

**QUIET TIME PROGRAMME (QTP) AS A MODEL
FOR MANAGING DISCIPLINE IN PRIMARY
SCHOOLS IN CHATSWORTH, DURBAN**

by

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DECLARATION

STUDENT NUMBER: 539-606-9

I declare that this dissertation of limited scope titled **Quiet Time Programme (QTP) as a model for managing discipline in primary schools in Chatsworth, Durban**, 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.

MRS LUCILLA GOVENDER

DATE

DEDICATION

I dedicate this dissertation to my family, friends and the TM co-ordinators
who taught me that one
can triumph over pain and tragedy. You have given me immense love, joy
and support any individual could wish for.

TM has taught me to become more peaceful at the same time energetic.

My wish is to pass these on to as many people as possible.

Thank you

***When discipline is sown like a good seed, it yields a harvest of things
that fulfill and satisfy us-things that make us happy and release peace
and joy in our lives.***

Joyce Meyer

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RESEARCH ABSTRACT

The purpose of this study was to investigate the Quiet Time Programme as a technique to maintain learner discipline in primary schools in Chatsworth, Durban.

Data regarding the impact of the Quiet Time Programme on positive discipline was collected. Questionnaires were used to collect the data. Data was collected from principals, educators and learners. Three primary schools in Chatsworth were used. A quantitative research approach was used in this study.

The empirical investigation revealed that there are many learner discipline issues that educators are faced with on a daily basis. The investigation also demonstrated the ineffectiveness of the alternatives to Corporal Punishment that are used at schools currently. This study introduced the Quiet Time Model. Principals, educators and learners revealed their perceptions of the Quiet Time Programme.

The study concluded with the discussion of the major findings emanating from the data analysis. Recommendations have been provided to schools for drawing up their discipline policies. The role of the principals, parents, educators and learners play in creating an environment conducive to teaching and learning must be considered. Some techniques to keep all stakeholders interested and inspired in the implementation of new discipline techniques are provided.

KEY WORDS: Quiet Time Programme (QTP); alternatives to corporal punishment; ineffectiveness of discipline techniques; self-esteem; healthy relationships; school climate; positive culture of teaching and learning; positive discipline

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ACRONYMS AND ABBREVIATIONS

- **QT** – Quiet Time
- **QTP** – Quiet Time Programme
- **TM** – Transcendental Meditation
- **CP** - Corporal Punishment
- **MEC** – Member of Executive Council
- **USA** – United States of America
- **ADD** – Attention Deficit Disorder
- **ADHD** – Attention Deficit Hyperactive Disorder
- **SGB** – School Governing Body

Synonymous terms used in the study:

pupil and learner

educator and teacher

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CHAPTER 1

FRAME OF THE STUDY

1.1 INTRODUCTION AND RATIONALE

Schools have undergone major changes since South Africa became a democratic country. After 1994, the post-apartheid South African education system was subjected to rapid and on-going curriculum changes. In keeping with democracy, there were policy changes, allocation of teaching staff and a decentralization of responsibility to school governing bodies (SGBs). The migration of pupils from rural to urban schools had an impact on the culture and climate of existing schools. Teachers particularly, have been faced with many challenges in their daily tasks at school. One of the biggest challenges facing teachers today is the on-going need to address problem behaviour (Colvin 2010:1).

Discipline problems in schools are on the increase. This is due to the fact that, after the banning of corporal punishment all South African schools in 1994, there are limited effective techniques being used to promote positive discipline. The stress of discipline problems, handling pupils with diverse needs, pressure from the management and parents to improve academic achievement have all impacted on the culture of teaching and learning (Colvin 2010:1). With the onslaught of these pressures, educators are faced with a new calibre of learners who are different to the learners of the past two decades, particularly in the area of discipline.

Many educators face daily struggles in schools with the issue of learner discipline (Asmal 2001:1). Poor learner discipline has been known to be a common stressor for educators. This includes having to deal with disruptive behaviour, negative attitudes towards school work, aggression and violence (Schulze & Steyn 2007:695). The learner discipline problems mentioned will

be further discussed in Chapter two. It is important for educators to understand learner discipline.

According to Le Mottee (2005), discipline entails the care and respect towards others and towards oneself. It is there to create the emotional and social safety that each person in the social system needs in order to self-actualize. Discipline is not about controlling others but is rather there to help children to learn to control themselves (Le Mottee 2005). To do this educators need techniques and strategies to engage learners in the learning process. Although Corporal Punishment has been banned, alternative ways of dealing with disciplinary problems are yet to be developed (Schulze & Steyn 2007:692). Each school is now left with the responsibility of identifying and implementing alternative disciplinary practices and procedures (Asmal 2001:1). Section 8 of the RSA Schools Act 84 of 1996 makes provision for all public schools to adopt a Code of Conduct for learners. The Guidelines for the Consideration of Governing Bodies in Adopting a Code of Conduct for Learners provides useful ideas for schools to use to draw up their own Code of Conduct. The purpose of the Code of Conduct, according to the guidelines, is to promote positive self-discipline and exemplary conduct as learners learn by observation and experience.

Furthermore, the emphasis is on positive discipline, which should be aimed at restoring rather than at destroying the relationship between the educator and the learner. Positive discipline is not punitive and punishment-orientated. It also aims to facilitate constructive learning and will eventually lead to self-discipline (Asmal 2001:10-12). Corporal Punishment, on the other hand, tends to develop aggressive hostility as opposed to self-discipline (Porteus, Vally & Ruth 2001).

Against this background, the Principals' Association in Chatsworth held a Professional Development Workshop for all educators in Chatsworth to introduce an alternative to Corporal Punishment. The technique that educators were introduced to was the Transcendental Meditation technique. In primary schools it is known as the Quiet Time Programme (and will be

referred to as QTP in the text). Transcendental Meditation (TM) is a simple, effortless and non-religious technique, which requires the individual to sit quietly with his/her eyes closed for two twenty-minute sessions. However, primary school learners are required to sit quietly with their eyes closed for two ten-minute sessions, at the beginning and end of the school day (Rosenthal 2011:174). Educators and learners from the Consciousness Based School in America presented their experiences as TM practitioners at a Staff Development Workshop held in Chatsworth, Durban in 2009. This technique was introduced fifty years ago by Maharishi Mahesh Yogi. At the workshop, the co-ordinators referred to many scientific findings which concluded that TM reduces stress and promotes creative thinking. Furthermore the co-ordinators stated that it is during the meditation period that the patterns of the brain activity are ordered. The ordering of the brain waves enables an individual to discipline and calm the mind (Levine 1976:187). The co-ordinators explained the benefits of the TM technique. Creativity, inner happiness, a natural desire to learn, improved attention and focus, as well as decreased learning difficulties and behavioural problems were some of the benefits discussed. The educators agreed that they were presented with an alternative that would bring about a positive change in themselves and the learners. It is against this background that the topic of the Quiet Time Programme as a technique to foster positive self-discipline was formulated. However, implementing the programme at schools is a subject to be discussed and approved by the governing bodies of each school.

1.2 PROBLEM STATEMENT

Schools as organisations aim to provide a safe, warm, tolerant, positive, democratic and co-operative environment in which teachers are committed to teach and learners are motivated to learn. Schools strive to provide a safe place for learners and educators. However, recent newspaper headlines indicate otherwise. Headlines such as “Apathy is causing concern in education” (Maluleka, S. 2012. Daily News 18 August); “Illegal corporal punishment in KZN surges by 50%” (Anthony, L. 2013. Daily News, 11 July) and “Vryheid pupils terrify teachers” (Bowman, C. 2012. Sunday Tribune 30 September) indicate that the teaching and learning process in schools is being adversely affected.

The study sought to understand the underlying reasons for learner discipline deteriorating. From the experience of the researcher as an educator, it has been found that the learners are increasingly adopting a ‘don’t care’ attitude towards schoolwork. Learners of the 20th century are exposed to so much educationally than learners of the past. In view of these facts there are still learners who come to school for the sole purpose of causing disruptions in the classroom instead of learning. The continuous teasing, picking on and bullying of others are becoming annoying for educators and parents. Parents and educators make every effort to talk to their learners about their behaviour. Unfortunately this has had very little impact. Parents who visit schools also seem helpless when it comes to disciplining their children. Hence, this study of the introduction of the Quiet Time Programme as a means to maintain discipline has been undertaken. The researcher is led to believe that, by giving the learners some peace and quiet, they will develop an intrinsic motivation to learn, behave and develop some self-control.

1.3 PURPOSE STATEMENT

Conversations with fellow colleagues always bring about the subject of stress. Studies indicate that there are more and more teachers going on sick

leave because of stress-related problems (Austin, Shah & Numcer 2005:64). The lack of discipline in schools; the abolishment of Corporal Punishment, unmotivated learners and the redeployment of staff are all factors that contribute to teacher stress (Olivier & Venter 2005:186). Many educators experience a low morale in that there is no support from education authorities on the issue of poor learner discipline. Very little practical value concerning discipline is taught to teachers during training, and most principals lack the necessary skills to give the teachers guidance if they are unable to cope (Jackson 1994:1). The education department released the Handbook on Alternatives to Corporal Punishment in 2001 long after Corporal Punishment was banned. The Handbook was sent to the schools without offering workshops by the education department. The Handbook outlines the avenues teachers can explore. It also makes mention of professional psychologists to help. However, these professional medical experts are not readily available to schools. To add to these woes, Guidance Counselling departments were shut down in primary schools and Inclusive Education became the norm.

Educators need help desperately to keep their heads above water in maintaining discipline in the classroom. To learn even the basic reading, writing and mathematics requires a disciplined response from the learner (Jackson 1994:5). At present educators are continually assessing and changing the alternatives they use to maintain discipline without Corporal Punishment.

1.4 SIGNIFICANCE OF THE STUDY

I am Head of Department at a primary school. I am part of the Management Team that deals with various functions at the school. One of them is dealing with the discipline problems of learners. From my experience, indiscipline is increasing. I have addressed educators on discipline on a number of occasions. Learner discipline is not improving. There is always some new discipline problem to handle. I have been tasked with finding different

alternatives as 'one size does not fit all'. I find that I am failing in that I am not giving educators any effective strategies to deal with the numerous discipline problems that they encounter. Over and above all of this, handling discipline issues takes a lot of time which could be better spent on teaching. Unresolved discipline issues and speaking to the same culprits all the time cause extreme stress and frustration for learners, educators and management.

My motivation for this research study came from a Professional Development Workshop I attended in 2009. This workshop was hosted by the South African Principals' Association based in Chatsworth, Durban. The workshop was about Consciousness Based Education. This type of education is achieved by the practising of Transcendental Meditation (TM) or Quiet Time by the learners. Research studies presented concluded that the practice of TM improves self-esteem in individuals (Childs 1974: 577). The results showed that these learners are more interested and focused in the classroom. These focused learners show an improvement in their behaviour as well as in their academic performance (Nidich & Nidich, 1989: 302-304).

After the workshop I was convinced that the Quiet Time Programme (QTP) as a technique will improve learner discipline. The purpose of this study presents a model which can be used as a technique to maintain and promote positive discipline. The model being referred to is the QTP in primary schools. The implementation of such a model was explored so that it can also be beneficial to other primary schools as a means to promote positive and supportive discipline. The QTP is considered as a positive option for maintaining discipline in primary schools, since it does not require paper work and unnecessary record keeping.

The implementation of the QTP proposes to build positive self-esteem and the maintaining of healthy relationships between learners and educators. These are important values that are needed for learners to meet the challenges of secondary school. Once learners feel confident about themselves in the primary school, it is less likely for them to become high

school bullies. The impact of the QTP on the drop-out rates in secondary school learners is to be investigated. Most importantly, it is envisaged that the QTP develops learners into morally, socially acceptable and self-disciplined human beings.

1.5 CONCEPTUAL FRAMEWORK

In primary schools the Quiet Time Programme (referred to as QTP in the text) is given this name because all participants are required to be quiet for two ten-minute sessions per a day. Educators also practise QT, but then it is referred to as Transcendental Meditation (TM). TM is a simple, effortless and non-religious technique which requires the individual to sit quietly with his/her eyes closed for two twenty minute sessions. Educators do their TM in their own time. I decided to use the QTP after listening to and reading the success stories from schools across the globe that practise Quiet Time.

The schools in Chatsworth showed much interest in the programme. A few schools decided to implement QTP, with learner discipline being the main focus. This study is conducted to ascertain the benefits of the QTP on learner discipline. I wanted to investigate the impact of the QTP on the important components of teaching and learning: developing learners who display positive self-esteem and ultimately, positive learner discipline. A model which is presented in Chapter 2, was developed for this study.

1.6 RESEARCH QUESTION

The study, from this point, was guarded by the following question in seeking to understand the learner discipline problems that educators are faced with, and to analyse the effectiveness of the discipline strategies that educators use. The study presented a discipline technique in the form of a model called the Quiet Time Programme (QTP) to maintain discipline in Chatsworth primary schools.

How effective is the Quiet Time Programme (QTP) as a model for managing discipline in public primary schools in Chatsworth, Durban?

1.6.1 Sub-questions

- 1.6.1.1 How do the teachers rate the present techniques used to maintain discipline?
- 1.6.1.2 What are the perceptions of the learners, educators and principals using Quiet Time Programme as a technique for instilling positive discipline?
- 1.6.1.3 How does the QTP contribute to positive discipline in primary school pupils?

1.7 RESEARCH METHODOLOGY

Research methodology is systematic and purposeful. Procedures are not haphazard activities. They are planned to yield data on a particular research problem (McMillan & Schumacher 2001:31). The framework for the research includes beliefs about the nature of reality (ontology); the theory of knowledge that informs the research (epistemology); and how that knowledge may be gained (methodology) (Tuli 2010:105). These will be discussed in the paragraphs that follow.

