishment.

2.3.3 Descriptive

Educators described how they are able to maintain discipline in school and classroom in the absence of corporal punishment. This intends to give them a chance of presenting a description of what is studied, in an accurate manner. A descriptive study provides a detailed description of the phenomenon (Simelane 1998:13). This study seeks to portray how educators maintain discipline in the absence of corporal punishment.

2.4 RESEARCH METHODS

2.4.1 Ethical measures

The researcher undertakes to consider ethical measures throughout this study as they are principles which guide the study from the beginning. The following ethical measures will be complied with.

2.4.1.1 *Researcher's competency*

De Vos et al (1998:30) maintain that researchers are ethically obliged to ensure that they are competent and skilled to undertake the study proposed. In this study, the researcher has studied research methodology. The study has also been supervised by a university professor with experience in supervising qualitative research projects.

2.4.1.2 *Relationship with participants*

Throughout the study, the researcher ensured that a healthy relationship with participants was maintained. The researcher informed participants of the purpose of the research in order to allow them the opportunity to decide whether to participate or not to participate. The potential risks that they might be subjected to were explained (De Vos et al 1998:25). The researcher sought permission to audiotape interviews in order to ensure that data obtained was as accurate as possible. This was a means of providing educators with a fair chance of sharing their experiences as far as maintaining discipline without the use of corporal punishment without any reservations or fear.

2.4.1.3 *Informed consent*

According to McBurney (1994:374), researchers should use a language best understood by participants in order to obtain their appropriate informed consent. Through the use of such

language, participants are informed of the nature of the research, the freedom they have to participate or not to participate, and the freedom to withdraw from the research (De Vos et 1998:25; McBurney 1994:374).

The researcher used the language that the sampled participants understood best in order to explain the purpose, advantages and disadvantages, as well as to obtain their informed consent. The researcher explained to the participants that their participation was voluntary and that they were free to withdraw from participating. After this explanation, the participants were requested to take part in the investigation. The motivation of the request was based on the fact that the researcher informed the respondents that they were selected because they met the criteria set for the study.

2.4.1.4 *Protection from harm*

The researcher should do everything in his power to ensure that participants are protected from any physical or psychological harm (Wallen & Fraenkel 1991:39) that the research might cause. The researcher should assess the manner in which the situation might be stressful in comparison to everyday life activities (McBurney 1994:374). The researcher identifies participants who might prove vulnerable to harm during investigation so that they are eliminated beforehand (De Vos et al 1998:25).

2.4.1.5 *Anonymity and confidentiality*

As mentioned by Saslow (1992:392) the anonymity of participants should be maintained, and all participants be given assurance that data collected from them will be treated as confidential (Wallen & Fraenkel 1991:40). They should be assured that their names nor any traceable information to any one of them or the school will be published (Saslow 1992:392). Research records that may indicate participants' identities should be removed as a means of ensuring that confidentiality is maintained throughout the study (Wallen & Fraenkel 1991:40 ; Simelane 1998:14-15).

2.4.1.6 *Deception of participants*

This has do with falsifying expectations of the study and giving false information about the performance of participants (McBurney 1994:377). De Vos et al (1998:27) see deception as either withholding information or giving information which is incorrect so that participants who could have opted not to participate are lured into participating. The researcher did not deceive participants in this study.

2.4.1.7 *Debriefing*

Debriefing sessions after participants have completed their part in the research should be conducted, if necessary. The researcher should clarify and rectify misconceptions that may have arisen in the participants' mind (De Vos et al 1998:34; McBurney 1994:379). Participants should also be informed of the purpose as well as results that were obtained from the study. This is to ensure that the study be of educational and personal value to the research and the participants (De Vos et al 1998:34; McBurney 1994:379).

2.4.2 **Measures to ensure trustworthiness**

The researcher has an obligation to maintain trustworthiness throughout the study. This was ensured by following Guba's model of trustworthiness as depicted by De Vos et al (1998:349-350) and Simelane (1998:17-21). Four aspects of trustworthiness that should be applied in research are addressed by this model.

2.4.2.1 *Truth value ensured by the strategy of credibility*

Truth value seeks to establish whether "the research has established confidence in the truth of the findings" supplied by participants in the study undertaken (De Vos et al 1998:349). This is obtained from the findings of human experiences as lived and perceived by participants. The

credibility strategy will help to achieve this and the researcher will report realities in a multiple, manner as clearly as possible. The credibility strategies involved the following criteria:

- Prolonged engagement

In an attempt to establish a positive rapport the researcher should spend reasonable time with the participants speaking the language they prefer most to ensure that they feel free to participate. This helps them to increase their trust in the researcher and even reveal the hidden facts regarding the study undertaken (Simelane 1998:18). It also gives the researcher time to make observations. In this case the researcher spent a number of weeks at the school where the case study was conducted.

- Reflexivity

The researcher cannot be separated from the study as he is part of it. In order to minimise the influence of his own feelings as well as experiences that may influence the research, it is necessary to promote reflexivity. In this case reflexivity was achieved by making use of a tape recorder as well as interview notes.

- Authority of the researcher

Not only is the researcher a qualified primary school educator and head of department with nineteen years teaching experience, but has also studied research methodology in education.

- Triangulation of methods

The researcher used interviews, focus group interviews as well as observation to collect data.

2.4.2.2 *Applicability ensured by the strategy of transferability*

Applicability refers to the degree to which findings can be applied in other contexts and settings or to some other groups (De Vos et al 1998:349). Qualitatively, this refers to how well threats to external validity have been managed. The researcher relied on available data from this study in order to ensure transferability. Strategies employed in the study to ensure transferability are as follows:

- Nominate sample

Purposive sampling was used in this study. That means that those participants best able to give rich data, were selected.

- Dense description

Where background information with regard to participants and the context of the research is given, it enables others to decide how transferable the findings are to their own settings (Simelane 1998:20).

2.4.2.3 *Consistency ensured by the strategy of dependability*

According to De Vos et al (1998:350), consistency refers to whether the findings would be consistent if the inquiry was replicated with the same participants or in a similar context. The focus then not only shifts to the research design, but also to the research methods already discussed.

As far as auditability is concerned, which is the situation whereby a subsequent researcher can follow the decision trail clearly as used by the original researcher in this study the relevant data has been kept so as to promote an audit trail if necessary.

2.4.2.4 *Neutrality ensured by the strategy of confirmability*

This implies the freedom from bias in the research procedures and results (De Vos et al 1998:350; Simelane 1998:21). It refers to the degree to which findings are a function solely of the participants as well as conditions of the study and not of other biases, motivations and perspectives of the researcher. To ensure that the data reflects the role of discipline in school and classroom management, the researcher employed prolonged engagement, reflexivity and a confirmability audit (Simelane 1998:21). External analysis of the data has also been conducted.

2.4.3 **Data collection**

In a qualitative research design, researchers utilise a wide range of strategies of enquiry (De Vos et al 1998:253). These strategies will differ as a result of the different purposes each study has, the nature of the research question as well as the skills and resources that the researcher has at his or her disposal. Booyse et al (1996:132) mention that the researcher may use multimethod strategies in data collection. These include observation and phenomenological interviews.

2.4.3.1 *Sampling*

This is a scheme of action, a design or procedure that specifies how participants are to be selected in a study (Rosnow & Rosenthal 1996:413). It involves the selection of a group of people with which the researcher is to conduct the research (Simelane 1998:21). For this study the researcher will discuss the following under sampling:

- Population

A population is the total set of individuals or units of the study from which the researcher can choose (De Vos et al 1998:190). These individuals or units share a common set of characteristics (Simelane 1998:22). There is a target population and an accessible population. A portion of the target population to which a researcher has reasonable access is known as the accessible

population (Simelane 1998:22). The target population in this study was secondary schools in the former Venda homeland in the Northern Province, while the accessible population was the principal and his or her staff members in one of the secondary schools where the case study was conducted. The school was selected on the grounds of excellent discipline maintained which contributed to good matric results.

- Sampling method

Purposeful sampling was used in selecting the participants in this study. The researcher used his or her previous knowledge of a population and the specific purpose of the research undertaken. The researcher assumed that his or her personal knowledge regarding the population might be useful in judging which educators to sample to obtain rich data about the topic under investigation.