1.7.1 Research design

A descriptive quantitative approach has been used in this research study. Descriptive research relies on observation as a means of collecting data. Observation can take many forms. People can be interviewed, questionnaires can be distributed and visual records can be made. This study used the questionnaire to collect the data (Walliman 2001:91). The study was conducted at three primary schools in Chatsworth, Durban, South Africa. Educators, principals and learners rated their perceptions on the QTP. By undertaking a descriptive analysis the researcher intended to present the QTP as a technique to promote positive discipline.

1.7.2 Issues of ontology and epistemology

The quantitative approach seeks to answer questions on the benefits or harmful effects of the QTP through a questionnaire. The researcher explained the discipline problems at the primary schools in Chatsworth. The study also mentioned the types of discipline techniques that educators are using currently. The researcher then introduced the model of the QTP as an alternative technique to maintain discipline. The foundationalist ontology, which refers to the set of beliefs from which our knowledge may be deduced, leads to a positivist epistemology which focuses on observable and measureable social phenomenon (Grix 2004). The concept of the QTP and its impact on positive discipline was measured through the responses indicated on the questionnaire.

1.7.3 Research paradigm

This study followed a post-positivist paradigm. Positivism is the foundation of quantitative research (Neuman 2003). Positivism seeks to understand the QTP and how learners and educators perceive the programme. Objective data is obtained through questionnaires. Although the data was collected

objectively the researcher could not completely detach herself from the research.

1.8 DATA GATHERING TECHNIQUES

Data for this research study is collected through a structured questionnaire. The questionnaire was in the form of a table and follows the Likert-Scale format. The data was collected using three questionnaires. Questionnaires are completed by educators, learners and principals respectively. A covering letter was included for each questionnaire. The letters explained the study to the participants.

1.9 SAMPLING TECHNIQUES

Purposive sampling was used in this study. Educators, learners and principals who attended the Professional Development Programme and those who have some knowledge on the QTP were chosen. Three schools in Chatsworth were selected. The schools are public multiracial urban schools. There are learners from different religious and cultural groups in these schools. The schools receive little funding from the Department of Education. They find it very difficult to collect outstanding school fees from parents. These schools are the first three schools who decided to implement the QTP. Most teachers at the schools are trained in the TM programme.

1.10 RELIABILITY AND VALIDITY

A questionnaire provides objective data. The questionnaire followed the Likert-Scale structure. To increase reliability, five categories are used for the educator and principal questionnaire. The learner questionnaire consisted of three categories. A pilot test was administered to improve reliability. In this way ambiguous questions were identified and not included in the final questionnaire. The items are presented in a table form to ensure that the data was analysed effectively. Every effort was made to collect as many

questionnaires as possible. The researcher had no influence in the administering or collection of completed questionnaires. The data collected was used solely to present a research study that other schools can use to maintain discipline. The results of this study performed with the primary schools on the QTP will be circulated to surrounding primary and secondary schools in the area. The secondary schools can be encouraged to continue the QTP, so that it can be sustained.

1.11 ETHICAL CONSIDERATIONS

Letters of permission to conduct the study were received from The Director of Education and the principals of three primary schools in Chatsworth, Durban.

Letters of consent to participate in the study were received from the parents of the learners, the learners, educators and principals of the respective schools.

The letters stated the purpose of the research and the benefits of the research to primary schools learners and educators. All contact details of the researcher and the supervisor were provided.

1.11.1 Informed consent

Each individual taking part in this study was informed about the study and of what was expected of them through the covering letter in the questionnaire. The individuals had to agree to be fully involved in the study. Permission was gained from parents whose pupils are taking part in the study. Pupils also signed a consent form to participate in the study. The respondents were notified that they could leave the study at any time they wished without any negative consequences.

1.11.2 Confidentiality

The subjects were assured in the letter of consent that all information they provided would be treated with strict confidence. All data was kept by the researcher. Pupils, educators and principals were not required to write their names on the questionnaire. However, a number system was used to identify the school a particular questionnaire was received.

The subjects were given the promise that the study would be available to the respective schools once it has been completed. The study would be made available to other schools in the Chatsworth area as well. All questionnaires would be disposed of once the study was completed. Deception was avoided at all costs and the researcher conducted the study in a competent and responsible manner.

1.12 DEFINITION OF KEY TERMS

The following key operational terms are used in the guide with reference to the focus of the study

1.12.1 School discipline

School discipline is a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process. A paper presented by Sherri Le Mottee, in 2005, at the National Union of Educators Conference explains discipline as the practice of care and respect toward others and towards oneself, there to create the emotional and social safety that each person in the social system needs in order to self-actualise. Discipline is not about controlling others, but is rather to help children control themselves (Le Mottee 2005).

1.12.2 Transcendental Meditation (TM)

TM is a non-religious technique that requires one to think a mantra and sit with closed eyes for two twenty-minute sessions. It is a technique of the mind that can be practised by people of any religion or of no religion at all (Rosenthal, 2011:4).

1.12.3 Quiet Time Programme

This is the TM technique introduced to primary school learners. It is called The Quiet Time Programme. It is named “Quiet Time” because the learner is required to be quiet for at least two ten-minute sessions daily, at the start and end of the school day. The senior learners from age 10 upwards who were trained in the TM technique, meditate, during this time. Others sit quietly or read silently. In this way, the religious rights of learners are not violated (Rosenthal 2011:174). Schools practising Quiet Time are considered Consciousness Based Schools offering Consciousness Based Education. This programme started in USA and has spread rapidly throughout the world.

1.12.4 The alternatives to corporal punishment

Corporal Punishment is any deliberate act against a child that inflicts pain or physical discomfort in order to punish or contain him/her. This includes, but is not limited to, spanking, slapping, pinching or hitting a child with a hand or object (Asmal 2001:6).

The Department of Education released a practical guide for educators after the banning of corporal punishment (CP). This guide, titled ‘The Alternatives to Corporal Punishment’, was compiled in the year 2001 by the then Minister of Education, Dr Kader Asmal. There has been no other document released by the education department concerning discipline since then. The aim of the guide is to develop and maintain a culture of discipline, dignity and respect in schools (Asmal 2001:1).

The approach of Asmal (2001) in this guide is to use discipline positively as a way of keeping order in the classroom. He discusses several positive corrective measures that can assist educators with discipline. He then goes on to draw a distinction between positive corrective measures and negative punitive measures. Many theories are also put forward in this guide. However, these measures that are being used in schools have not proven very effective. The alternatives to Corporal Punishment and the various theories will be discussed in detail in Chapter 2.

1.12.5 The culture of teaching and learning

The culture of teaching and learning refers to the attitude of teachers to teach the curriculum in a dedicated manner. The culture of learning is the attitude of the child towards learning. The cultivation and enhancement of teaching and learning refers to the attitude of both teachers and learners towards teaching and learning. A positive culture of teaching and learning requires the learning environment to be safe, orderly and encouraging. Teachers must get continued support from management. Learners must be able to learn without fear. Learners should be able to interact with each other and with the world in a respectful, tolerant and responsible manner (Asmal 2001:1-2).

1.12.6 Inclusive education

Inclusive education allows for children with learning disabilities to be in mainstream classes. This also includes children who are diagnosed with Attention Deficit Disorder (ADD) and Attention Deficit Hyperactive Disorder (ADHD). These are the most common psycho-social disorders in children causing impaired executive functions of the brain, creating difficulty in

controlling attention and behaviour (www.cbesa.org). Since the transformation of the education system, learners of different cultures and languages have found themselves in the same school. Teachers and learners are expected to show tolerance and respect to one another.

1.13 LIMITATIONS AND DE-LIMITATIONS OF THE STUDY

The limitations of the study are:

- The study deals with primary schools learners, educators and principals. The findings cannot be generalized as it involved three primary schools in the Chatsworth area.
- The reliability and validity of the questionnaire as a data collection instrument may limit the study as the disadvantage of a questionnaire is that some respondents may complete it in a hurry and not give much thought to each question.
- Some learners may be influenced to discuss responses with others.
- Some learners, principals and educators may misinterpret the questions as the researcher is not present to clarify certain words or phrases.
- Some questionnaires may not be returned on time, or not at all.

The limitations and de-limitations are discussed in detail in Chapter 4.

1.14 STRUCTURE OF THE RESEARCH STUDY

The structure of the study comprises five chapters and is presented as follows:

Chapter 1 provides the introduction and background of the study. Included in this chapter are the key research questions and a brief summary of the research methodology.

Chapter 2 presents the review of literature. It discusses the discipline problems in primary schools and the strategies that teachers are using currently to maintain discipline. It then starts the review of literature on the Quiet Time Programme as a technique to maintain discipline. The conceptual model of the QTP is presented in this chapter. It then goes on to review literature on the practice of Quiet Time around the world, in Africa, South Africa and finally, in Kwa-Zulu Natal.

Chapter 3 begins with an explanation of research and theory. The research methodology used in the study is then discussed. The research methodology includes the research design, data collection instrument, sampling, reliability and validity, ethical considerations and limitations of the study.

Chapter 4 is the presentation of the data and the data analysis.

Chapter 5 is the final chapter with the summary of conclusions and recommendations from the research study.

1.15 CHAPTER SUMMARY

This chapter discussed the overview of the research. The research questions and research methodology were explained. Key concepts were also discussed in this chapter. This chapter referred to the critical issues

concerning learner discipline in primary schools. The background to the study took into consideration that educators have not been presented with any positive techniques to maintain discipline since the banning of corporal punishment. The structure of how the study was undertaken was also discussed.

1.16 CONCLUSION

The introduction and the significance of the study discussed in this chapter outline the reason for this study. My personal experience as an educator motivated this study on maintaining discipline after the banning of CP. I have observed that educators are finding it increasingly difficult to maintain discipline in the classroom and how poor learner discipline has affected the teaching and learning process negatively. Media reports of educators getting into serious trouble for using CP, is a matter of concern. There is an urgent need for positive discipline techniques to be introduced to all educators. It is proposed that this study on a positive discipline technique called the QTP will be of benefit to other primary schools in and out of Chatsworth, Durban.

The next chapter reviews the literature concerning the discipline problems that are experienced by educators; the strategies that educators are using at present and the introduction of QTP as a technique to maintain discipline. The literature concerning the QTP from around the world and in South Africa is presented. The chapter concludes with the introduction of the QTP in Kwa-Zulu Natal.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

Discipline is the practice of care and respect towards others and towards oneself. Discipline is needed to create the emotional and social safety of each person in the school (Le Mottee 2005). A positive school climate promotes positive relationships, engaged learning and it provides the foundation for a safe school. Attention to school climate and learning would result in schools being more effective. Drop-out rates will decrease, attendance will improve and greater efficacy will be demonstrated. Eventually, greater job satisfaction on the part of the educators will lead to an improvement in the overall academic performance of learners (Preble & Gordon 2011).

There are very few schools that have a positive climate. There are daily reports in the local newspapers about the on-going problems of discipline in school. The escalating drug problem reported weekly in the Chatsworth local newspapers, only adds to discipline issues in schools (“The Drug War in Chatsworth”. Chatsworth Rising Sun 2012).

The Chairman of the Principals’ Association of Chatsworth has indicated that suspension of learners doesn’t help anymore. The education department does not help much in the expulsion of learners. Expulsion of learners in public schools is not endorsed by the education department even if the learner or learners are guilty of serious misconduct (Regchand 2013. Department ordered to approve expulsions The Mercury, 8 May).

Furthermore published newspaper articles, “Teachers living in fear of thugs aged 5” (Rawstorne 2012. Daily News, 16 October) and “Teachers guilty of hitting pupils will be fired” (Mlambo 2012. Daily News, 16 October), indicate

that there is a need for positive intervention strategies to alleviate such behaviour in learners. Overcrowded classrooms and inadequate support systems increase behaviour problems in our schools. Meeting the needs of children from various cultures presents unique challenges and makes teaching all the more difficult (Flicker & Hoffman 2006:4). Educators are desperately looking for coping skills for all the stress they experience owing to bad learner discipline.

According to Le Mottee (2005), effective discipline at school is about managing wholesome and healthy relationships. These relationships are based on the common values of human dignity, respect and equality. These relationships are often disrupted in schools because educators are using punitive measures to maintain discipline. Then one encounters a situation with the learners on one side and educators on the other. This is when the school climate becomes negative and the culture of teaching and learning is adversely affected.

The literature review that is presented in this chapter is aimed at contributing towards a clearer understanding of the discipline problems that educators put up with on a daily basis and the strategies that educators are using currently to maintain discipline. The review then presents the ineffectiveness of some of the strategies being used. Thereafter, a new strategy to maintain discipline is introduced and the outcomes of this strategy form the basis of the study. All these issues are presented in a model. Each aspect of the model is discussed. This forms the conceptual framework of the study. Before the conceptual framework is introduced, however, the study considered some theories that address learner discipline.

2.2 THEORIES THAT ADDRESS DISCIPLINE

A few theories that impact on discipline will be explained. Theories help to further understand the study being undertaken. Besides making an important contribution to this study, certain aspects of the theories are important to

explain the phenomena being studied, particularly with reference to learning, behaviour and the environment (Millei, Griffiths & Parkes 2010). Many educators are unaware that theory is made use of daily. It is usually regarded as being 'common sense'. For example, when an individual praises someone for a job well done, he or she is unaware that the motivation it instils in that individual has actually been researched and is based on a theory developed by many theorists. Some of the theory developed by these theorists concerning discipline will be discussed below.

2.2.1 The Interventionist Approach

The learning theory of Skinner relied on the assumption that the best way to modify the behaviour of learners was to modify the environment. The principles of his theory are that if one performs 'good' behaviour he/she is considered to be 'good'. The child feels this goodness because he/she is rewarded for his good behaviour. By having good behaviour rewarded the child is intrinsically motivated to display that behaviour and in so doing makes his learning an enjoyable and effective process. Other advocates of the interventionist approaches argue that if a learner acquires self-discipline then the teacher control can decrease and ultimately diminish (Millei et al 2010:21).