The researcher used the previous knowledge that the school which was selected has obtained the best matric results for the past five years. As a result the researcher felt that the school probably maintains good discipline, because effective teaching and learning is taking place there.

- Sample criteria

Certain characteristics for inclusion in the target population should be considered (Simelane 1998:22). Characteristics of educators involved in this study are as follows:

They are qualified secondary school educators, have five years or more experience in teaching secondary school learners and speak and understand English and Tshivenda languages.

- Sample size

According to Hoberg (1999:61) the first question that the researcher should ask him/herself concerns the number of participants to be included in the sample. In a study which is qualitative

in nature, the size of the sample is determined by the repetition of data that the researcher obtains from interviews with participants (Simelane 1998:23). In this study, the researcher observed and interviewed educators until he saw that they no longer added any new information to the topic under investigation. The implication is also that he may conduct more than one focus group interview with the same group. However, it was not necessary to conduct three (or more) interviews with this group.

2.4.3.2 *The researcher as instrument*

The researcher used the supervisor in order to minimize bias, values and judgements. This enabled the researcher to report how educators maintain effective discipline in the absence of corporal punishment as accurately as possible.

The researcher also ensured that ethical measures were maintained throughout this study as discussed in 2.4.1. He maintained empathy, sensitivity, humour as well as sincerity (Simelane 1998:23) in order to ensure that participants were open towards the researcher. Participants thus freely described how they maintain discipline without the use of corporal punishment.

2.4.3.3 *Data collection method*

Research comprises the collection as well as the analysis of data that are necessary to solve the problem (Hoberg 1999:192).

The collection of data for this study was carried out as follows:

- Literature study

In order to establish what other researchers and authors have already established with regard to this study, a literature study was conducted. This included books, dissertations, articles, magazines, newspapers, encyclopaedia, et cetera, all of which were related to the topic of this

study. The literature data was compared with the empirical results. This is called a literature control.

- Observations

In observations, the researcher observes and records ongoing behaviour and does not attempt to change it (McBurney 1994:169). Rosnow and Rosenthal (1996:75) state that the researcher who is a participant observer, watches and records behaviour in its natural state. In this study the researcher observed how learners were punished as well as how they were rewarded in the classroom without any attempt to change the natural behaviour. He allowed it to happen naturally while taking field notes.

Participant observation ensures the opportunity for status of “trusted persons” (Hoberg 1999:105). Through observation, the researcher not only learns firsthand how other subjects communicate, and observe behaviour patterns, but also experiences the expected as well as the unexpected. Furthermore, a relationship of trust with the researcher is developed and this motivates participants to reveal what they may regard as confidential. The researcher was ensured of the required trust from participants to obtain firsthand information as far as this study was concerned.

- Interviews

Phenomenological interviews were conducted with educators in order to establish how discipline was maintained in school and in the classroom without the use of corporal punishment. The focus of phenomenological research is on describing and understanding the meaning given by participants to their daily lives. Simelane (1998:24) maintains that phenomenological research focuses on describing experiences as lived by participants. Educators revealed truths about how they maintained discipline without the use of corporal punishment. The research endeavoured to present methods and strategies that educators use in disciplining learners.

The principal of the sampled school was interviewed in order to discuss how discipline is managed at school. No interview schedule was prepared, but a single question. "How is discipline maintained in the absence of corporal punishment?" was posed in order to kickstart the discussion. Probing questions followed, emanating from the answers given by the principal. The interview process was audio taped and thereafter transcribed.

Educators who were observed were informally interviewed depending on the results obtained from the observations. Where this took place, notes were taken in the field journal kept for the purpose of note taking or brief notes were made directly after the interviews. Formal interviews with educators were also conducted and tape-recorded.

Two focus group interviews with nine to twelve selected educators were conducted. Purposeful selection was used to select these educators. These were educators who seemed to be most successful in maintaining discipline without corporal punishment as guided by observations that were conducted before or by means of identification by their peers and the principal.

Hoberg (1999:136) mentions that a focus group interview can be seen as a group discussion whereby a small number of participants engage in discussion about a topic which is relevant to a study. The discussion is under the guidance of a moderator. Due to the fact that the discussion is an informal group situation where the school principal or other outside authorities are not present, participants are encouraged to disclose behaviour and attitudes that they might have been unlikely to disclose in seniors' presence. This is as a result of participants feeling more comfortable and secure in the company of people sharing the same opinions, views, as well as behaviour as opposed to those of authorities.

In this study, the researcher conducted the focus group discussion as an open conversation whereby participants had equal chance to comment, ask questions of fellow participants, or to respond to their comments as well as to the interviewer (Hoberg 1999:136). The focus group was preceded by the question:

“How do you maintain discipline in the absence of corporal punishment?”

The answers and comments during the discussion enabled the researcher to pose probing questions that stimulated the discussion until the answers and comments added no more value to what the researcher had learnt. The proceedings of the focus group were audiotaped and transcribed thereafter.

2.4.4 Data processing

Data processing or data analysis is, according to Booyse et al (1996:146), an ongoing cyclical process which integrates into every phase of qualitative research. It is a systematic process whereby data is selected, categorised, compared, synthesised and interpreted in order to provide explanations of the single phenomenon of interest. Throughout the process, the researcher assessed how trustworthy the data was but did not attempt to conduct formal verifications for universal propositions.

2.4.4.1 Method of data processing

The analysis in qualitative research is inseparable from data collection (Simelane 1998:27). As data was collected from educators, a consistent review of how educators maintain discipline without using corporal punishment was done. Additional questions that need to be clarified could be discovered. Both data collection and analysis take place simultaneously in such a process.

The researcher typed transcriptions of both interviews and the focus group interviews. Not only did the researcher read and re-read the verbatim transcriptions again, but also played and replayed the audiotaped interviews and focus group interviews in order to establish themes, concepts, together with ideas of how educators maintain discipline in the absence of corporal punishment. The researcher also sought assistance from an outside professional as far as the analysis of data was concerned. The two analysed the data separately and they met in order to establish

consensus on the data analysed. Comparing, contrasting, aggregating and ordering was applied in the analysis of data (Booyse et al 1996:155-156).

- **Categorising**

The researcher described what he had observed and divided the observed phenomena into units.

- **Contrasting**

The researcher indicated how units were similar or dissimilar to one another

- **Aggregating**

The researcher determined which items were associated with each other and might be aggregated into groups.

- **Ordering**

Through divergent thinking, patterns and themes were refined.

2.4.4.2 *Literature control*

The researcher placed the findings of the study in the context of what had already been discovered about discipline, thereby providing the basis for comparing and categorising (Simelane 1998:29). This will be done in chapter 3.

2.4.5 Summary

The aims of the research, the research design and research methods have been given. The results of the research that was undertaken will be discussed in chapter 3. These results will be compared to what has been written about the topic in the literature.

CHAPTER 3

RESULTS, DISCUSSION OF RESULTS AND LITERATURE CONTROL

3.1 INTRODUCTION

The aim of the investigation was to explore how schools maintain effective discipline in the absence of corporal punishment. To do this, seven interviews and two focus group interviews were conducted at a school with excellent discipline. All the interviews were tape-recorded and transcribed.

3.2 RESULTS OF ANALYSIS

The qualitative analysis of data was done according to Tesch's approach (De Vos et al, 1998:343). This revealed the following four main categories: the school system, the educators' role, the learners' role and the parents' role.

3.2.1 School system

The analysis revealed that the school system plays a prominent role in maintaining discipline. The following aspects of the school system were identified:

3.2.1.1 *School policy*

As part of the school policy of the school, a code of conduct clearly indicates expected behaviour. Moreover, offences are categorised and points allocated according to their severity. In the interviews, educators pointed out that the system of allocating points for unacceptable behaviour helps them significantly in maintaining discipline in the school without using corporal punishment. After learners has accumulated a certain number of points parents are invited to come to school for an interview with either the principal, vice principal or disciplinary committee to see how they can help the learners. (The point system is attached as Appendix A).

One educator said:

We have a point system on the school policy that we are using as a means of maintaining discipline. We allocate points for every offence or misconduct and learners accumulate these points. After a certain number of accumulated points we call in the parents and let them know about it.

Another educator also said:

The point system that we use here seems to be working. There is a point system schedule which shows the number of points that are allocated to each offence that a learner has committed.

One other educator remarked:

We use what we call a point system for offences such as ignorance of classwork, making noise, absenteeism, etc. Learners are allocated points for such offences. When the learners acquire more points, we write a letter to the parents of the learners and we then discuss the matter with the learner's parents.

Educators contend that the manner in which the school policy is structured helps them to work closely with the parents of the learners in maintaining discipline without using corporal punishment. The parents of the learners are familiar with the point system as every learner has a well-typed Code of Conduct which parents have received on behalf of learners on admission.

One educator remarked:

We have a well-typed code of conduct and all learners have copies received by their parents on admission.

Educators remarked that the rules that appear on the school policy make it easy for them to maintain discipline without the use of corporal punishment. Every learner knows what is expected of him or her at school because of the availability of these rules, which they also say give them direction.

In substantiating the educator's views, Haasbrook (1998:13) maintains that schools which are seen to follow effective disciplinary strategies are characterised by having a set of rules or Code of Conduct which also displays the consequences of disobeying them. In accordance, Mokwana (1994:16) postulates that rules are necessary in a school setting because they are guidelines which direct the principal, educators, parents as well as learners. Furthermore, these rules provide a framework which allows harmony, discipline and order to be maintained as well as ensuring that efficient educative teaching is realised. Lund (1996:3) points out that to enable all members of the school community to behave properly and to cooperate in teaching and learning, a behaviour policy has to be developed. Smith (1985:36) agrees that for learners to understand what is expected of them a statement of rules or Code of Conduct must be developed.

The development of the school policy involves educators, parents and learners. Educators view this as the major reason why learners obey the rules of the school willingly. All of the above has to give inputs towards the development of the school policy with regard to the Code of Conduct of the learners. Parents, educators and learners in the school governing body consult those they represent for inputs and these are finalised by the school governing body.

One educator said:

In drafting the rules, we consult the learner representative council. We allow them to take part. They give inputs in the drafting of these rules. And because they have taken part in the making of rules, they cooperate better than when they were not consulted.

Another educator remarked:

After consulting the parents, other educators and learners, the draft rules are sent to the school governing body for consideration. They cannot be implemented before the approval of the governing body.

The general trend here is that rules governing the behaviour of learners at school should be done after consultation. The school governing body finalises the drafts from different stakeholders and then gives the final word for implementation.

Section 8(1) of the South African Schools Act, Act 84 of 1996 is in agreement with the views of the educators, because it empowers the school governing body of a public school to adopt a Code of Conduct of learners after learners, parents and educators have been consulted. Also in agreement with the educators Blandford (1998:128-129) points out that the policy should be the result of a democratic process of decision making that involves all role players of school and that the key to effective policy is participation. Ngcobo (1988:23) and Msomi (1999:13) agree that learners should have a say in the school affairs including disciplinary matters of the school. In the same vein, Steyn (1997:62) adds that education managers have to involve educators in the formulation of school policies.

Another aspect of the school policy that educators mentioned as crucial in controlling absenteeism and the habit of leaving school unnecessarily was the use of a permission slip. (See Appendix B). They pointed out that without this, the school could be in serious pandemonium. This helps them to control absenteeism relatively easily, because every learner should obtain this when he or she wants to leave school during lessons. The permission slip is also used for learners who are absent from school. The learner who knows that he or she will be absent from school the following day must request the permission slip from the office of the vice principal.

In this regard one educator said:

If a learner knows that he or she will not be at school the following day for whatever reason, he or she must request a permission slip from the vice principal.

This also happens when the learner wants to leave before the school knocks off.

Another educator stated:

We also have a permission slip which has a counterfoil. This is to grant permission to a learner who wants to leave the school premises during school hours and for being absent from school.

Educators also regard themselves as lucky because they have security guards at the main gate. Security guards know that the learners are not allowed to leave the school premises unless they produce a permission slip at the gate.

One educator declared:

On the day when the learner comes to school the permission slip is attached to the period register for every educator to see that the learner had permission on the day he or she was absent.

3.2.1.2 Classroom policy

Every classroom has a classroom policy wherein a set of expected behaviours are listed. Together with the list of expected behaviour is also a list of actions to be taken in case a learner contravenes any expected behaviour. Educators pointed out that the classroom policies help them a great deal in maintaining order and discipline in the classrooms without the use of corporal punishment.

One educator remarked:

Every classroom has a classroom policy in place which ensures that all learners behave appropriately, because expected behaviours in class and the consequences of not behaving accordingly are clearly stipulated.

Yet another educator also remarked:

Learners especially those who attend workshop classes know exactly what they are expected to bring along to the workshop classes. These expectations form part of the requirements for entering the classroom. These expectations are: homework books, equipment and text books. This helps us not to experience unnecessary movements and thus minimise interferences in the classrooms.

The educators contend that without the classroom policies it could be difficult for them to maintain discipline in the classrooms as learners would not be aware of what they are expected to do and what not to do. Learners would also not be aware of how they are expected to behave if rules were not in place.

In substantiating the educators' viewpoints, Charles (1992:132) maintains that every classroom should have a set of rules that will help in governing the work habits of learners and their personal behaviour. Fontana (1994:122), in agreement with the educators, points out that it does not matter whether one is dealing with young or more mature learners, straightforward rules of classroom management are of great importance if good classroom control is to be maintained. These rules help learners to get a clear understanding of what is expected of them as well as to allow them to understand clearly the consequences of their behaviour that could be desirable or undesirable (Fontana 1994:122).

As in the case of school policy, learners are involved in the development of the classroom policies. They actively take part in the sense that class educators discuss the expected behaviours with learners as well as the consequences that follow the violation of the expected behaviours. Educators said that they do this in order to encourage learners to adhere to the rules that they have developed themselves.

One educator explained:

The class educator goes into the classroom and asks learners to participate in drawing the classroom policy, and at the end of the day they are going to be bound by whatever is suggested upon. So she or he will ask anything from the learners that they may want to go in towards the formulation of the policy of the classroom.

Another one said:

The subject educator has a classroom policy, and classroom policy drawn by the learners themselves and the educator. This is going to guide the discipline in the classroom.

In support of the educators, Msomi (1999:12) postulates that learners themselves should develop their own Code of Conduct which would eventually bind them for the rest of the academic year. In addition, Mokwana (1994:17) maintains that principals have to give authority to the educators to draft classroom rules as they deem fit as long as these rules are applicable to the classroom only. Furthermore, the educator has authority over the learners in the classroom and must ensure that all learners observe these rules. Murphy (1995:33) also suggests that learners be involved in deciding classroom rules and procedures. This suggests that educators should always be involved in ensuring that classroom discipline is maintained, but in consultation with the learners in order that the democratic part of the process prevails. It seems to be an acceptable practice to involve learners in the making of rules rather than to impose them on learners. In the case of the latter, learners may choose to ignore the rules as they were not part of the process of making the rules. Thus they could end up being rules on paper only. In substantiating this idea, Charles (1992:132) points out that for rules to be effective, they should be jointly formulated.

3.2.1.3 *Standard tutor*

The school system also includes the use of a standard tutor as a means of maintaining discipline without the use of corporal punishment. This is an educator in charge of all the affairs of a

certain grade, for instance, grade 7 including grade 7A, 7B, 7C, et cetera. There is a senior educator who oversees the smooth running of these classes as far as discipline is concerned. Educators contend that with the standard tutor, discipline is quite easily maintained without using corporal punishment. Educators as well as classroom leaders of a particular grade consult their standard tutor whenever there are problems pertaining to that particular grade. The standard tutor then deals with these problems. Those that are beyond the standard tutor's powers are sent to a disciplinary committee.

One educator remarked:

The standard tutor is there, in other words he is or she is looking into the affairs of a certain grade, for example, grade 8A, grade 8B until D or whatever.

Another educator stated:

From the classrooms we have a standard tutor who can look into problems from learners and the classes.

One other educator also declared:

We have one educator who is a standard tutor who receives problems from other class educators of a particular grade.

The educators also observed that the standard tutor has at his/her disposal all the classroom policies of the grade he or she is in charge of. Some of the rules appearing in all classroom policies are integrated to form one common rule for all the classes of that grade. This is then the responsibility of the class educators and the standard tutor. When dealing with problems for a particular grade the classroom policies are used as frame of reference.