The positivist psychological theory of disruptive behaviour in school also embraces the learning theory. The Skinnerian learning theory regards the unacceptable behaviour of children as learned behaviour which needs to be identified, monitored and redirected (Slee 1995:96).

2.2.3 The Non-Interventionist Approach

These approaches use a person-centred (Neville 1991 in: Millei et al 2010:16) or student-oriented model (Lewis 1991 in: Millei et al 2010:16) to classroom discipline. Alfie Kohn (1996 in: Millei et al 2010:17) also contributed to this approach. These theorists believe that it is the student who has the sole responsibility to control and look at their own behaviour

continually. The target is personal self-reflection and the inner self-guided development of the individual. Their approach transformed discipline to produce “morally sophisticated people” who can think for themselves and show empathy to others, thus participating in a democratic society as a rational, independent and free individual. Personal improvement and continual self-actualization emanate from this approach (Millei et al 2010:16-22). Lawrence Kohlberg, a professor at Harvard University, and Jean Piaget, a Swiss psychologist, also developed theories of moral development. They go on to stress that moral development occurs through social interaction (www.csudh.edu). It can be deduced that healthy relationships among learners, educators and management will lead to good discipline.

2.2.4 The Democratic Theory

Democratic theorists remove the teacher as the dominating source of discipline, and strive to enable children to become independent thinkers (Porter 2008). Michel Foucault (1984 in: Millei et al 2010:168) argues that self-discipline involves self-examination by the child according to set morals and norms. Democratic strategies are designed to encourage learners to respond for intrinsic and moral reasons. Learners know that they are cared for and that they must also care for others. Emphasis is placed on sharing customs, values, cultures and norms. Teachers and learners work together and participate in the formulation of the discipline policy or code of conduct. During this process lessons of caring, citizenship and community are learnt (Asmal 2001).

2.2.5 The Community Builder Theory

This theory is about building healthy relationships in the classroom community. The theory takes a holistic approach so that commitment, respect, care and dignity are present in the classroom atmosphere. The child will behave in the way he/she perceives the environment.

Kohn as cited in the guide released by the Department of Education (2001) describes how this approach actually works in the classroom. “ ...care and trust are emphasized above restrictions and threats, where unity and pride (of accomplishment and purpose) replace winning and losing, and where each person is asked, helped and inspired to live up to such ideals and values as kindness, fairness and responsibility. (Such) a classroom community seeks to meet each student’s need to feel competent, connected to others and autonomous Students are not only exposed to basic human values, they also have many opportunities to think about, discuss and act on those values, while gaining experiences that promote empathy and understanding of others”(Department of Education 2001:16).

This theory focuses on respect and care between educator and learner. Once respect and care are demonstrated daily, healthy relationships with peers, educators and parents will develop. The ability to build healthy relationships forms the basis of self-discipline and by continually showing mutual respect, a child will develop into a socially accepted and responsible citizen (Oosthuizen 2010:53). Discipline is part of human relationships and it is important to see it within the dynamic social process (Le Mottee 2005).

2.2.6 The Behaviourist Theory

One of the strategies of the behaviourist theory referred to by Asmal (2001) is the modelling of good behaviour. Children learn from role models. If a child is in an environment where peace, quiet, compassion, patience and understanding are present, then he/she is most likely to adopt these forms of behaviour for themselves.

2.2.7 The Bandura Social Theory of Self-Efficacy

Self-efficacy is a belief in one’s ability to act in ways that will produce a desired outcome; the belief that one’s actions make a difference. When

teachers and learners set goals for change and work together in achieving these goals they experience a sense of ownership and pride when the initiatives that have been undertaken are successful. The Bandura approach of collaborative research, which requires all stakeholders at the school to work together, helps to solve problems that affect school climate and learning. When teachers and learners work together they develop an understanding of each other and dynamic relationships are formed. Personal efficacy exists in learners who believe that they have the power to change their behaviour positively. They will try any new practices and will do whatever it takes to succeed. Collaborative action research contributes to the all-round improvement of the school. This approach also improves teacher efficacy (Preble & Gordon 2011:35-37).

Bandura maintains that reinforcements, like punishment, exist only potentially in the environment and are actualized only by certain behaviour patterns. Therefore, which aspects of the environment influence us, are determined by how we act on that environment (Olson & Hergenhahn 2013:323). This concept is called reciprocal determinism which, put simply, is that behaviour, the environment and people all interact, and the manner in which one behaves is determined by the environment while the environment also determines how one behaves. Bandura also believes anything that can be learned by direct experience can also be learned from observation. Teachers can model skills, moral codes, principles and creativity and learners can benefit from imitating an effective model (Olson & Hergenhahn 2013).

The theories discussed help to set the foundation for the understanding of this study. The modification of the environment as presented by the Interventionist theory, the person-centred and student-oriented approach of the non-interventionists, the intrinsic motivation of the democratic theory as well as modelling appropriate behaviour discussed in the social theory help to develop a clearer understanding of the Quiet Time Programme technique that forms the basis of this study.

2.3 LEGISLATION AND PUBLIC DOCUMENTS THAT ADDRESS LEARNER DISCIPLINE.

The education sources and legislation that are being referred to gives an understanding of how discipline policies ought to be developed by schools. These are important to this study as they give direction to the conceptual model formulated.

2.3.1 The South African Constitution

The Bill of Rights in Chapter 2 of the Constitution is the Human Rights document of South Africa. All organisations need to adhere to this.

Section 10 states 'Everyone has inherent dignity and the right to have their dignity respected and protected'.

Section 12(c) states 'Everyone has the right to freedom and security of the person, which includes the right to be free from all forms of violence from either public or private sources' (South African (Republic) 1996a).

2.3.2 The South African Schools Act

Section 8(2) reads ' A Code of Conduct is aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process'.

Section 10 (1 & 2) states 'No person may administer corporal punishment at a school to a learner AND any person who contravenes subsection (1) is guilty of an offence and liable on conviction to a sentence which could be imposed for assault' (South African (Republic) 1996).

2.3.3 Guidelines for the Consideration of Governing Bodies in adopting a Code of Conduct for Learners

- Section 1 (1.1) reads ‘Section 8 of the South African Schools Act provides that a governing body of a public school must adopt a Code of Conduct.’
- Section 1 (1.6) states ‘the purpose of a code of conduct is to promote positive discipline, self-discipline and exemplary conduct, as learners learn by observation and experience’.
- Section 1 (1.9) reads ‘The Code of Conduct must contain a set of moral values, norms and principles which the school community should uphold’.
- Section 7 (7.1) refers to discipline ‘Discipline must be maintained in the school and the classroom to ensure that the education of learners proceeds without disruptive behaviour and offences. Its goal is to teach and lead learners to self-discipline’.
- Section 7 (7.2) ‘The disciplinary process must be expeditious, fair, corrective, consistent and educative’ (South African (Republic) 1998).

2.3.4 The alternatives to corporal punishment: The learning experience

This document was released by the Department of Education in the year 2001, six years after the banning of corporal punishment. The aim of the document is to provide alternatives to corporal punishment based on human dignity, respect, good relationships, self-control, positive discipline and ensuring that the culture of teaching and learning is maintained consistently.

2.4 BUILDING A COMPREHENSIVE DISCIPLINE SYSTEM AND STRENGTHENING SCHOOL CLIMATE

An article by Rubin (2004) on building a comprehensive discipline system provides a good indication of what a positive discipline policy should entail. A

discipline policy should be based on respect, dignity, positive behaviour, acceptance and the valuing of diversity, responsibility and self-discipline. He also refers to educators modelling appropriate behaviour.

2.5 BRIEF RECAPITULATION

The presentation above of the theories, legislation and public documents have guided this research study. From the discussion, it is evident that the techniques that educators choose to maintain discipline should focus on the aspects of positive discipline, respect, human dignity, self-control and building healthy relationships between learners and educators. Can all these criteria mentioned be provided through the use of just one technique? In the next section the conceptual framework of the study is investigated, in particular the impact of the Quiet Time technique. The model presents various characteristics of discipline. The characteristics of the model are encompassed in the study.

2.6 CONCEPTUAL FRAMEWORK

Miles and Huberman (1994 in: Maxwell 2005:33) define a conceptual framework as a visual or written product, one that “explains, either graphically or in narrative form, the main things to be studied-the key factors, concepts or variables and the presumed relationships among them.” A conceptual framework is primarily a model of what is out there that one plans to study; what is going on and why. Riley (1963 in: De Vos 2005:36) states that a research process starts with a conceptual model or an organized image of the phenomena to be investigated. A conceptual model starts with a set of ideas. Referring to this study, the conceptual model formulated answers the questions of the research. It also determines the empirical procedures used to find answers to the questions of the research.

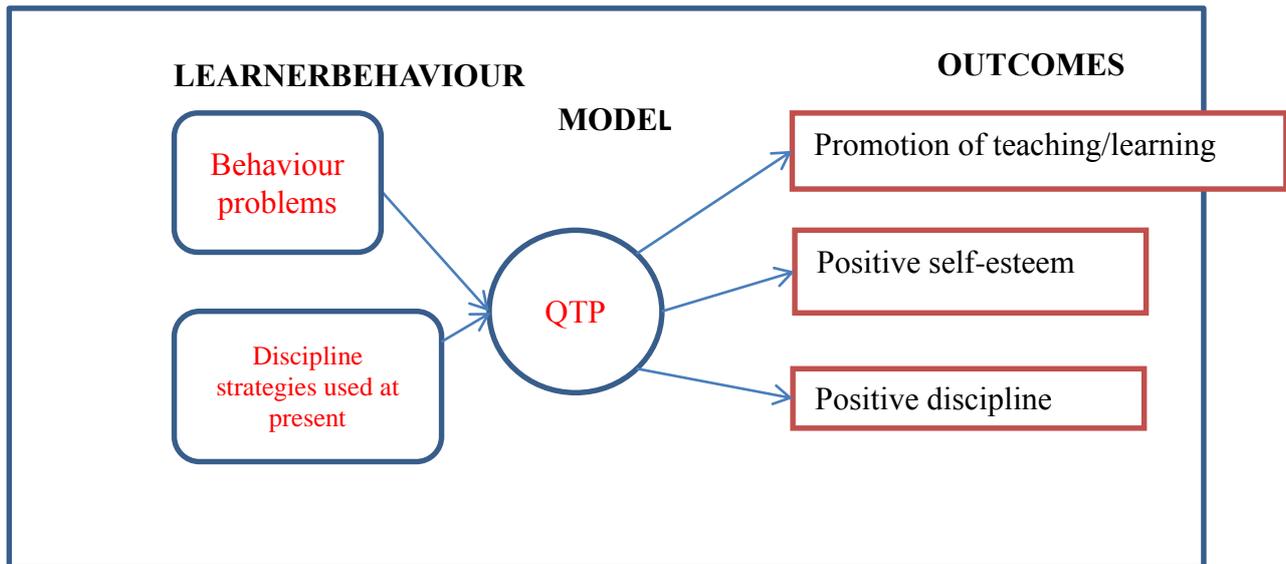


Figure 1 – The conceptual model of the QTP

The model presented in Figure 1 of the QTP was developed from my own experiences as an educator.

One of the sources of a conceptual framework is drawing from one's own experiential knowledge (Maxwell 2005:33). I have been in the profession for 30 years. I have been in the education system when Corporal Punishment (CP) was the norm. I have observed, once CP was banned at schools, how the discipline of learners has become a serious problem. Many educators have found it difficult to maintain discipline. The apathetic attitude of our pupils has only made the discipline problems escalate. Figure 1 shows the input factors, which are learner behaviour problems and discipline strategies that educators use at present. Then the model presents the QTP and after the implementation of the QTP, the output factors of the promotion of teaching and learning, positive self-esteem and positive discipline are indicated. Each characteristic of the model is discussed. The discussion starts with the various types of learner discipline problems. A critical discussion follows on the strategies that educators are using at present to maintain discipline follows. Thereafter, the ineffectiveness of each strategy is

analysed. The discussion then focuses on the discipline technique that was introduced to educators called the Quiet Time Programme (QTP) and finally, the benefits and disadvantages of the QTP are analysed

2.7 DISCIPLINE PROBLEMS

School Management Teams face challenges on a daily basis, particularly when creating a safe and secure learning space for learners. Letters from the Minister of Education, Angie Motshekga, express her outrage at the violence taking place in South African schools, which is indeed disturbing. These violent incidents have negatively affected the culture of teaching and learning. Almost simultaneously, the Member of the Executive Council in Kwa-Zulu Natal, Senzo Muchunu, sent out letters to all schools in 2013, expressing his concern at the increasing use of Corporal Punishment by educators, especially in the primary schools (see Annexure I). These letters provide evidence that educators are struggling to maintain discipline in schools. A closer look at the learner discipline problems is taken below.

2.7.1 Name calling/Teasing

This is an ongoing problem in the primary school. Learners are teased for various reasons. I have observed that pupils are teased or made fun of because they are poor; some of them do not have uniform or they are part of the lunch club at school. Some of the 11 and 12 year-olds are prepared to go hungry and do not join the lunch club because of the taunts of their peers. These children are very unhappy and scared. The learners who are teased often get very angry and then act out either by retaliating with obscene language or by hitting the other learners. This is most often taken to the playground and serious fighting does take place. Parents then become involved and this has far-reaching consequences. Class lessons are often disrupted with petty complaints from learners. Most often the teacher uses more of the teaching time to resolve problems of teasing than actually teaching.

2.7.2 Bullying

Bullying in all forms (physical, verbal, emotional, social and psychological), is widespread in South African Schools (Northmore & Potterton 2003:4). Learners who are victims of bullying suffer on their own. They feel humiliated and isolated from their class mates. Since the school shooting in Columbine High in the USA and at other schools, school leaders now understand how learners who are humiliated and isolated from their peers can become very violent and inflict painful revenge on other innocent learners (www.wikipedia.org/wiki/Columbine_school_shooting). Recently, bullying was the main cause of student suicide, and many school leaders see the link between bullying, disrespectful behaviour and teen suicide (Preble & Gordon 2011:2). In primary schools, the bigger boys frighten the junior primary school learners. They bully them into giving up their tuck money. If they are smoking in the toilets the little ones are threatened not to tell on them. Some timid learners are afraid to come to school because of school bullies. Most often, the learners do not report the bullies because of a possible fear of victimisation.

Educators are finding it very difficult to solve the problem of bullying which starts among the eleven or twelve year-olds in the primary schools. Many educators do not want to become involved as this adds to their stress. Bullies even attack the teachers. A recently published newspaper article reported that when a teacher in Manchester told a five year-old (who wouldn't sit still) to complete his work at lunchtime, he became furious and started punching, hitting and biting the teacher. The teacher reported that she will give herself a few more years in the profession and if the situation does not improve she will leave because 'the pressure is just not worth it' (Rawstorne 2012. Teachers living in fear of thugs aged 5 Daily News, 16 October). Little children are increasingly displaying open deviance to authority.

Most often, the bullies themselves will stop for a while, but experience has shown that it resurfaces in the next grade. Bullying comes about through sheer disrespect. Learners need to be in a respectful and positive

environment. Respect is nurtured when pupils appreciate that educators have skills and knowledge that they can learn from or that they have qualities they can admire and emulate. The ability to frighten or bully scarcely acquires respect (Porteus et al 2001:21). When learners feel stressed, threatened, angry and unsafe owing to bullying, they are less likely to engage in the learning process (Preble & Gordon 2011).

2.7.3 Disruptive behaviour/Inclusive education

Disruptive behaviour is a major obstacle to teaching and learning. Disruptive behaviour affects classroom tone, on-task learning and socialization among members of the class (Slee 1995:87). Teachers find it increasingly difficult to teach as learners disturb the lessons by just getting out of their seats and blatantly interfering with other learners. When work is set these disruptive learners do not stay focused on the task at hand, but will go around disturbing and interfering with others. The reprimands of the teachers fall on deaf ears. Reporting to parents usually does not help. It is never the fault of their child. It is always the fault of someone else.

Teachers are also faced with the added pressures of Inclusive Education. Inclusive Education refers to learners with learning disabilities and impairments who are receiving education in mainstream schools. Prior to 1996 in South Africa, learners who faced barriers in learning were placed in a special education class and received instruction from educators who were fully trained in specialized education. However, these special classes closed as a result of restructuring and the redeployment of educators. The mainstream educators find it difficult to cope as they are not trained to teach learners with learning barriers. The learners themselves misbehave because they are not getting the specialised instruction that their disability commands. They are lost in the mainstream classes.

Besides dealing with barriers in learning, educators are also presented with learners who have been diagnosed with Attention Deficit Disorder (ADD) and

Attention Deficit Hyperactive Disorder (ADHD). From my observation of these learners, I have seen that they disrupt the class, interfere with other learners and refuse to sit still. There are many reasons identified by psychologists that can cause a learner with disabilities to demonstrate disruptive behaviour in the class (Porteus et al 2001:40). Teachers do not have the time to probe the case of each child as they already have a heavy work-load preparing for mainstream learners. The revised curriculum is designed for the above-average learner and extensive lesson preparation is required. Being inclusive also refers to the specific needs of learners from various racial and cultural groups. Educators are expected to know and understand everything about every learner in the class. Consequently, teachers, experience 'burn-out' and stress owing to the many difficulties and challenges they face in inclusive classes (Talmor, Reiter & Feigin 2005).

2.7.4 Apathetic attitude towards school work

Very often educators complain about the negative attitude that learners have towards their schoolwork. Homework and class work tasks do not get done. Learners engage in excessive talking during lesson time and they are not interested if their work is incomplete. Parents, on the other hand, do not supervise homework tasks. Completion of these tasks is essential for the continuous assessment of a learner, by the educator, in primary schools. On-going complaints by educators regarding student apathy get little or no attention from parents. Parental apathy made front-page headlines in the local media which read "Apathy is causing concern in education" (Maluleka 2012. Daily News, 18 August). In this article, the SA Principals' Association criticized parents for sending the children to school late, thereby contributing to discipline problems in schools.

2.7.5 Brief recapitulation

The main discipline problems experienced by teachers in the primary schools have been discussed. It is clear that teachers are faced with many difficulties in the classroom. The poor discipline in the class affects the atmosphere and the climate of the school. In addition, poor learner discipline has contributed to the stress levels of the teachers. According to Kyriacou (2001 in: Schulze and Steyn 2007:695), poor learner discipline, which is manifested in aggression, violence and negative attitudes towards schoolwork, is a common stressor. The article by Schulze and Steyn (2007) further identifies the lack of student motivation being the reason for their failure, which then reflects negatively on educators and thus causes stress. These factors have a further detrimental effect on the quality of learner-educator relationships. Educator stress is increasing daily and if not managed properly could affect future productivity in the classroom (Arikewuyo 2004:195). The concern is that more and more teachers are going on sick leave because of stress-related problems (Austin et al 2002:63). The techniques that teachers are currently using to maintain discipline in the absence of Corporal Punishment are not effective enough. The techniques and approaches that teachers are currently using are explored below. The explanation of each technique follows. The problems and ineffectiveness of each technique are also discussed.

2.8 STRATEGIES AND APPROACHES THAT EDUCATORS USE TO MAINTAIN DISCIPLINE; THE ADVANTAGES AND DISADVANTAGES

2.8.1 Introduction

Discipline is important in maintaining order and harmony in the school and the classroom. Disruptive behaviour can have a detrimental effect on teaching and learning (Dekker & Lemmer 1993:239). After corporal punishment was banned, educators had to regroup and look again at the

strategies that they had been using to instil discipline. To enable schools to function effectively, the task of drawing up a Code of Conduct for learners is left to school governing bodies. The parents, the management and staff of each school are now required to adopt a Code of Conduct with emphasis on positive discipline. Some of the strategies that are being used by educators are taken from the Handbook published by the Department of Education (2001). Most educators have experimented with their own strategies and use what works for them in their contextual environment.

2.8.2 The Code of Conduct

As mentioned above, each school is required by the Education Department to draw up a Code of Conduct. According to the South African Schools Act, the main focus of the Code of Conduct is positive discipline. It must not be punitive and punishment-orientated, but should facilitate constructive learning. The Code of Conduct of the school sets out the disciplinary procedures if school rules are transgressed. Each school is required to display their Code of Conduct and to make parents and learners familiar with the document. The school governing body is required to draw up a Code of Conduct that meets with the needs of the community. Basically, the Code of Conduct should reflect the rights and responsibilities of all stakeholders; guidelines for conduct; set standards of moral behaviour; the promotion of self-discipline and constructive learning and finally, be based on mutual respect and tolerance (Asmal 2001).

2.8.3 Corporal punishment

Although corporal punishment has been banned some educators are still using it. The fact that the KwaZulu-Natal Department of Education fired 10 teachers in 2012 for using corporal punishment indicates that this approach is still being used (Mlambo 2012. Teachers guilty of hitting pupils will be fired Daily News, 16 October). Although the Department of Education has released a document on the alternatives to corporal punishment many

schools do not use these techniques. Educators carry on using corporal punishment because they find it easier. Also, there is no paper work or extra hours for the educator.

2.8.4 Detention

Detention as a form of punishment is commonly used as an alternative to corporal punishment. In Chatsworth schools, detention normally takes the form of the learner staying in after school for a specified length of time. They either complete homework tasks or are given some constructive work to do. The learner is expected to be reminded that there are consequences for bad behaviour after serving detention.

2.8.5 Time out/Reflection time

This strategy is commonly used by educators. This strategy involves the removal of the learner from the situation in which he or she is unable to exercise self-discipline to a “cooling down place”. The space the learner is sent to should encourage contemplation and self-reflection. There is an expectation of the learner to fulfil certain criteria before being able to leave this space. He has to communicate with the educator that he or she wishes to participate in class activities once again and that the rules will once again be adhered to (Asmal 2001:17-18).

2.8.6 Suspension

Suspension, according to the Education Department (2001) is used when a learner commits a Level 3 misconduct which is, “serious” misconduct or a serious violation of school codes. In my experience, it only applies to secondary school learners. Recently, suspension is being used in the primary schools because of the more serious disciplines issues that have arisen. The principals of Chatsworth realized that some of the techniques being used to maintain discipline were not working. They also noticed that the same learners are involved in ill-discipline all the time. The principals in

the Chatsworth area decided to use suspension of learners as a strong alternative in order to send a message to the parents that bad behaviour will not be tolerated. In the primary school, the parents are called in and the child is suspended for two days if he/she has transgressed the Code of Conduct.

2.8.7 Yelling by the teacher

Teachers often raise their voices to get a message across. Some teachers continually scream at learners for the following reasons:

- Not completing homework and class work
- Interfering with other learners
- Not paying attention
- Walking around the classroom
- Showing disrespect
- Taking the belongings of other learners without permission
- Being openly deviant

Educators use this strategy to demand that learners 'toe the line'. While some learners will submit to this type of yelling, others become afraid and stressed.

2.9 INEFFECTIVENESS OF THE DISCIPLINE TECHNIQUES

2.9.1 Problems with the School Code of Conduct

Although learners are given a copy of the Code of Conduct on admission, they do not always understand the document. Educators rarely look at the Code of Conduct themselves. The disciplinary procedures are not very clear and sometimes the disciplinary measures taken by the school are not consistent. Principals and educators use their discretion when meting out the punishment, which then brings a measure of subjectivity into the process. In my experience, many parents will call at school to draw a comparison with

how a particular learner was punished compared to that received by their child. The Code of Conduct is also not revised to meet the changing discipline problems presented at schools. The secondary schools especially have issues with the education authorities in terms of the disciplinary measures indicated on their Code of Conduct. Many times schools and the Education Department do not agree on certain disciplinary measures, for example, expulsion.

2.9.2 Disadvantages of corporal punishment

It is important to look at the many reasons that corporal punishment was banned. Based on extensive research (Asmal 2001) it has been found that the use of Corporal Punishment does not achieve the desired end, that is, the culture of learning and discipline in the classroom. In addition to this, Corporal Punishment does not build a culture of human rights, tolerance and respect. It does not promote self-discipline in learners; it undermines the clarity of educator-learner relationships and it also undermines the self-esteem and confidence of learners who have behavioural problems owing to difficult home circumstances (Asmal 2001:7). Furthermore, the ability of the child to concentrate on his schoolwork is adversely affected. Eventually, the child develops a dislike and a fear of school (Porteus et al 2001:22). Dr Benjamin Spock, an American paediatrician, discouraged physical punishment on the grounds that those children who are prone to physical violence become school bullies (Flicker & Hoffman 2006:2). Ginott (1972 in: Flicker and Hoffman 2006:2) also continued with the train of thought of Dr Spock and he encouraged teachers to consider alternatives to punishment that would foster the self-esteem of children. Corporal punishment simply ends up denting the self-esteem of learners and increasing their sense of alienation (Asmal 2001:10).

2.9.3 Contextual factors regarding detention

Detention appears to be ineffective in the Chatsworth Schools as teachers do not want to spend extra hours keeping learners in. Teachers also feel that it is the same learners who default all the time. Teachers have observed that these learners cause more discipline problems in the detention room. Record keeping, which requires keeping track of the learners serving detention as well as the reasons for their being kept in, is extra work for the teachers. Teachers often get frustrated with other teachers who do not keep proper records on the learners serving detention. Their frustration is increased when teachers do not enforce detention and allow ill-disciplined learners to 'get away' with such behaviour (Millei et al 2010:46). Most parents do not prefer detention as their children are organised into lift clubs. Some children rely on public transport to get home. Learners feel embarrassed because their peers ridicule them. Feelings of shame and humiliation are experienced by learners serving detention (Millei et al 2010). It can be deduced that detention as a technique is not very effective because of the obstacles and contextual factors experienced by teachers, parents and learners.

2.9.4 Ineffectiveness of time-out

When time-out is used on the same learners very often, it loses impact. Learners take this as an opportunity to 'fool around' outside. Some learners find time-out meaningless and will ignore the reprimands of the teachers. I have observed that some of the learners will continue their bad behaviour once the teacher gets busy with something else (Flicker & Hoffman 2006). Some children are left out for long periods of time and sometimes they forget the reason for being sent out. Then there are those learners who experience a lot of different emotions when they are isolated from their peers. Humiliation, anger, fear, shame and sometimes hate for the subject are some of the emotions that are associated with time-out. If a learner is sent out of the class for disrupting lessons, he/she could disturb other learners inside the class by calling them through the window. This still disrupts the lesson

because the teacher has to go out of the class to reprimand the learner. There is also a concern on the part of parents who feel that their child is missing out on instruction time.

2.9.5 Disadvantages of suspension

The downside to suspension is that the learners lose out on important school work. It adds stress to the educators because they do not have the time to cover the work lost while the learner was at home. Learners also lose out on important assessments. Such assessments are important because they contribute to the overall year mark. Their peers also 'make fun' of them when they return to school. Some learners regard this time at home as relaxing or play time. Eventually, suspension does not produce the desired outcome of good behaviour.

2.9.6 Psychological effects of yelling by the educator

Teachers do not realise the effect that their raised voices have on learners. Learners who do not do their work may have not understood the lesson and they might be afraid to speak up. Terror, hate, powerlessness and helplessness are emotions that are associated with a yelling teacher. A child stated that she developed a hatred for Mathematics since she had a teacher who used to yell, shout and scream (Millei et al 2010:94, 95).