One educator said:

The standard tutor is also in possession of all classroom policies for the grade he or she is in charge of. When a learner misbehaves reference to the classroom policies is made when solving the learners' problems or when disciplinary measures are taken.

Another educator stated:

Class educators are responsible for the integration of different classroom policies into one grade policy.

Similarly, Mokwana (1994:17) is of the opinion that school managers at times authorise educators to draft classroom rules applicable to the classroom only and the educators should ensure that the learners adhere to these rules.

The standard tutor is also regarded as the link between the learners of the grade and the school management team. Standard tutors report matters that they deal with to the school management team and they are being handled. Matters beyond the tutor's jurisdiction are referred to the disciplinary committee, which is the school management team, for consideration.

One educator said:

The standard tutor is a liaison between the office and the learners. He or she brings matters related to learners to the office if such matters require serious attention.

Another educator also said:

The standard tutor looks at matters pertaining to a certain grade and receives problems of all classes forming that grade and refers them to the school

management team for consideration. For minor cases, the standard tutor and the educators concerned can decide on what actions to take against the learners.

It is evident that the standard tutor plays a vital role in coordinating matters pertaining to classes of the same grade as well as informing the school management team about matters that take place at a lower level.

3.2.1.4 School governing body

The educators contend that the formation of the school governing body in accordance with the requirements of the law has been one of the most influential moves that the department of education has ever considered. In terms of the South African Schools Act, Act 84 of 1996, every public school is required to establish a governing body that represents the school community. This body plays a significant role in helping the school to maintain discipline without the use of corporal punishment. The members of this body attend to matters related to school discipline. They are invited to school to deal with matters which are very serious, needing either suspension or expulsion. They also come to see reports compiled by the principal as far as points allocation is concerned and decide what actions to take in accordance with the school policy.

One educator observed:

They play a very important role because every serious offence committed by a learner is taken to the school governing body. They will come here and see all the reports and then interview the learner concerned in the presence of the learner's parents; and in that way I think they play a very important role.

Another educator also observed:

Our school governing body is an important body. We view that as a very important body and the members there are really full-time.

Yet another educator remarked:

The members of our governing body take the issue of being school governing body members as very serious. They meet once or twice every month. So they have their meetings even when there is no problem at school.

The presence of the school governing body members at school indicates to learners that their parents do avail themselves regarding matters related to them in the school situation. This also serves as an indication to learners that parents are concerned with their discipline even at school. As a result unbecoming behaviour is reduced.

One educator said:

So these learners know exactly what parents mean in their education seeing that the school governing body members are always at school. So we are very fortunate.

Another stated:

The school governing body of the school is responsible for adopting the Code of Conduct for learners. The members are responsible for the final draft after consultation with other stakeholders such as parents, educators and learners.

One educator observed:

The draft of the school policy and Code of Conduct are sent to the school governing body who compiles the final draft. The implementation of the Code of Conduct and the school policy rests upon their shoulders. They cannot be implemented before the governing body approves the rules and gives the go-ahead for implementation.

In terms of section 8(1) of the South African School Act, Act 84 of 1996, governing bodies are empowered to maintain discipline in school by adopting a Code of Conduct which has to prescribe behaviour that is respectful of the learner's rights. Article 8(2) of the same act maintains that the aims of the Code of Conduct should be to establish an environment which is disciplined and purposeful as well as to facilitate education and learning which is effective in schools.

As far as the guide for establishing school governing bodies is concerned, it is the governing body that is vested with the power to develop a Code of Conduct for learners (Department of Education, Arts, Culture and Sports 1997:19).

3.2.1.5 *Learners' representative council*

In maintaining discipline without the use of corporal punishment, the learners' representative council (LRC) is also involved. This is helpful in maintaining order at the school. Not only do they maintain order in the morning assembly, but also on the sports ground and during other related activities.

One educator remarked:

We have the LRC members from the morning assembly for the morning devotions. We have these leaders and they are assigned responsibilities. There are things that they do to maintain discipline.

Another educator remarked:

During the cultural activities or extra-mural activities we make use of the learner representative council members to maintain order and discipline.

Yet another educator stated:

The system of the formation of the learner representative council is indeed helpful to the school. Our LRC is always busy. They know what to do in the morning assembly and in the sports ground. With them, we are able to maintain order there.

Educators agree that the learners' representative council is a valuable body that assists in the process of maintaining discipline in the absence of corporal punishment. The members are very serious about the roles they are assigned to perform.

Supporting these educators' remarks, Msomi (1999:12), in his research, found that the learners' representative council was composed of members who were lively and full of fun. However, when these learners gathered for discussions, an atmosphere of seriousness and dedication prevailed.

The learner representative council is also responsible for coordinating with the standard tutor and the school management team when learners encounter problems. When learners have problems of whatever nature they report to the learner representative council which liaises with the standard tutor who in turn contacts the school management team if necessary.

One educator remarked:

When there is a problem the learners go to the LRC and report to them. If it is very serious it will be taken to the liaison officer who is the standard tutor and from there it goes to the management.

In substantiating the viewpoint of educators, Ngcobo (1988:23) postulates that for educators to succeed in dealing with disciplinary problems, they have to do away with the notion that youngsters only need to do as they are told and not to be heard.

This council also acts as a link between the school management team, educators, the school governing body and the learners. Two of the members of the learner representative council are

also members of the school governing body. This implies that they are abreast with all the matters that are taking place at the school. They in turn inform other learners of the events which take place at the school.

One educator remarked:

The members of the LRC are always busy. During lessons they are also involved and also in the school governing body. We have two learners who represent all learners in the school governing body. Whenever we have our meetings the learners are also involved; they also attend meetings.

Another educator remarked:

We allow the members of the LRC to take part. They give inputs in the drafting of rules and any other matters of the school. Members of the LRC then convene meetings with other learners where further inputs are given.

In accordance with the educators' remarks, the guide for establishing school governing bodies (1997:18) postulates that the learners' representative council is formed in order to address the needs of all the learners in the school. They are the ones responsible for building the unity among the learners, and they should inform them about events in the school. They are further required to encourage good relationships amongst the learners and the educators as well as the non-educators.

In this regard Ngcobo (1988:23) points out that educationists agree that learners should be involved in school affairs. In addition, Kruger (1996:15) is of the opinion that learner leaders should be regarded as an important element in managing the school. However, he emphasises that these learners should be trained in order that they can perform their task effectively.

3.2.1.6 *Disciplinary actions*

It is difficult to separate disciplinary actions from the point system, as in most instances disciplinary actions are preceded by the point system. It is after the accumulation of a certain number of points that disciplinary measures are considered.

The school has several disciplinary actions in place. However, four of these will be discussed due to their particular importance in maintaining discipline in the absence of corporal punishment.

- *Counselling*

The educators observed that they believed more in counselling than in punitive measures, although these are sometimes used in order to maintain discipline without the use of corporal punishment. They pointed out that they are more concerned with considering the causes of problems that learners have or the causes of the misbehaviour. Usually it is the disciplinary committee which deals with the process of counselling although in some instances individual educators also engage themselves in this process when the problem is minor. Educators added that they are concerned with the development of the character of the learner as well as his or her rehabilitation.

In this regard one educator observed:

Our disciplinary committee is rather a counselling committee than a punitive committee. The members talk to the learners. They counsel them and try to tell them how things should be done.

Another educator remarked:

We believe in counselling, we keep on counselling these learners whenever we have a different behaviour. We believe in counselling.

Yet another educator said:

We believe in counselling. So, at times we call such learners and have a talk with such learners who are behaving badly.

Supporting the other educators, another educator remarked:

We attend to the causes of such a problem, looking at the learner's background. We also look at ways of dealing with such causes. This is where counselling comes in.

Likewise, Ngcobo (1988:22) as well as Naidoo and Potterton (1994:7) observe that it is essential to locate and understand the possible causes of the learner's behaviour because it may be in this direction that the problem lies. Moreover, a way of helping the learner after the location of the causes of the problem should be sought. Ngcobo (1988:21) further contends that in as far as a learning situation is concerned, any disciplinary action should be aimed at promoting learning and to facilitate responsible adulthood.

Also in support of the educator's remarks is Fontana (1994:134) who says:

The child should be helped in a friendly and non-judgmental atmosphere, to identify the real nature of his or her problems and to formulate solutions that are appropriate and practical for the particular circumstances in which he or she has to live.