2.9.7 Summary

Withdrawal of privileges, a demerit system, parent-teacher meetings, or rewarding good behaviour are also some of the strategies that educators are using. Most of these approaches work for a short while, but have very little impact on the behaviour of learners. Most of the approaches listed above are time-consuming and require a lot of paper work, phone calls and extra hours for those educators on the detention roster. These create stress for

the educators who are trying to cope with the numerous other challenges in the post-1994 education transformation in South Africa. Educators also spend a lot of time planning with their daily lessons, continuous assessments and finding a variety of learning and teaching methods as required by the new curriculum. A study done in 2013 on school violence in Kwa-Zulu Natal by the Centre for Justice and Crime Prevention found an alarming increase in school violence. The study also found that 52.1% of teachers are also victims of verbal abuse and 12.4% of physical violence (Anthony 2013. School violence escalates Daily News, 8 July). Schools are becoming unsafe and governing bodies and management need to look at new ways and introduce new techniques to maintain discipline.

2.10 USING THE QUIET TIME PROGRAMME AS A TECHNIQUE TO FOSTER POSITIVE DISCIPLINE IN LEARNERS

A brief explanation of the Quiet Time Program is that it requires the learner to sit with their eyes closed for two ten-minute sessions daily. It is a simple, effortless and non-religious technique that does not require unnecessary paperwork or extra working hours. This technique gives the learner time to reflect and to clear their minds. The learners then have the capacity to focus (Pelletier 1974:1031-1034).

This technique was introduced in 2009 to Chatsworth principals and educators at a Professional Development Workshop. The workshop was entitled Consciousness-Based Education. Consciousness-Based Education uses the Quiet Time Programme as a technique to maintain positive discipline in an effortless and less stressful manner.

This study investigated the benefits of the Quiet Time Program for primary school learners in Chatsworth with an emphasis on maintaining discipline in the primary school. The research was conducted according to the principles and values outlined in the Handbook on the Alternatives to Corporal Punishment. According to Asmal (2001), a classroom climate should always

be based on mutual respect within which learners feel safe and affirmed. This positive climate decreased the need for disciplinary action and developed the ability of the learners to practise self-discipline. By implementing a positive, proactive approach, educators can put strategies in place which will safeguard the culture of teaching and learning in the classroom (Asmal 2001:12).

This study investigated the extensive benefits of the QTP, which were concluded from around 600 scientific studies conducted in schools and universities throughout the world. In view of these benefits to children filmmaker David Lynch was inspired to make the program available to everyone. He personally funded the program in San Francisco through the David Lynch Foundation (Rosenthal 2011:181). This Foundation has brought the TM program to almost 150 000 students since 2010 in 200 schools around the world as part of the “Quiet Time” periods. Research findings on the QTP in these schools showed a positive improvement in academic achievement as well as a positive transformation in school climate. The key outcomes of the findings, which are applicable to this study, include improved self-esteem, increased brain integration, less emotional outbursts, conduct-related, peer-related and hyperactive issues. Absenteeism, suspensions and rule infractions were also reduced (Maharishi University of Management 2011:126-129). The study reviewed all the scientific studies that support the benefits of TM and the Quiet Time Programme. The QTP is used by many schools throughout the world. This study explores the benefits of the QTP through the scientific research done on the QTP. The associated impact that the QTP has had on discipline is explained. This study starts with the investigation of the QTP in America, goes across the globe and eventually focuses on the QTP in South Africa.

Maharishi Mahesh Yogi founded the Maharishi University in Fairfield, Iowa in the United States in 1971. His aim was to develop the full potential of the human brain in order to create a bright future for the students. His argument is that the conflicts, drug abuse and suffering are due to the fact that modern education does not develop the total potential of the brain physiology of

students. The total use of the brain is accomplished through Consciousness-Based Education. The foundation of Consciousness-Based education is the practice of Transcendental Meditation and the Quiet Time programs (Maharishi University of Management 2011:11).

The introduction of the Quiet Time Programme in the United States schools yielded positive results. The staff involved in these schools agreed that behavioural changes have been profound with significant drops in the number of fights and suspensions. Learners also improved psychologically. They were less anxious and showed a higher level of self-esteem (Rosenthal 2011:170-171). Studies by Aron and Aron (1982) and Nidich (1980) have concluded that the use of drugs and alcohol was largely reduced by students practising TM. Their research also demonstrated that the improvement in the psychology and behaviour of individuals is linked to the integration and increased orderliness of the brain. Figure 2 below refers to this integration and increased brain functioning. To elaborate further, US brain researcher, Dr Alank Arenander used Johannesburg student Godley Mothiba, to show how brainwave patterns become more orderly and coherent within minutes of beginning TM. Figure 2 correlates with his findings as high levels of EEG coherence measured during the practise of TM correlated with improved brain performance and optimum brain functioning (Dillbeck, Orme-Johnson & Wallace 1981:151-157).

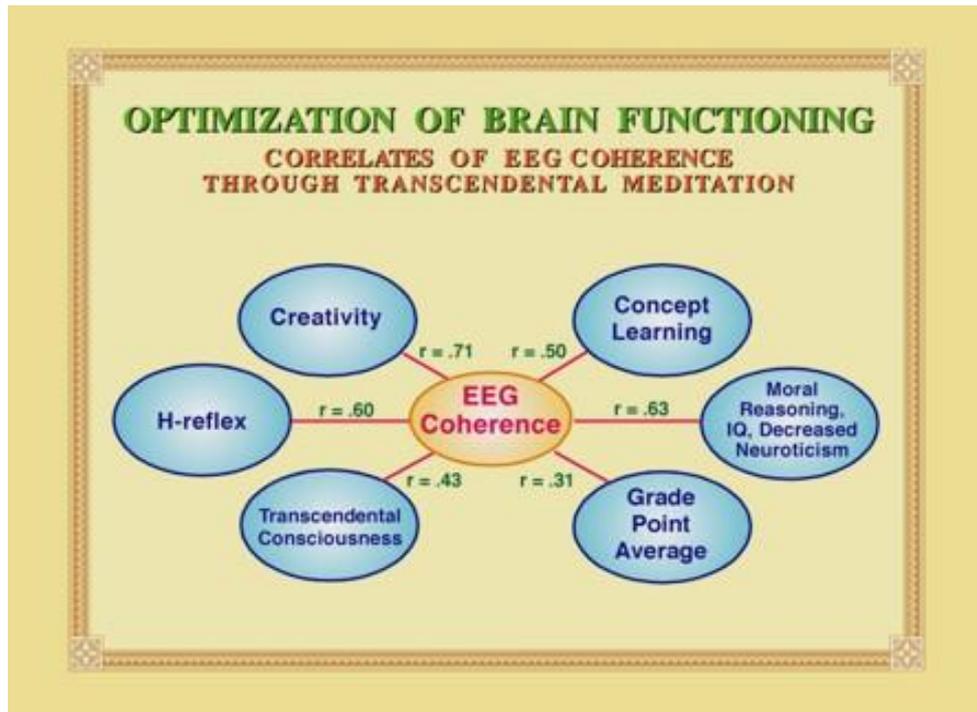


Figure 2: Optimisation of brain functioning (Dillbeck, Orme-Johnson & Wallace 1981).

During meditation the mind calms down. In the silence that follows the brain is able to form creative connections. Unresolved problems may fall away, solutions to problems may be found and anxious individuals may worry less (Rosenthal 2011:243). In respect of EEG coherence, the TM program also has a profound effect in counteracting stress in individuals. The research study by Aron and Aron (1982) also maintained that juvenile delinquents showed a reduction in anxiety when they received TM instruction.

Hanley and Spates (1978), in their study with four university and college campuses in Pennsylvania, showed that students who practised TM have more positive social and psychological attitudes. They also showed more positive self-image, higher levels of tolerance and less pronounced feelings of social inadequacy. The use of TM has been shown to increase thinking and behaviour that promote not only the growth of the individual, but also of society.

An urban public middle school in California has shown remarkable improvement in academic performance with children who were below the proficiency level at baseline in English and Mathematics. Over and above the improved academic achievement, the school administrators felt that the Quiet Time/Transcendental Meditation programme was valuable to the school. They observed that the pupils were quieter, more attentive and more interested in learning. There were also fewer fights reported and pupils were less abusive in their language. A relaxed and calm atmosphere at the school was reported by the administrators (Nidich, Mjasiri, Nidich, Rainforth, Grant, Valosek, Chang & Zigler 2011:556). Barnes, Bauza and Treiber (2000) conducted a study in Georgia on African American students regarding the effect of TM on absenteeism and suspensions at school. The findings of their study were that the TM programme conducted in the school setting has a beneficial impact upon absenteeism and suspension rates. A reduction in the number of suspensions owing to behaviour problems by students practising TM was concluded in this study.

In the United Kingdom Consciousness-Based Education was introduced at schools located in wealthy areas. School officials in the United Kingdom reported that the TM programme enabled the students to be calmer, more focused and relaxed. Most importantly, the officials reported an improvement in the ability of the child to learn. In 2011, a spokesperson for the Education Department said the school was “outstanding in almost all categories” and that the school “has a strong record of academic achievement” (www.uk.tm.org). A study conducted at the University of Birmingham by Turnbull and Norris (1982) indicated an improvement in self-concept by those students practising TM.

Schools in Thailand also report positive benefits from the practice of TM. Kotchabhakdi, Pipatveravat, Tapanya and Pornpathkul (1982) conducted a study of students at a secondary school in Bangkok, Bangsaen in Thailand. The students practising TM showed improvements in intelligence, learning ability and moral judgement as contrasted with the control group who did not

practise the TM technique. Further to this, a study done on patients with aggressive behaviour in Madras, India, yielded a reduction in the display of aggressive behaviour.

The study maintains that TM is a valuable technique to use in aspects of special education. From the results of this study, it could be seen that TM helped children with learning difficulties and improvements were also noted in economically deprived adolescents with learning problems (Wood 1981). In Taiwan a longitudinal study was conducted in three secondary schools. Three different types of meditation were used in this study, namely, transcendental meditation, a napping group and a contemplation group of traditional Chinese meditation. The results found that the TM group showed an increase in blood flow to the brain; there was EEG coherence and memory improved. The results also showed that although the body is rested in TM, the mind is still alert. In contrast, the contemplative meditation requires active thinking and the mind remains alert. Contemplative meditation increased independence, but it also increased anxiety. The findings of this study showed that not all types of meditation produce the same effect (So & Orme-Johnson 2001:420-440).

Norman Rosenthal, a researcher and psychiatrist, reported many positive conclusions about the Quiet Time Program in schools. Research found that after a year of practising TM, children were significantly less anxious (Rosenthal 2011:187). A case study of a twelve year-old child who was diagnosed with ADHD showed remarkable progress in that after practising TM he was actually able to sit still and read a book. The technique also managed to encourage a young boy not to get involved in fights. Before learning TM, he would hit anyone who bumped into him. Now, after practising TM he asks himself "Should I hit him or not?" (Rosenthal 2011:119-120). ADHD children find it difficult to concentrate on a given task. They are also impulsive and find it difficult to regulate feelings or concentrate on a given task. They are impulsive and find it difficult to regulate feelings of anger, frustration and disappointment. Consequently, practising the Quiet Time Programme twice a day reduces the stress response via the nervous

system. When the stress response decreases, so does blood pressure. The feelings of anger that can cause learners to break the school rules also decrease (Rosenthal, 2011:66). Rosenthal (2011) is against the use of medication for ADHD children as he is convinced that the TM technique is much more effective. He further explains that the schools which use the Quiet Time Program have reported a decrease in the number of student suspensions as well as improved daily attendance (Rosenthal, 2011:122,182)

Figure 3 below, on ADHD results, is taken from a study conducted at an independent school in Washington DC for children between the ages 11-14 with language-based learning difficulties. The results show that children improved significantly in brain functioning and symptoms of ADHD were reduced, after just practising TM for three months (Grosswald, Stixrud, Travis & Bateh 2008).

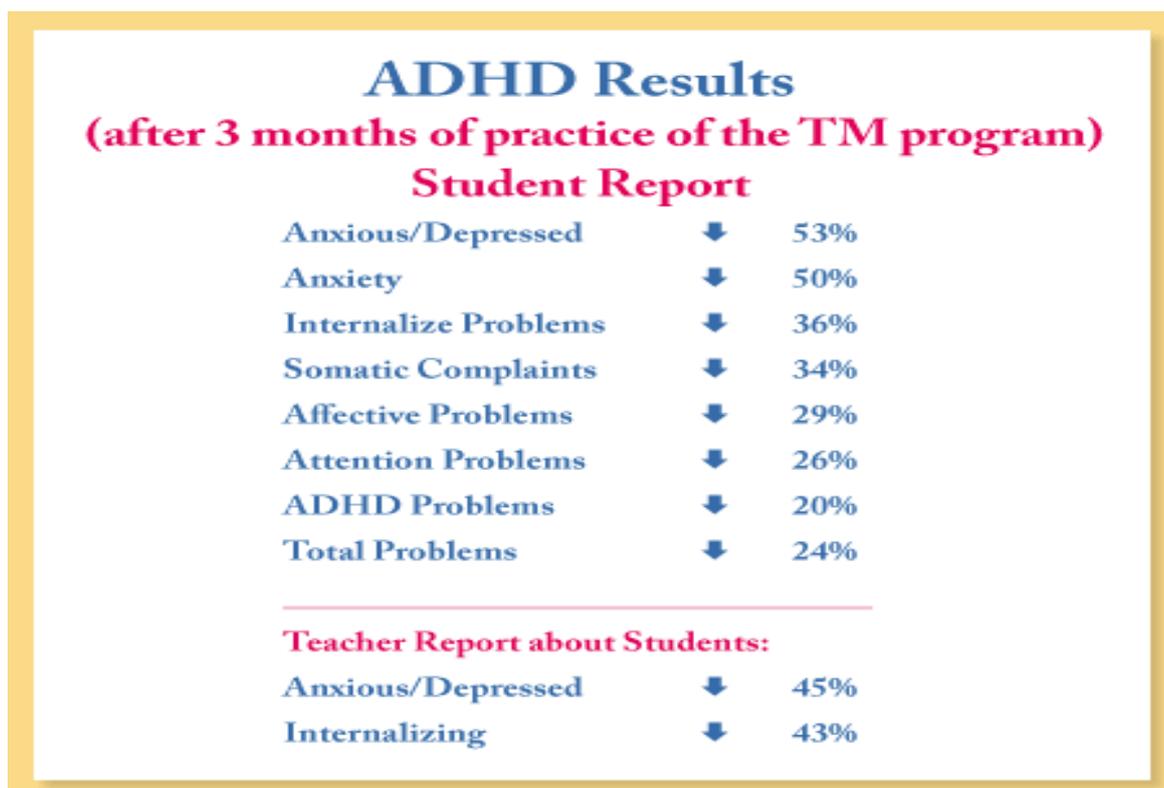


Figure 3: ADHD research results study conducted at an independent school in Washington DC for children between the ages 11-14 with language-based learning difficulties (Grosswald, Stixrud, Travis & Bateh 2008).

Consciousness-Based schools have been established in Italy, Columbia, Amsterdam, Netherlands, Austria, China and Africa. They are considered Stress-free schools. In Australia the Maharishi Schools fosters '...effortless, joyful, successful and fulfilling teaching and learning' (www.wikipedia.org). After one week of the learners practising the TM technique, parents and teachers in New Zealand schools commented on the changes in the behaviour of the children. Transcendental Meditation has been introduced and practised in Guyana, Argentina, Guatemala, Japan, Turkey, Trinidad, Brazil, South Korea, Hawaii, Palestine, Israel and Fiji. Reports from these schools have been very positive (Global Family Chat Satellite Broadcast 2010).

The president of the Maharishi University of Management, Dr Bevan Morris, embarked on a three-month tour of Africa to spread the benefits of Consciousness-Based Education to educators. He also met with students. In Ghana he met with educators and government officials to encourage them to introduce the TM technique to develop full creative intelligence in students. These meetings generated public interest in TM (www.globalgoodnews.com).

The Togo Minister of Justice was impressed by the scientific research done on TM. He observed how the TM technique, used by the prisoners of Senegal, decreased rule infractions as well as recidivism (www.globalgodnews.com).

In Kenya, Dr Morris met with the head of the Kenya Institute of Education. After hearing about the success of the TM technique throughout the world, he wanted all teachers of Kenya to hear about Consciousness Based Education. Dr Morris also discussed building a Mozambique Invincibility school and re-introducing the TM technique (www.globalgoodnews.com).

Uganda has a school established for girls called the Maharishi Girls Secondary School. There is also a school specifically for Aids orphans who have learnt the TM technique in Uganda. The leaders want to spread and

expand the TM technique to the entire community (www.globalgoodnews.com).

In South Africa, 8500 learners and educators in Alexander and Gauteng were introduced and trained in the Transcendental Meditation technique. The Director-General of the Gauteng Department of Education encouraged principals to consider the TM technique. Reports from South African schools show improved attendance in school, improvement in learner behaviour and a more settled atmosphere at school after the introduction of the TM technique. A study in an American school showed significant improvement in Mathematics and English. This study is relevant to South Africa as the Ministry of Basic Education is striving to improve the results in these subjects (www.tm.org.za). The Maharishi Invincibility School of Management was established in 2008 in Johannesburg. The school boasts of stress-free learners, optimal learning, enhanced brain development, a happy atmosphere, as well as an environment that is free of drugs, alcohol and bullying (www.facebook.com/TMinJoburg.co.za). There are TM centres that have been established in Durban, Johannesburg and Cape Town. Comments posted on the site are very positive. Dr Stixrud (2008 in: Grosswald et al 2008) explains how TM can help ADHD children. These children are unable to control their impulses and are constantly interrupting lessons. The QTP allows the nervous system of an ADHD pupil to become more settled and quieter. They get into less trouble their acting without thinking occurs less and they can allow themselves to get less distracted.

Dr Taddy Bletcher, Director of Consciousness-Based Education in South Africa, brought the benefits of the TM technique to Chatsworth Schools in Kwa-Zulu Natal. The Professional Development workshop for Chatsworth principals and educators took place in 2009. Primary and secondary school educators were invited. After the workshop educators acknowledged that they were happy and related that this technique can be used in our schools. Educators feel empowered and elated when they attend professional development workshops. Sadly, from experience, educators forget about these workshops very quickly and in most cases they do not even try out any

strategies presented. Professional development workshops lose their effectiveness as they are not ongoing. It is a once-off presentation with no follow-ups.

However, three primary schools and two secondary schools decided to use the QTP in their schools. Educators were trained first and those learners whose parents agreed were trained in each of these schools. This study used the three primary schools to gather the data of the Quiet Time Programme from the principals, educators and learners.

One secondary school in Chatsworth tried the TM programme for a year. The principal reported at meetings that the programme was going well for most of the learners. Some educators at the school refused to be trained in the programme. They found the imposition of extra time by extending the school day to accommodate TM annoying. The local media reported that TM is not proving very effective in this school and that it should stop immediately. The reasons stated are that when the learners close their eyes they focus on their problems and repressed thoughts. This resulted in the students becoming depressed rather than energetic after the TM. Pressure from the parents and some teachers at the school left the principal with no choice, but to abandon the programme. The principal did encourage those who were finding the programme helpful to continue doing TM at home.

2.11 CHAPTER SUMMARY

Chapter 2 discussed the discipline problems that primary educators experience; the ineffectiveness of the discipline techniques that educators are using currently; an extensive review of the literature on TM and QTP, as well as a conceptual model that guides this research. Scientific evidence of studies undertaken around the world to support the conceptual model was gathered. The theories and legislations discussed formed the background for the study. This chapter ends with the QTP in South Africa.

2.12 CONCLUSION

The review of literature in this chapter provided evidence of the QTP being used in many countries throughout the world. The benefits of the QTP are supported by much scientific research conducted by many individuals. The literature also shows that the schools have derived immense benefit from this positive technique to maintain discipline. In the next chapter the empirical procedures are discussed and the tools for collecting the data are presented. The outcomes of the model are presented after the analysis of the data. These are discussed later in detail in Chapter 4.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Educators and managers of schools are constantly looking for effective discipline techniques. They are also expected to make professional decisions that have both immediate and long term effects on learners, educators, parents and eventually the nation. These decisions come from many sources including personal experience, expert opinion, tried and tested techniques or beliefs of what is right or wrong. Without realizing it, educational practitioners use research to make these professional decisions (McMillan & Schumacher 2001).

3.2 WHAT IS RESEARCH?

Research is a systematic process of collecting and analysing information (data) logically for some purpose (McMillan & Schumacher 2001:9). Because research describes or measures reality systematically, it is a better source of knowledge than one's own experience, beliefs or intuition alone. Education research makes contributions to knowledge about education and education practices (McMillan & Schumacher 2001:4). The purpose of this project was to conduct a research study on the QTP technique as a means to maintain discipline in primary schools in Chatsworth. To do this I have represented the important concepts that impacts on discipline and education in a model with input and output factors. A literature study on the QTP around the world has been undertaken in Chapter 2.

3.3 WHAT IS THEORY?

Theory can be defined as a system for explaining a set of phenomena by specifying constructs and the laws that relate these constructs to each other (Borg & Gall 1989:25). Policy-makers are influenced by theory. To strengthen this study, I have discussed a few theories related to discipline in Chapter 2. I have investigated how the theories are manifested in practice. This study is relevant to the present day environment in schools. It is envisaged that this study will contribute positively to education and can be useful for consideration by other primary schools. In Chapter 4, the recommendations are supported by theory.

3.4 RESEARCH METHODOLOGY

The research methodology discussed below outlines the nature of the approach as well as the instrument used in the empirical section of the study. The research instrument used is detailed to such an extent that data is provided to answer the main research question, namely: How effective is the QTP as a model for maintaining discipline in public primary schools in Chatsworth? Accordingly, a discussion of the research design, research paradigm, data gathering techniques and the data analysis process are undertaken below, detailing the plan of action.

3.4.1 Research design

Research Methodology is systematic and purposeful. The research design describes the procedures for conducting the study. The purpose of the research design is to provide, within an appropriate mode of enquiry, the most valid answers to the research questions (McMillan & Schumacher 2001:31). The research design chosen for this study is the quantitative approach.

3.4.2 Quantitative approach

Quantitative research involves explaining phenomena by collecting numerical data that are analysed using mathematically-based methods (Muijs 2011:1). This research sets out to explain the Model of the Quiet Time Program as a technique to maintain discipline in primary schools. This study follows a descriptive, non-experimental mode of enquiry. Descriptive research simply describes an existing phenomenon by using numbers as a characteristic. It assesses the nature of existing conditions (McMillan & Schumacher 2001:33). The purpose of this descriptive research study is limited to characterizing the Quiet Time Model as a technique to maintain discipline. There is no direct manipulation of variables.

The numerical data was collected by means of questionnaires using a Likert-Scale format. Educators, principals and learners rated their perceptions on the effectiveness of the discipline methods used at present as well as the advantages and disadvantages of the Quiet Time Programme. A computer programme was used to analyse the data mathematically.

3.4.3 Issues of ontology and epistemology

Ontological and epistemological commitments underpin any particular study. Ontology concerns beliefs about the nature of the things we are researching, for example, what kinds of things exist in the world and is there a common reality that we all share? Epistemology concerns beliefs about the kind of knowledge it is possible to acquire about those things. Methodology concerns how one goes about acquiring that knowledge (Wilson 2013:289). In this study, I explored the ineffectiveness of the techniques used to maintain discipline currently (ontological assumption). I also introduced a more effective technique in the model of the Quiet Time Programme (ontological assumption). I explained the benefits of such a programme (epistemological assumption). I used three questionnaires to acquire data on the Quiet Time Programme in three primary schools.

3.4.4 Research paradigm

The fundamental world view of quantitative research can be described as being 'realist' or sometimes 'positivist' or 'post-positivist'. Post-positivist represents the thinking after positivism. Post-positivist takes the view that 'the truth is out there'. It is the job of the researcher to use objective research methods to uncover the truth. In this study a technique to maintain discipline in primary schools is investigated. The knowledge on discipline and techniques is accumulated via questionnaires. This means that the researcher needs to be as detached from the research as possible, and to use methods that maximize objectivity and minimize the involvement of the researcher in the research (Muijs 2011).

Positivism is the most extreme form of this world view. According to positivism, the world works according to fixed laws of cause and effect. Scientific thinking is used to test theories about these laws, and either to reject or provisionally to accept them. In this way, we will finally get to understand the truth about how the world works. By developing reliable measurement instruments, we can study the physical world objectively. This view that there is a true reality out there that we can measure completely objectively is problematic. We are all part of the world that we are observing and we cannot detach ourselves from what we are researching completely. Findings of research are influenced by the beliefs of the person doing the research as well as by the social climate at the time of the research (Muijs 2011).

Post-positivists do not reject any notion of realism, but they accept that we cannot observe the world as outsiders because we are part of the world. Post-positivist believe that we should try to approximate that reality as best we can, all the while realising that our own subjectivity is shaping that reality. Post-positivists try to represent the reality as best they can. Rather than focusing on certainty and absolute truth, post-positivist social science focuses on confidence – how we can rely on our findings (Muijs 2011:5).

Since quantitative research design uses positivism in the investigation, this study followed the post positivist paradigm. The following paragraphs explain how the evidence was collected to support the Quiet Time Programme as a means to maintain discipline.

3.5 DATA GATHERING TECHNIQUES

Questionnaires are used as an instrument to collect the data. Questionnaires are widely used in quantitative studies. In this study, the questionnaire gathered information on the perceptions of educators, principals and learners regarding the Quiet Time Programme. Three groups of respondents are used, namely, the educators, the principals and the learners.

3.5.1 The questionnaire as a research tool

The basic objective of the questionnaire was to collect data on the common discipline problems experienced by educators in a primary school; the opinions on the effectiveness of the discipline techniques that educators use to maintain discipline and the perceptions of the Quiet Time Programme as a technique to maintain positive discipline.

Educators and principals who attended the Professional Development workshop on Consciousness-Based Education in 2009 were chosen to complete the questionnaires. Schools and learners who decided to use the programme were used. The subjects, through their responses were able to express an informed opinion and reliable information was obtained (Borg & Gall 1989). An open-ended questionnaire was used as a pre-test. The pre-test open-ended questionnaire provided guidelines for drawing up closed questions for the final questionnaire. The pre-test open-ended questionnaire also helped to remove unnecessary questions. The pilot group assisted in improving and revising the questions to be included in the questionnaire. The advantages of the closed questionnaire are that the respondents found it easier and quicker to answer; the answers were easier to code and analyse;

there were fewer irrelevant or confused answers; and replication was easier (Neuman 2003).

The collection of the completed questionnaires was made easy as the secretaries of the schools made sure that the learners and educators returned the completed questionnaires in the respective grades. These were all neatly bundled and labelled for collection. However, some learners did not return the questionnaires. Although extra phone calls and travelling costs were incurred, 23.75% of questionnaires were not received from the learners.

3.5.2 The construction of the questionnaire

Scales are used to obtain interval data concerning attitudes, judgments and perceptions on almost any topic. The Likert-Scale was used to construct the questionnaires for this study. The educators' and principals' questionnaires were constructed using a five point Likert-Scale and the learners' questionnaire has a three point scale. The interval between each scale is equal. By using the Likert-Scale the data collected is usable and analysable (Tuckman 1994:222).

Each questionnaire had a covering letter detailing the topic of the research; the aims of the study; the importance of their participation and benefits of the study. The letter also outlined the time-limit to complete the questionnaire; how the questionnaire should be returned or collected an assurance of confidentiality and an offer to send results to them once the study has been completed (Borg & Gall1989:439). My contact details and those of my supervisor are also provided in the covering letter. The respondents are assured that they are free to contact me at any time and they are also free to leave the study without any consequences. Permission was granted by the Education Department to conduct the study in these schools. Permission and consent were also granted by the principals, parents and learners to participate in this study (see Annexure I).