Lund (1996:94) believes that counselling is a useful strategy for working with problematic learners and that schools would be in a good position if they could at least appoint one educator who has been trained as a counsellor.

It is essential that educators who are responsible for counselling learners are friendly and willing to seek solutions for learners' problems. To be effective educators should receive training in counselling.

The educators further pointed out that their belief in the value of counselling has prompted them to seek help from other institutions such as hospitals and universities and from independent professional counsellors. The disciplinary committee in consultation with the learners' parents refers learners with serious problems to such institutions and professional counsellors.

One educator remarked:

We have the university not very far from us which is always open for us to bring learners when we encounter problems. We also make use of the services of the nearest hospital; there is a section there where learners with problems can go for free counselling.

Another educator observed:

The disciplinary committee is more counselling and corrective than punitive. They are the ones who refer a learner to the counselling professionals or counselling institutions.

Yet another educator said:

Whenever necessary, the learner may be referred to a professional counsellor or they may seek advice from these professionals.

In line with the educators' statements, Blandford (1998:72) maintains that after identifying the causes of the learners' problems, it is essential that educators liaise "with people who can help within the local education authority and other relevant organisations." Professional counsellors

would be regarded as people who can help while relevant organisations constitute the nearby hospital and the university.

- Behaviour control

Some educators believe that misbehaviour can be countered by controlling the behaviour of learners. They believe that by rewarding learners for behaviour which is acceptable they will repeat such behaviour and thus correct and acceptable behaviour is maintained. Those who tend to behave negatively will also strive to be rewarded like others. They believe that by rewarding good learners, they increase the learners' level of motivation. This is in accordance with the views of Skinner, the famous behaviourist (Van Niekerk 1996:121-147).

An educator declared:

I also go for behaviour control where I give rewards for those who do the right or correct things. It helps to increase the learners' level of motivation.

Another educator remarked:

We also use a system whereby we reward a learner who behaves himself or herself well. We do this every month. So learners want to be regarded as the best learner at school.

In support of these views, Goodman (1997:53) points out that there are times when rewards can effectively encourage learners to behave in an appropriate manner. In accordance, Blandford (1998:72) is of the opinion that learners tend to repeat behaviour that is rewarded and that focusing on the positive aspect of the learning process is preferable to a focus on punishment and threats. However, Goodman (1997:54) warns that rewards which are planned can inhibit the learners' ability to develop responsible behaviour, as they may rely more on the control of the reward and not on their internal control of doing what is right. In addition, rewards that become

excessive may rob learners of the desire to do what they know is the right thing (Goodman 1997:56). Kerr and Nelson (1998:109) maintain that to strengthen and maintain behaviour educators should use positive reinforcement.

- Punitive measures

The educators also said that the school has some punitive measures in place in order to maintain discipline without using corporal punishment. They contend that they do punish learners when their behaviour becomes unacceptable. Learners are given minor tasks to do. For example, they scrub the classrooms, cut grass, pick up litter and clean classroom windows. However, this is done to indicate to learners that their behaviour contravenes the norms of the school. Punishment is used sparingly only after several warnings and reprimands have been explored to no avail. In this regard it should be noted that Skinner was opposed to the conventional use of punishment in society as a way of suppressing unwanted behaviour (Van Niekerk 1996:124).

One educator remarked:

The learners are told to scrub classes, cut grass and clean the surrounding area by picking up litter.

Another educator stated:

At times, after meetings learners are punished. They are required to scrub classes, pick up papers and slash grass.

Yet another educator also observed:

Sometimes a learner is told that he or she will have to sweep the classroom after school or during break he or she will clean three or four windows. Learners like

to play during break, so they know that if they misbehave they will miss their breaks and thus they try to avoid this.

Adding to the others' statements, another one said:

We do punish learners as educators, but punishment is aimed at correcting learners with love. We don't punish them as a means of hurting them.

Naidoo and Potterton (1994:7), in substantiating this viewpoint, write that educators should not punish learners as a result of losing their tempers, but need to express disapproval of misbehaviour. Punishment also has to be given for the benefit of the learners as well as for the benefits of the whole school or class. They further indicated that punishment should be inflicted only after several means of curbing misbehaviour have been explored. Moreover, Smith (1985:90) points out that punishment should be used sparingly. She believes that punishment quickly reduces the target behaviour and it also serves as a demonstration that educators have authority. As far as she is concerned, punishment may be successful in teaching learners what not to do, but fails in teaching them the correct way to behave. Lund (1996:42) also warns that "Punishment is degrading, breeds resentment and lowers self-esteem."

- Suspension and expulsion

In very serious cases learners are sometimes either suspended or expelled. Educators said they have to be very careful not to contravene the law when suspending or expelling a learner. They observed that they leave this part of the disciplinary action to the school governing body.

An educator remarked:

The school governing body may suspend a learner. However, suspension comes after all means to correct the learner's behaviour have been tried.

Another educator also remarked:

When suspending or expelling a learner, we have to be very careful. We do it according to the government's requirements. After the accumulation of some points and offences that warrant expulsion, the matter is sent to the school governing body which convenes a meeting with the learner and the learner's parents and conduct the process.

In terms of section 9(1) and (2) of the South African Schools Act, Act 84 of 1996, the school governing body of a public school may suspend a learner only after a fair hearing. The school governing body may recommend to the Head of Department that a learner be expelled. This is in line with what the educators' remarks. Suspension should only be considered after every effort has been made to correct the behaviour of the learner (Section 10.2 of the South African Schools Act, Act 84 of 1996).

3.2.2 Educators' role

Educators play a vital role in maintaining discipline in the absence of corporal punishment. They have responsibilities that they as educators have to fulfil in order to maintain discipline at the school.

An educator remarked:

Educators have got a responsibility as well in maintaining discipline. They are assigned to look into the smooth running of the school.

The educators contend that it is their responsibility to build a close relationship with learners and to create a relaxed atmosphere in the classroom. They are of the opinion that learners learn and behave well where the school and classroom atmosphere is free from fear.

One educator said:

We have devised strategies to deal with problematic learners. We need to build a close relationship with learners. One needs to create a relaxed atmosphere in the classroom.

Another educator stated:

If you don't show love to learners they behave in an unacceptable manner. This may be a sign that he or she needs your attention as an educator. So you see, it is important that children be shown love.

One other educator remarked:

Children sometimes need recognition and we need to show them that we recognise their presence. If a child sees that you know and recognise him or her and that you even have time for him or her, then the child will cooperate well in class in order to impress you.

Gartrell (1994:59) substantiates the educators' remarks by saying that educators are obliged to build positive relationships with all learners and help them in feeling a sense of belonging to other learners.

The educators who were interviewed maintained that love and recognition play a role in obtaining the learners' cooperation. They said that they show love to learners and recognise their presence by calling them by their names even outside the classroom situation.

The school has a coaching programme in place which is conducted by educators, and at times they also invite expert guides to guide and encourage learners at school.

An educator remarked:

At the beginning of the year we do what we call coaching. We also invite outsiders to come and talk to our learners and encourage them in their education.

It is also the responsibility of educators to conduct workshops with learner representative members. They are taken to an entertainment or picnic venue where discussions are held. It is in these workshops where disciplinary measures and points allocation are discussed. Educators pointed out that this process helps them in acquainting these young leaders with school rules. Leadership courses are also presented at these workshops.

One educator remarked:

Workshops are usually conducted with the learner representative council members every year in January. This is as a means of involving learners in the process of maintaining discipline. We choose a venue such as the Kruger National Park, Eiland et cetera and take these young leaders there.

Another educator postulated:

At the picnic place we discuss the points allocation. They are given a chance to give inputs and these can lead to some amendments. This helps the learner representative council members to realise that they are also responsible in maintaining discipline at school.

Yet another educator observed:

Leadership courses are also conducted at picnic meetings with learner representative council members. These motivate these young leaders to consider themselves as part of the leadership of the school. That is why they are the ones

who maintain discipline and order in our assemblies for devotions and at extra-mural activities.

In support of what the educators say, Kruger (1996:16) emphasises that even learners with appropriate abilities who are appointed in leadership positions, still need training so that they can perform their tasks effectively. Naidoo and Potterton (1994:6) also declare that positive behaviour can be developed if educators respect their learners and have positive human relations. They state that empathetic educators are those who are respectful to their learners and create an atmosphere in the classroom which allows learners to be actively involved, thus stimulating problem solving.