The questionnaire for principals consists of four sections. Section A asked the respondent about his biographical data. In Section B the principals were asked to rate their perceptions of the QTP regarding the attitude of learners to the school. In Section C the principals rated the impact of the QTP on educators. In Section D the principals were asked to rate the long-term effects of the QTP for the learners of the school. At the end of this section, an open-ended question was included for principals to comment on any aspect of the QTP that the questionnaire did not address. The scaled responses for Section B, C and D are Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree; and Strongly Agree.

The questionnaire for educators consisted of four sections. Section A was the biographical data. In Section B the educator was asked to rate the effectiveness of the present discipline techniques that they use. The scaled response for this section is Not used, Never Effective, Seldom Effective, Often Effective and Always Effective. In Section C the educators are asked to rate the QTP following the scaled response of Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree and Strongly Agree. In Section D the educators rated the long-term effects of the QTP using the same scale as that in Section C. Section D ended with an open-ended question. Educators are asked to comment on any aspect of the QTP not addressed in the questionnaire.

The questionnaire for learners consisted of three sections. Section A provided the biographical data of the learner. In Section B the learner was asked to rate the effects of the QTP using the scale of Yes, Sometimes and No. In Section C the learner was asked to rate their feelings on discipline techniques listed using the scale of Happy, Not So Happy and Sad. Section C also ended with an open-ended question. Learners are asked to add any advantages or disadvantages of the QTP that the questionnaire did not address. The scale for the learners differed from educators and principals as these are primary school learners.

The items on the questionnaire are reversed to avoid boredom on the part of the respondent. All respondents are thanked for their participation in the study at the end of the questionnaire. Schools are identified by letters, for example, School A, School B and School C on the questionnaire.

3.6 SAMPLING

A sample is a sub-group of the population. Collecting data about a sample that is representative of a wider population allows you to draw conclusions about the population (Wilson 2013:173). The population in this study comprised the principal, learners and educators of three primary schools.

Purposive sampling is used in this study. Purposive sampling is an acceptable kind of sampling for special situations. The sample is selected with a specific purpose in mind (Neuman 2003:213). Three primary schools who have decided to implement the Quiet Time Programme in Chatsworth are used in this study. All schools are in the urban area, but they have children attending from the settlements around Chatsworth. Some children travel to school by train and by taxi. The population groups in these schools are predominately Black and Indian. These are government schools which receive little funding from the government. The schools have a roll of approximately 400 pupils. The ages of the learners range between 5 and 13 years. The principals, most educators and learners have been trained in the QTP. Those educators who were not trained were asked to supervise the QTP in their classes.

Thereafter, 30 educators, 10 from each school, were chosen to complete the questionnaire. Most learners from Grades 4 to 7 in each school were given the questionnaire to complete. The learners who gave in their forms by the due date were chosen for the study. A total of 244 learner questionnaires were received and used in the study. The three principals of the respective schools completed the questionnaire.

3.7 TRUSTWORTHINESS/RELIABILITY

Reliability means dependability and consistency. Validity suggests truthfulness. The following steps are followed to ensure reliability and validity.

- The questionnaires followed a Likert-Scale format
- Two sections of the learner questionnaires have a three-point scale to make them less complicated, as these were primary school learners. The principals' and educators' questionnaires have a five point scale.
- The items on the questionnaire have direct reference to the aims of the study. These items include the effectiveness of discipline techniques, the impact of the Quiet Time Programme on teaching and learning, and the perceptions of such a programme in the long term.
- The items on the questionnaires are stated in simple and precise language.
- Respondents are asked to take their time and to answer as honestly as possible.
- A written copy of the steps to complete the questionnaire is attached.

A pilot study was conducted to obtain the items to be included in the questionnaire. This pilot study was in the form of an open-ended questionnaire. This was done with learners from school A. A draft questionnaire was then done and tested with the educators and learners of this school. Some questions were removed because of ambiguity before the final questionnaire was formulated. Two hundred and forty four learners, 30 educators and 3 principals completed and returned the questionnaire.

3.8 ETHICAL CONSIDERATIONS

A letter requesting permission to conduct the research was received from the Superintendent of Education for the District, the governing bodies, principals,

parents and learners of the respective schools used in the study. The ethical procedures followed throughout the investigation are discussed.

3.8.1 Informed consent

A covering letter was attached to all questionnaires. The letter included the following information:

- identification of the researcher;
- the purpose of the research;
- the procedures of the research;
- the benefits of the research;
- the voluntary participation in the research;
- the steps used to guarantee confidentiality;
- data storage and security;
- assurance that they can withdraw at any time from the study;
- contact details of my supervisor and researcher if any questions arise

Provision of these details ensured that the respondents were confident to take part in the study. They understood what was expected of them. As a result, they made informed choices on the questionnaire and were eager to return the questionnaire by the due date as indicated in the letter (Creswell 2009).

3.8.2 Confidentiality/Anonymity

The subjects were assured in the letter of consent, that all information they provided is treated with strict confidence. Principals, educators and learners were not required to write their names or their school anywhere on the questionnaire. However, I used a letter system (A, B and C) to identify from which school a particular questionnaire was received. All participants were respected throughout the study. I met with the principals and explained the

study. The purpose of the study was explained clearly and honestly. This avoided any deception.

The data was kept by me. Data was put into folders according to schools and grades. These were labelled accordingly. The data will be disposed of through a shredding machine once the study has been accepted. Data was presented as honestly as possible.

3.9 DATA ANALYSIS

The data was analysed using the software Data base program called Epi-Data. This programme was used to capture and analyse the data from the questionnaires. The results of each section of the questionnaire are presented in graphical form using the Excel programme.

3.10 CHAPTER SUMMARY

This chapter outlined the empirical phase of the study. The description of the research design; the research paradigm; the data collection method, as well as the ethical measures were discussed. The chapter concluded with the procedures undertaken to analyse the data.

3.11 CONCLUSION

The empirical investigation discussed set out the study systematically. Protocol was followed and permission from necessary sources was requested and granted. The construction and collection of the questionnaires are provided in detail. The participants chosen for the study provided relevant data since they are familiar with the QTP. Computer software for data analysis was used. In the next chapter, the findings and interpretation of the data are presented.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The previous chapter explained the methodology and the instrument used for collecting the data, which was the questionnaire. In this chapter the data was analysed and interpreted with the main aim being to obtain answers to the research questions. The analysis of the data did not only provide the answers to the research questions. The data still had to be interpreted. To interpret is to explain and to attribute meaning to what was being investigated (De Vos 2005).

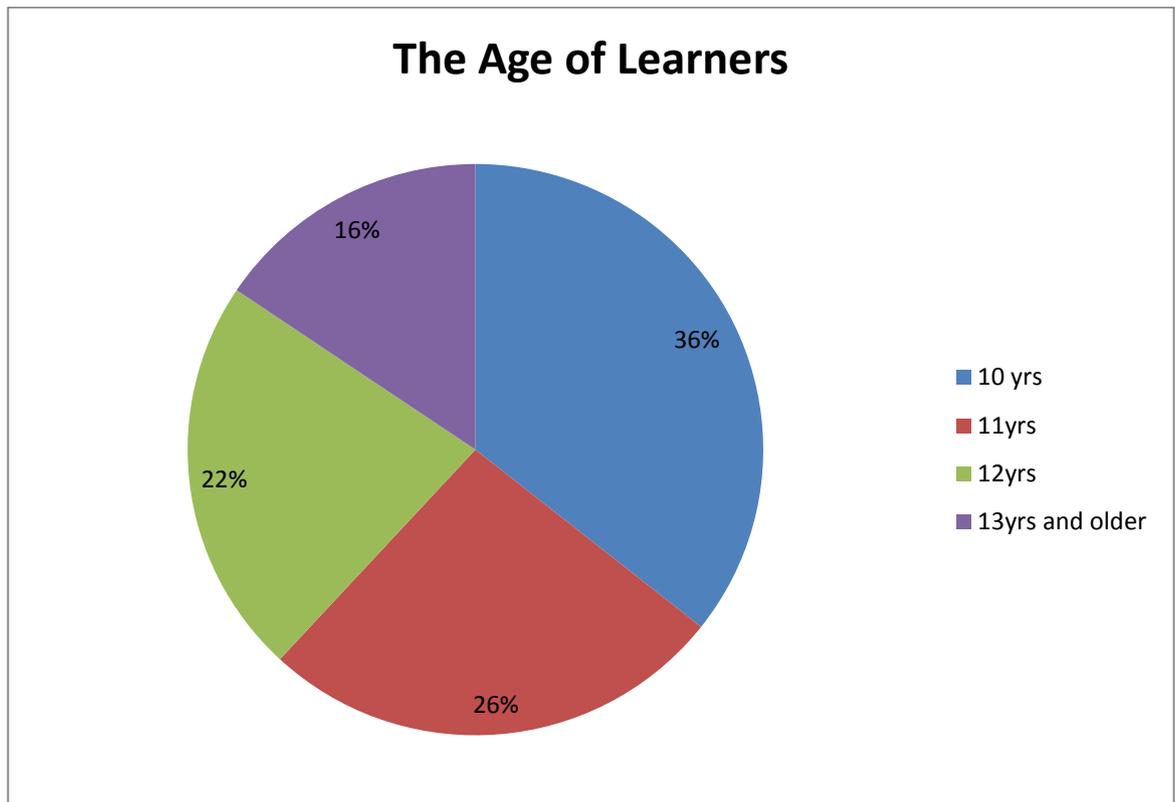
The main research question of the study was: How effective is the quiet time programme (QTP) as a model for managing discipline in public primary schools in Chatsworth? Accordingly, the sub-questions indicated a critical review of the discipline techniques that educators are using; the perceptions of the principals, educators and learners on the QTP; and finally an investigation of the use of the QTP as a technique to promote and maintain positive discipline in primary schools. The questionnaires provided data in numbers as well as in percentages, which were then used for the analysis. Data was first captured on frequency tables using the Epi-data program. The pie graphs, bar graphs and Tables are represented using the data from the frequency tables.

4.2 LEARNER QUESTIONNAIRE

The learner questionnaire comprised three sections, namely, Sections A, B and C.

4.2.1 Section A: Biographical data presentation

Pie Graph 1: The age of learners

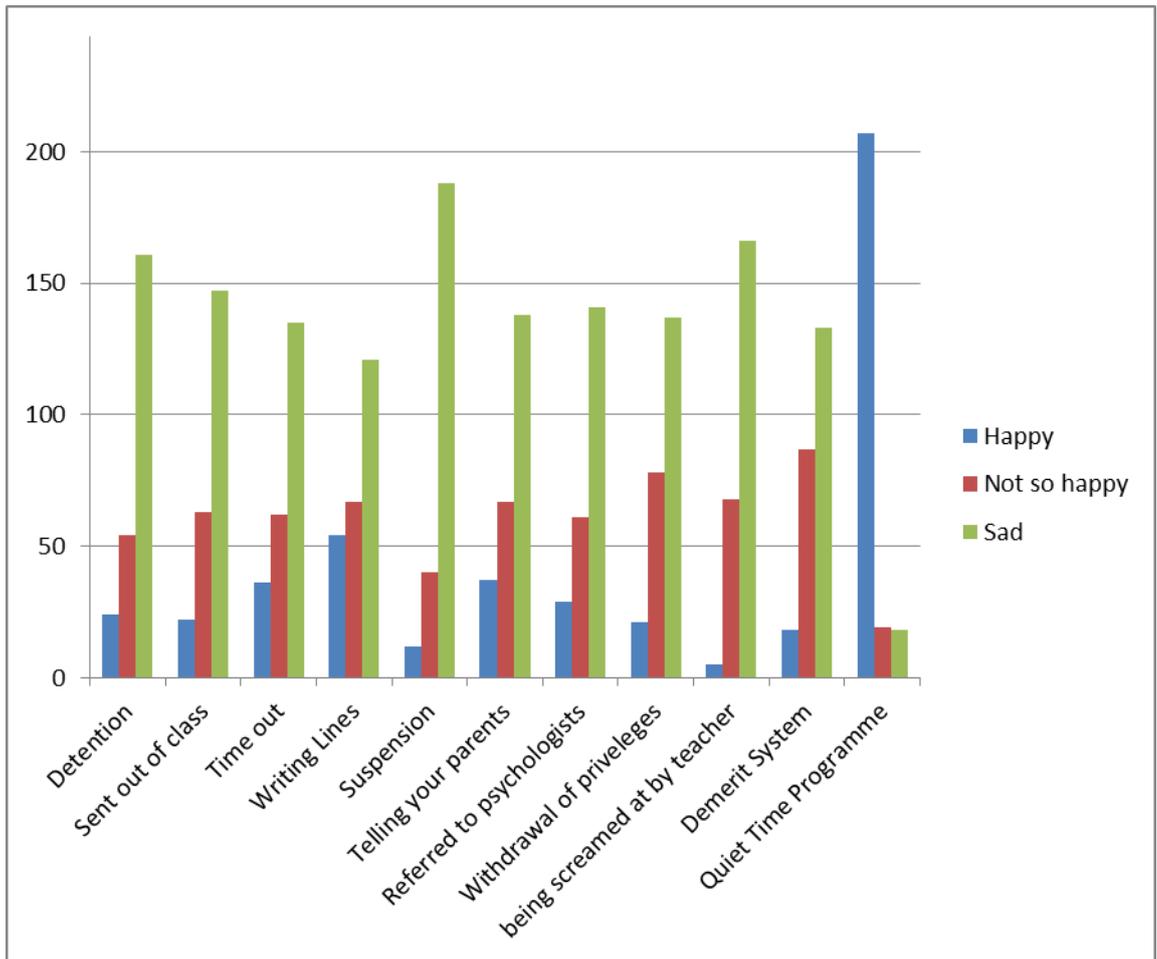


The ages show an almost equal distribution of primary school learners among the 10 – 13 year categories. The 36% represents the largest proportion in the 13 years and older age category. These are the senior learners in the primary schools.

4.2.2 Section B: Perceptions by learners of discipline techniques

The learners were asked about their feelings regarding the discipline techniques that the educators use. Their response choices are “happy”, “Not so happy” and “Sad”. The total number of questionnaires N=244.