Kruger (1996:17) again mentions that learners in leadership positions should be seen as junior leaders who are an important part of the school management and have a meaningful role to play.

Thorough preparation for classroom activities on behalf of educators is an essential part of maintaining discipline in the classroom. It stands to reason that a well prepared educator will have strategies and enough work to present to learners in the classroom. Educators view this as a very important aspect in maintaining discipline without the use of corporal punishment.

An educator remarked:

If you go into the classroom unprepared, you are bound to encounter problems. If learners notice that you are not sure of what you are doing, then they may start making noises and behaving in an unacceptable manner. So we need to be experts in the subjects we teach.

In support of the abovementioned, Lund (1996:25) is of the opinion that work well prepared can promote appropriate behaviour. If learners are bored, they are not sufficiently challenged or if they find work irrelevant, they may behave inappropriately. This implies that educators need to be well prepared when they go into their classrooms (Fontana 1994:12 4; Murphy 1995:32).

One educator mentioned that assessing the learners' work continuously, motivates learners to do their homework and their classwork. If learners realise that educators assess their written work, then they are compelled to do their work as opposed to when their assignments are not assessed.

One educator had this to say:

What we normally do as educators is that we control (sic) the learners' books all the time. If learners know that educators control (sic) their books regularly, they will be afraid not to do their work.

In this regard, Fontana (1994:124) has the following to say:

Not only does work that is speedily marked and returned to children help them with their learning, it also helps the educator to monitor progress and help with difficulty. From the class control point of view it helps in addition to provide the lesson with an important area of focus, and to maintain good relations between educator and class.

In addition to their responsibilities in maintaining discipline without the use of corporal punishment, educators pointed out that they have developed certain qualities that also contribute to the excellent discipline at the school. The analysis revealed the following qualities which play a vital role in maintaining discipline in the absence of corporal punishment.

3.2.2.1 *Disciplined educators*

Educators observed that their own self-discipline is the key to effective discipline in the school. Amongst others, this is because the educators are role models for the children. This is in accordance with the well-known social-cognitive theory of learning (stressing the role of observational learning) of the distinguished Albert Bandura (Van Niekerk 1996:149-166).

Educators also maintained that self-disciplined educators maintain discipline easily. They said they respect the decisions of the school management team, the governing body and the learners. Young male educators do not involve themselves intimately with learners. Even those who smoke never smoke in the presence of learners or share cigarettes with them. The school's excellent reputation bears testimony to these claims.

In this respect one educator said:

As you were told that we are disciplined, yes, indeed we are disciplined. Our discipline enables us to discipline our learners.

Another educator remarked:

Discipline is the key to success. Disciplined educators like us maintain discipline easily because we know ourselves what discipline is all about. We are disciplined. We respect the decisions of the school management team, school governing body as well as learners.

Another educator remarked:

Disciplined educators maintain discipline easily at schools. So here we have disciplined educators. We never have the history of an educator having an affair with learners. This is an important fact. This is the other issue why we are maintaining discipline easily.

Yet another educator observed:

We have young gentlemen but they don't involve themselves with learners at all. We don't abuse learners in this school. Those who smoke don't share cigarettes with learners, and they also don't smoke in the presence of learners.

In their view to be models as educators is important in maintaining discipline at school.

In supporting the educators, The South African Council for Educators' Code of Conduct, section (3.1) requires educators to avoid any form of humiliation and to refrain from any form of child abuse, physically or psychologically. Educators are also required to refrain from any form of sexual relationship with learners or sexual harassment of learners.

3.2.2.2 *Dedicated and committed educators*

Educators pointed out that they are dedicated and committed to achieving the mission of the school. This is one aspect that enables them to maintain discipline at the school without the use of corporal punishment. To them, maintaining discipline successfully needs commitment and dedication. Knowing the home situation of the learners is important if discipline is to be successfully maintained.

One educator observed:

We are all committed to the work that we are employed to do, so much that we work towards the betterment of this school. This results in us working hard to maintain discipline even when corporal punishment is abolished.

Another educator remarked:

One should be dedicated and committed in order to win problematic learners because winning them has an influence on winning the whole class.

Yet another one stated:

Love plays a role in disciplining learners, because if one is dedicated not only in teaching them in the classroom situation, but also be concerned in knowing who

they are, where they come from, discipline is easy to maintain, as learners don't just come out to be problematic in the classroom.

Educators felt that dedication implies that they even desire to know the learners' home environment. Only committed educators try to find out who the learners really are and what their home environment is like.

According to the literature review, if educators are aware of the circumstances of learners at home, then their instructional task is easier (Kruger 1999:9). This suggests that the educators should begin visiting learners' homes to observe the situation there. Moreover, Blandford (1998:32) maintains that educators have to be aware of the difficulties and pressures caused by unhealthy relationships and the impacts of factors such as unemployment, homelessness, disease as well as family bereavement.

3.2.2.3 *Motivated educators*

Another aspect that educators highlighted that enables them to maintain discipline in the absence of corporal punishment is their motivation. They observed that they are motivated by incentives they sometimes receive after certain achievements. The discipline that they have at the school contributes to their good matric results which in turn motivates them to work harder. The school management team also organises workshops for educators.

One educator remarked:

I cannot say that there is anything that we are doing to ensure that the educators are motivated, but I want to believe that they are motivated by their behaviour: what they do trying to guide, trying to lead, trying to educate the learners.

Another educator remarked:

We feel very proud of the matric results that we are achieving. This, I think, on its own motivates us.

Yet another educator said:

We have workshops and some incentives that we receive after some achievements. This seems to motivate us.

Steyn (1996:17) points out that motivated employees will always look for better ways of executing their work. This can only be done if these employees are serious about doing so. Employees' full potential can be realised when the concepts and theories relating to worker motivation are understood (Steyn 1996). The management team here understands that the principles of incentives would enhance educator performance which, in turn, helps in maintaining discipline without the use of corporal punishment. Educators as employees need recognition for work well done (Steyn 1997:62).

3.2.2.4 Teamwork

Educators highlighted that they practise teamwork in the school. This enables them to deal with issues of discipline easily. There are teams that deal with different aspects such as late coming, the wearing of uniforms, absenteeism and discipline in general. Learners are also aware that educators work as a team and they know that they will not receive sympathy from any other educator if they misbehave. Educators are proud of the cooperation that they offer one another as far as disciplining learners is concerned.

One educator said:

Cooperation among educators has helped a lot in minimizing problems. Even the learners know that the educators work as a team. We also have the saying:

“Working together we pass a ball from one person to another”. So learners know that if they offend one educator they have offended the rest.

Another educator remarked:

We have teams or committees dealing with different aspects of maintaining discipline. We have a committee for late coming, we have a disciplinary committee, we have a sports committee and other committees, so we work as a team; we work together, everybody is responsible.

One other educator observed:

We have a team that deals with uniform wearing. If a learner has no uniform he or she explains to the team. If the team is satisfied the learner is given a letter which is shown to every educator who enters the classroom.

The literature supporting what the educators said points out that educational leaders should ensure that staff members are placed into groups where they will be supported by other members (Prinsloo 2000:70). Working as part of a group or team is advantageous in that there is cooperation among the members and they are motivated to achieve a common goal. The members of a group or team obtain better results and the quality of their work and performance is high (Prinsloo 2000:71). Van der Westhuizen (1991:299) also maintains that effective educational leaders always plan their tasks within the context of a group in a variety of circumstances.

The school management team has established different teams in this regard for dealing with different tasks. These teams have one common goal in mind: the maintenance of discipline at the school which leads to effective teaching and learning.

3.2.3 Learners' role

Besides the learners' representative council, which has been given responsibilities to ensure that discipline is maintained in the classrooms, there are class leaders who are elected by learners in the classrooms to ensure that attendance, behaviour and other classroom matters are in order.

One educator remarked:

We use period registers which are marked by class captains after every period. Every educator also attends to this when he or she enters and leaves the classroom.

Another educator said:

During the lessons they are also involved and they attend to class registers as the school progresses.

Yet another educator remarked:

There is a class leader who monitors misbehaviour in class, such as making noise, disturbing others, et cetera. The class leader informs the class educator about such incidents.

Those who are not class leaders are also involved in identifying inappropriate behaviour. They inform class leaders when others are absent, are not wearing uniforms or of any other aspect.

An educator observed:

Learners also help to identify those who are not in uniform. If someone is not in uniform they tell class leaders who will report this to educators. They also help each other in class in order to maintain order.

Literature in support of the educators' observations maintain that learners should be involved in all spheres of school life by entrusting them with some elements of the school programme. This ensures the development of their skills so that they may assume responsibility in the school context (Kruger 1996:15). Accordingly, Smith (1985:11) observed that learners should be regarded as fellow participants in the educational process. Their participation motivates them to cooperate willingly. Badenhorst (1996:68) adds:

Pupil leaders have a special task and place in our schools. They make an important contribution to the maintenance of order and discipline and form an essential link between the pupil population and the management team of the school.

3.2.4 Parents' role

The role of parents can be divided into two subcategories, namely: *cooperative* parents and *involved* parents.

3.2.4.1 Cooperative parents

Educators contend that the parents of the learners at the school are cooperative. In many instances, after learners have accumulated a certain number of points, parents are invited to come to school and they do respond. The cooperation that parents offer educators enables them to accomplish their plans. Parents together with educators talk to the learners about their misbehaviour. The educators also said that such actions bear fruit. Parents are viewed as playing a major role in maintaining discipline in the school without the use of corporal punishment.

An educator said:

It becomes difficult when parents do not cooperate. We cannot accomplish our objectives if we do not work with parents. Parents play a very prominent role in maintaining discipline in this school. When learners are talked to in the presence of their parents they tend to change their behaviour. If parents don't come then we have a problem.

In supporting the educators' comments, Kruger (1999:5) points out that learners cannot be adequately disciplined without cooperation between parents and educators. In this regard, Blandford (1998:32) has this to say: "An active partnership between parents and school offers great benefits". According to Squelch and Lemmer (1994:93) these benefits include improved school performance, reduced drop-out rates, a decrease in delinquency as well as more positive attitudes towards school.

A concern that educators voiced related to parents who, when asked to come to school, do not comply. They said this makes it difficult for them to deal with negative behaviour of learners. However, such learners are suspended until the parents attend an interview with the principal and/or the disciplinary committee.

One educator remarked:

There are not many cases where parents don't come to school when we ask them to come, but we do have them. This really makes it difficult for us to deal with discipline the way we would like to deal with it. In such cases parents end up wasting their own children's time, because we won't allow them back in class if they are not accompanied by their parents.

Another educator remarked:

Sometimes some of the parents have to be invited for the third or fourth time before they can come to school and in these cases when parents do not turn up, we temporarily suspend the learner until the parents come to school.

In substantiating the educators' remarks, Wheldall (1992:24) is of the opinion that parents should be contacted as early as possible when things begin to go wrong with their children at school. By cooperating, parents can ensure that learners' behaviour is acceptable, that they arrive at school on time and wear suitable clothing. Parents can also ensure that learners complete their homework on time (Blandford 1998:32).

3.2.4.2 *Involved parents*

Parent involvement plays a vital role in this school in maintaining discipline without using corporal punishment. Educators credit this involvement to the high level of literacy of the majority of parents in the school.

Educators also regard themselves as fortunate to work under such conditions. They contend that the parents understand what the education of their children means and thus involve themselves in the education of their children. To the educators, this is why they are able to maintain discipline in the school without using corporal punishment. They also observed the importance of involving parents in the affairs of their children at school.

An educator observed:

To be honest, the involvement of parents in the affairs of learners has a positive impact. The learner feels that he or she may embarrass his or her parents if he or she behaves unacceptably and fears that the personal relationship with the parent at home may deteriorate. As a result, learners are somehow forced to behave well at school to avoid their parents coming to school.

Another educator remarked:

Parents of learners in this school are literate. They understand what the education of their children means and therefore involve themselves in the education of their children.

Yet another educator said:

Parents are so involved that they even submit letters to school if their children were not at school for some reason or if their children have been to the doctor they provide us with medical certificates to prove that the learner was absent for medical reasons.

Accordingly, Kruger (1999:8) notes by becoming involved, parents are likely to ensure that the values, direction and the character of the community are established and maintained at school. Not only does parent involvement improve attendance, but also helps eliminate problems related to learning and behaviour (Kruger 1999:9). Communication between parents and educators should be continually maintained, because a team effort in the education of learners is essential (Smith 1985:76). Ngcobo (1988:24) also concludes that if parents don't involve themselves in disciplining their children, any programme related to behaviour change that the school may embark upon cannot be effective. Vandergrift and Greene (1992:5) state that the fact that parents are supportive and active is what makes them involved.

Educators also pointed out that parents are also involved in maintaining discipline of their children at home which enables the school to maintain school discipline easily. To them, discipline at home forms part of the school discipline. They contend that they need help from parents in order to maintain discipline without the use of corporal punishment.

One educator remarked:

Parents discipline their children at home. Then it becomes easy for us to discipline them at school.

Another educator also remarked:

Parents must help the school, they must work with us. They must not leave everything to the school. They must also play a role.

Yet another educator said:

Parents are playing a very important role at their homes and families. This means that they should be encouraged to build a good foundation of discipline at home.

In agreement with the educators' remarks, Lund (1996:73) postulates that children are likely to misbehave at school as a result of factors that influence them at home and thus parents need to be involved in resolving learners' problems.

The involvement of parents also stems from the fact that they guide their children at home as far as the learning process is concerned. They check their children's books to see if their books have been marked. They also ensure that their children arrive at school on time by providing different kinds of transportation.

One educator said:

Parents support their children and guide them in their education. I want to believe that they give guidance in their children's school work and the required behaviour.

Another educator said:

The parents also help learners to come to school on time. Some bring them with their own cars while others pay taxis and buses for them. This enables learners to arrive at school on time.

Thus, educators view the maintenance of discipline at the school as a responsibility of educators, learners, parents and the system that the school has established.

3.3 FIELD NOTES

Field notes will be discussed with regard to aspects such as appointments, interviews and transcription of tapes.

3.3.1 Appointments

Educators honoured their appointments except for a very few cases where appointments were cancelled by some who had to observe their periods in different classrooms. Both the focus group interviews were conducted as scheduled.

3.3.2 Interviews

Educators were willing to share how they maintain discipline in the absence of corporal punishment. They enjoyed the fact that the interviews were tape recorded. This is confirmed by the way that they shared jokes during the interviews. They also required the researcher to play the tapes for them to ensure that their responses were captured accurately.

3.3.3 Transcriptions

The transcription of the interviews was easy because the recordings were very clear as a result of the high quality tape recorder that was used and the fact that all interviews were conducted indoors.

3.4 CONCLUSION

Educators pointed out that they are successful in maintaining discipline in the absence of corporal punishment. They credit their success to the system the school has established and to the involvement of learners and parents in the affairs of the school. They emphasised that the parents' cooperation and involvement in the education of their children are of paramount importance.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

The main research question of this dissertation is: How can effective discipline in school and classroom management be maintained? A school where effective discipline is maintained was selected and their management of discipline studied.

The conclusions and limitations of the research as well as the recommendations will now be discussed.

4.2 CONCLUSIONS

It is important that discipline be maintained in the absence of corporal punishment. Effective teaching and learning cannot take place where there is no discipline. It is possible that discipline be maintained without the use of corporal punishment as long as alternative mechanisms are established. Effective discipline is not automatically achieved without any effort to try and curb misbehaviour. In fact, corporal punishment was a mechanism used to curb misbehaviour. However, it has become unlawful in South Africa just as in many countries of the world. This is because the Constitution of the country needs to be upheld as well as other laws related to the abolishment of corporal punishment. Research has also shown that corporal punishment has never been successful in maintaining discipline (Otto 1999).

The results of the investigations have been discussed in the previous chapter. It has been found that the school system, educators, learners and parents all play a vital role in maintaining discipline in the absence of corporal punishment. The cooperation, commitment and dedication of all role players are key aspects that ensure that discipline is maintained without using corporal punishment.

Moreover, the school management plays an important role in overseeing the maintenance of discipline.

Entrenched in the school policy is a system known as the point system, where learners accumulate points for offences that they commit. After a certain accumulation parents are invited to school to deal with learners' problems together with the disciplinary committee. A Code of Conduct for learners reflecting expected behaviour and the number of points that have been accumulated for violating behaviour, is available. A classroom policy drawn by educators and learners is also accessible.

The school governing body of the school is functional. Its members avail themselves at school even when there are no problems. They hold meetings monthly or twice a month.

The members of the learners' representative council maintain order and discipline in the morning assembly and at extra-mural activities. They are also represented in the making of the school rules.

The standard tutor is an educator who works as a link between the learners and the school management team. He or she attends to classroom matters pertaining to a particular grade before the school management team is involved. He or she is assisted by classroom leaders and class educators where necessary. Counselling is the most important disciplinary measure that is used by the standard tutor. Most of the time he or she tries to locate the causes of the problem or misbehaviour so that the learners could be counselled. Use is also made of counselling institutions as well as counselling professionals. Punitive measures are used sparingly and only after verbal warning and counselling have been explored. The tutor also involves learners in compiling rules and in helping to maintain them in a democratic way.

Educators as well as parents have a role to play in the maintenance of discipline. Educators believe that their success is mainly based on their own self-discipline, dedication and commitment as well as the teamwork that prevails at school. Parents know exactly what the education of

their children means and as a result they cooperate with the school and involve themselves in the education of their children.

4.3 LIMITATIONS

The aim of the study is not to generalise. Hence, the research was limited to only one school which demonstrated effective discipline. This school may serve as an example for other schools with disciplinary problems. Further research for generalisation purposes could be undertaken if desired.

4.4 RECOMMENDATIONS

This research results in the following recommendations:

4.4.1 The availability of an effective school system

Management and school communities should establish a clear system that can be followed in order to maintain discipline without the use of corporal punishment. Schools should make it a priority to develop a school policy as well as a Code of Conduct for learners. This should be done within the framework of the Constitution as well as the South African Schools Act, Act 84 of 1996. Schools should not ignore the establishment of statutory bodies such as school governing bodies and the learners' representative councils, as well as non-statutory bodies to help maintain discipline.

4.4.2 Parent involvement

Educators alone cannot manage to discipline learners successfully without the assistance of parents. Therefore management should ensure that parents join hands with educators in order to correct the negative behaviour of learners. Educators need to consider parents as active

participants in the disciplinary aspects of learners. In this regard, communication with parents and parent evenings are important.

4.4.3 Parent programmes

Sound discipline at home contributes directly towards discipline at school. Parents should therefore be encouraged to deal with aspects of discipline at home. In this regard schools should consider establishing programmes where parents are encouraged and workshopped with regard to discipline at home. These could be facilitated by school managers.

4.4.4 Commitment of educators

Educators can maintain discipline successfully if they are committed and loyal to their profession. Effective teaching and learning takes place where discipline is maintained. Not only should learners be disciplined, but educators also so that learners can emulate them as role models. Thereafter educators should be encouraged and rewarded by management for commitment and dedication.

4.4.5 Teamwork

Educators should never underestimate the value of teamwork in their profession. It is through teamwork that educators become fully responsible for all their duties. Managers are thus advised to establish teams at schools that work together in maintaining discipline.

4.4.6 Counselling

Management can play an important role with regard to establishing a counselling service at school where at least one or more educators are made responsible for matters pertaining to counselling. If educators trained in the field of counselling cannot be employed, then inservice training as far as counselling is concerned should be conducted. Such training could also include relevant

aspects of education law. It may be due to a lack of knowledge of education law that educators are under the impression that the abolishment of corporal punishment has disempowered them with regard to effective discipline.

4.4.7 Alternatives to corporal punishment

The National Department of Education has released a document which provides guidelines on what educators and governing bodies can do to maintain discipline in the absence of corporal punishment. Schools should follow these guidelines as well as guidelines given for consideration by governing bodies when adopting a Code of Conduct for learners. In this regard, management can play an important role.

4.5 SUMMARY

The following research question motivated this study:

How can effective discipline in school and classroom management be maintained?

To answer the question, a school was selected which had excellent discipline as demonstrated by their good matric results. A qualitative research approach was used. Phenomenological interviews and focus group interviews were conducted which were complemented by observation with the answering of the research question.

Results indicated that the school system (including school and classroom policy, the standard tutor, bodies such as the school governing body and the learners' representative council as well as the specific disciplinary actions used) are all important aspects of maintaining discipline at school. The discipline, dedication, motivation and teamwork of educators as role models for children are also significant for the upkeep of discipline.

However, the learners themselves as well as the cooperation and involvement of parents play a vital role in maintaining discipline in the absence of corporal punishment. Thus, the cooperation, commitment and dedication of all role players are key aspects that ensure that discipline is upheld without using corporal punishment.

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APPENDIX A

| RULES | DEBITS | POINTS |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| R1 | APPEARANCE School uniform, nails, hair, jewels. One inspection only. Not 5 points for every mistake | 5 |
| R2 | Late for school/class | 5 |
| R3 | Littering inside or outside | 5 |
| R4 | BAD BEHAVIOUR Damaging other's property Bump each other Spitting | 15 15 15 |
| R5 | DISOBEDIENCE Not assembling in rows Making noise in the class & assembly | 5 5 |
| R6 | UNACCEPTABLE BEHAVIOUR Bully/Threat/Intimidate Deliberate causing injuries Swearing Making ritualistic remarks Shouting at teachers Damaging vehicles Pointing or scratching buildings Basking in the sun during school hours | 60 |
| R7 | SMOKING Self smoking/or spectator Self smoking or taking cigarette from other person Smelling of tobacco smoke Smoking in school uniform outside school area | 60 60 60 60 |
| R8 | AREA OUT OF BOUNDS Entering classroom through windows Entering classroom without permission In change room of staff In hall without permission Printing, Computer, Storerooms and hostel without permission | 20 20 20 20 20 |
| R9 | DAMAGING PROPERTY Scratching or writing on walls/tiles outside Any marking with any object Wet paper at ceiling/Pritt at ceiling Breaking something whilst at area out of bound Leading furniture outside | 20 20 20 50 |

| | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| R10 | POSSESSION/USE OF ALCOHOL/FIREARMS OR ANY OTHER WEAPONS/BANNED READING MATERIAL/CRIMINAL RECORD/INSIDE OR OUTSIDE SCHOOL Drinking of alcohol or consuming alcohol Possession of alcohol, use of alcohol, possession of fire arm, possession of drugs, use of drugs, satanic material/any kind Criminal record (School related) | Full points Suspension Expulsion Expulsion Expulsion |
| R11 | CUDDLING AND KISSING IN SCHOOL UNIFORM ON SCHOOL PREMISES AND ON SCHOOL PREMISES WITHOUT SCHOOL UNIFORM Holding hands Cuddling | 20 40 |
| R12 | In possession of cigarettes/tobacco in suitcase or found in possession | 50 |
| R13 | UNDER THE INFLUENCE OF ALCOHOL/DRUGS Under influence of Alcohol Under influence of Drugs | Full points Full points Full points |
| R14 | Leave school premises without permission Sign out with a forged letter | 20 |
| R15 | THEFT Food and Sandwiches School equipment Homework | 20 100 20 |
| R16 | NEGLIGENCE Forget homework x3 Books at home x3 Subject Teacher keeps track of offences | 15 |
| R17 | Absent from class without permission | 20 |
| R18 | Poor test results (Quarterly reports) Poor cycle/Exam results | Full points Call parents |
| R19 | Trespassing | 10 |

1. After the loss of 75 points parental contact will be made.
2. After the loss of 100 points parents will be contacted immediately for an interview.
3. When the 100 points are accumulated, parents will always be notified for every 10 points earned.
4. After 100 points - will the Governing Body suspend a pupil with the option to expel.
5. No pupil that reaches 75, may become a member of the Student Council or Prefect Body.
6. Under no circumstances shall a learner who accumulates 75 points and above be elected as a member of the Student Council or Prefect Body.

PARENT SIGNATURE: **LEARNER:**

DATE:

APPENDIX B

| PERMISSION SLIP | PERMISSION SLIP |
|------------------------|---------------------------------|
| Name: | Permission is hereby granted to |
| Date: | Std. |
| Std: | Reason: |
| Permission for: | |
| | Will be back: |
| Signature: | PRINCIPAL |