Bar Graph 1: Perceptions by learners of discipline techniques (numbers)



The percentages are captured on frequency Tables.

Detention

Frequency Table 1 a

Detention		%	Cum %
Missing	5	2	2
Happy	24	9.8	11.9
Not so Happy	54	22.1	34
Sad	161	66	100
Total	244	100	

Detention - Most learners are sad about the use of this technique. The data shown on Frequency Table 1.a conclude that 161 learners, which makes up 66% of learners, are 'sad'; 54 learners (22.1%) are 'not so happy' and 24 learners (9.8%) are 'happy' with the use of this technique. 5 learners (5%) did not answer. Learners experience many contextual factors in terms of transport, fatigue, fear and embarrassment when they serve detention. From my experience as an educator, if the detention is not structured then the learners feel that it is a waste of time. They may create more problems at detention because they do not have anything to do.

Being sent out of the class

Frequency Table 1.b

Being sent out of class	N	%	Cum %
Missing	12	4.9	4.9
Happy	22	9	13.9
Not so Happy	63	25.8	39.8
Sad	147	60.2	100
Total	244	100	

Frequency Table 1.b shows that 147 learners (60.2%) are 'sad'; 63 (25.8%) are 'not so happy' and 22 (9%) are 'happy' with being sent out of the class. 12 (4.9%) learners did not respond.

Time-out

Frequency Table 1.c

Time-out	N	%	Cum %
Missing	11	4.5	4.5
Happy	36	14.8	19.3
Not so Happy	62	25.4	44.7
Sad	135	55.3	100
Total	244	100	

135 learners (55.3%) are 'happy'; 62 (25.4%) are 'not so happy', and 36 (14.8%) are 'happy' with Time- out. 11 learners (4.5%) did not answer.

Writing Lines

Frequency Table 1.d

Writing Lines	N	%	Cum %
Missing	2	0.8	0.8
Happy	54	22.1	23
Not so Happy	67	27.5	50.4
Sad	121	49.6	100
Total	244	100	

121 learners (49.6%) are 'sad'; 67 (27.5%) are 'not so happy'; and 54 (22.1%) are 'happy' with writing lines. 2 (0.8%) did not respond.

Suspension

Frequency Table 1.e

Suspension	N	%	Cum %
Missing	4	1.7	1.6
Happy	12	4.9	6.6
Not so Happy	40	16.4	23
Sad	188	77	100
Total	244	100	

188 learners (77%) are 'sad' with the technique of suspension; 40 (16.4%) of the learners are 'not so happy' and 12 (4.9%) are 'happy'. 4 ((1.6%) learners did not respond.

Telling your parents

Frequency Table 1.f

Telling your parents	N	%	Cum %
Missing	2	0.8	0.8
Happy	37	15.2	16
Not so Happy	67	27.5	43.4
Sad	138	56.5	100
Total	244	100	

Choosing the 'sad' option were 138 learners (56.6%), whereas 67 (27.5) chose the 'not so happy' option and 37 learners (15.2%) chose the 'happy' option when it comes to the issue of telling their parents while 2 (0.8%) of the learners did not respond.

Referred to the psychologist

Frequency Table 1.g

Referred to psychologist	N	%	Cum %
Missing	5	2	2
Happy	29	11.9	13.9
Not so Happy	61	25	38.9
Sad	149	61.1	100
Total	244	100	

One hundred and forty nine (61.1%) of the learners are 'sad' about being referred to the psychologist; 61 (25%) are 'not so happy' and 29 (11.9%) are 'happy'. 5 (2%) of the learners did not answer.

Withdrawal of privileges

Frequency Table 1.h

Withdrawal of privileges	N	%	Cum %
Missing	8	3.3	3.3
Happy	21	8.6	11.9
Not so Happy	78	32	43.9
Sad	137	56.1	100
Total	244	100	

One hundred and thirty seven learners (56.1%) are 'sad' about withdrawal of privileges as a discipline technique; 78 (32%) are 'not so happy' and 21 (8.6%) are 'happy'. 8 (3.3%) of the learners did not respond.

Screamed at by the teacher

Frequency Table 1.i

Screamed at by teacher	N	%	Cum %
Missing	5	2	2
Happy	5	2	4.1
Not so Happy	68	28	32
Sad	166	68	100
Total	244	100	

The use of this technique, being screamed at by the teacher, shows 166 learners 68% are 'sad'; 68 (27.9%) are 'not so happy' and 5 (2%) are 'happy'. 5 (2%) of the learners did not respond.

The de-merit system

Frequency Table 1.j

Demerit System	N	%	Cum %
Missing	6	2.5	2.5
Happy	18	7.4	9.8
Not so Happy	87	35.6	45.5
Sad	133	54.5	100
Total	244	100	

The de-merit system brought in the following results: 133 (54.5%) of the learners are 'sad'; 87 (35.7%) are 'not so happy' and 18 (7.4%) are 'happy'. 6 (2.5%) did not answer this question.

The Quiet Time Programme

Frequency Table 1.k

Quiet Time Programme	N	%	Cum %
Missing		0	0
Happy	207	84.8	84.8
Not so Happy	19	7.8	92.6
Sad	18	7.4	100
Total	244	100	

Eighteen (7.4%) of the learners felt 'sad' about the Quiet Time Programme, 19 (7.8%) felt 'not so happy' and an overwhelming 207 (84.8%) of the learners are 'happy' with the Programme. This question was answered by all 244 of the learners.

The data presented on the perceptions of the learners with regard to the discipline techniques being used by educators, shows that more than 50% of the learners are 'sad'. However, the introduction of the QTP indicated a 'happy' response from over 80% of the learners. Some of the shortcomings and disadvantages of the discipline techniques used by educators are discussed extensively in Chapter 2 of this study. Feelings of fear, insecurity, embarrassment, humiliation and isolation associated with these techniques could be the reasons that many learners felt 'sad'.

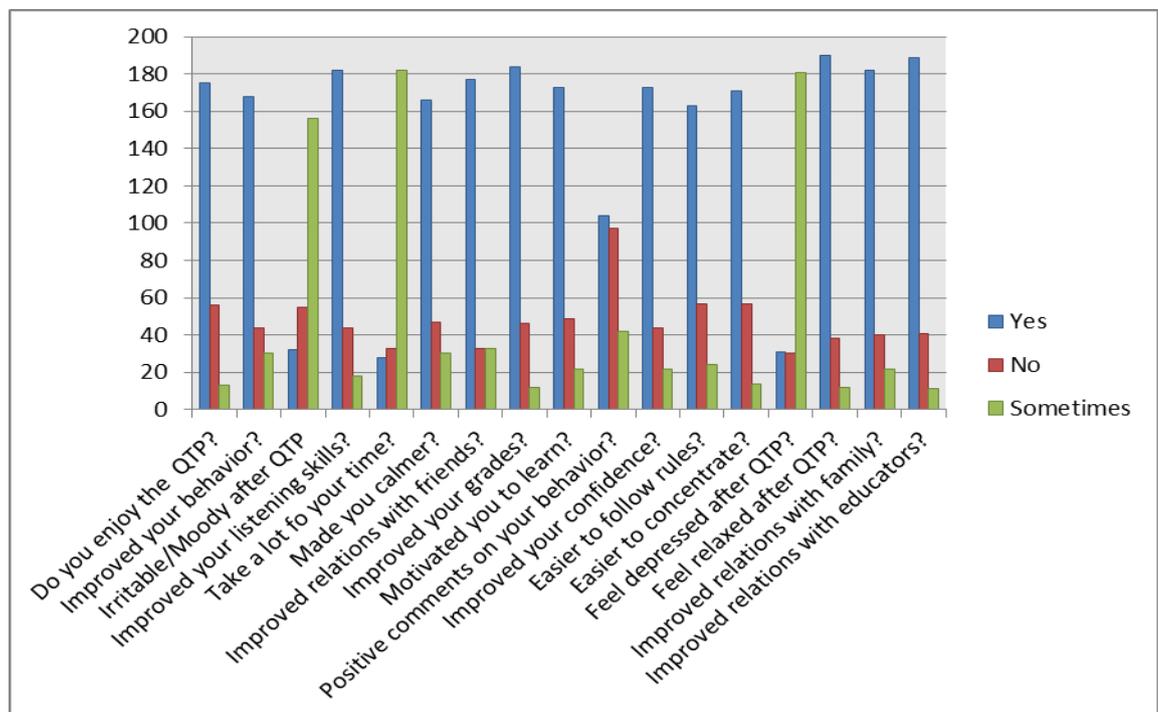
4.2.3 Section C of the Learner Questionnaire: Perceptions by learners regarding the QTP

This section of the learner questionnaire dealt mainly with the QTP. The learners had three options to choose from, namely, 'yes', 'sometimes' and 'no'.

The graphical representation below includes the entire Section C of the learner questionnaire. This section consisted of 17 questions. Bar Graph 2

shows a numerical representation of all 17 questions. The graph is further sub-divided into sections to make the interpretation of the data easier. The questions were sub-divided into the feelings of the learners regarding the QTP, the learner relationships after the QTP and the perceptions of the learners regarding the effect of the QTP on their learning. Percentages indicated in tabular form are taken from frequency tables.

Bar Graph 2: Presentation of Section B: Perceptions of Learners (Numbers) Regarding the QTP.



4.2.3.1 Feelings of learners regarding the QTP

The Frequency Tables with numbers and percentages for Questions 1, 6, 3, 14 and 15.

Frequency Table 2.a (Question 1)

Do you enjoy the QTP?	N	%	Cum %
No	13	5.3	5.3
Sometimes	56	23	28.3
Yes	175	71.7	100
Missing	0		
	244	100	

Frequency Table 2.b (Question6)

Has the QTP made you calmer?	N	%	Cum %
No	30	12.3	12.3
Sometimes	47	19.3	31.6
Yes	166	68	99.6
Missing	1	0.4	100
	244	100	

Frequency Table 2.c (Question 3)

Do you feel irritable/moody after QTP?	N	%	Cum %
No	13	5.3	5.3
Sometimes	56	23	28.3
Yes	175	71.7	100
Missing	0		
	244	100	

Frequency Table 2.d (Question 14)

Do you feel depressed after QTP?	N	%	Cum %
No	181	74	74.2
Sometimes	30	12.3	86.5
Yes	31	12.7	99.2
Missing	2	0.8	100
	244	100	

Frequency Table 2.e (Question 15)

Do you feel relaxed after QTP	N	%	Cum %
No	12	4.9	4.9
Sometimes	38	15.6	20.5
Yes	190	77.9	98.4
Missing	4	1.6	100
	244	100	

A bar graph has been drawn to depict the numbers only from the frequency tables followed by a table which shows the percentages for questions 1, 6, 3, 14, 15.

Bar Graph 3: Feelings of the learners regarding the QTP (Numbers)

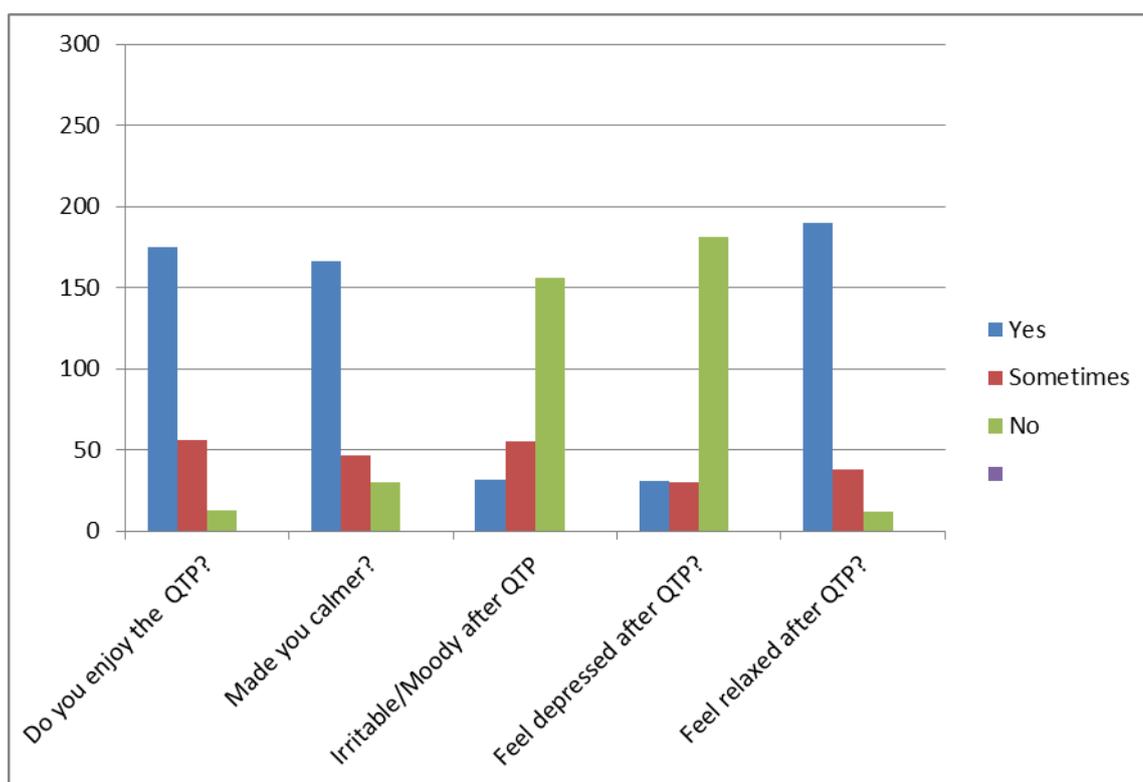


Table 1: Feelings of the learners regarding the QTP (Percentages)

	THE QTP	YES	NO	MISSING
1.	Do you enjoy QTP?	71.7	5.3	
6.	Has QTP made you calmer?	68	12.3	
3.	Do you feel irritable/moody after QTP?	5.3	71.7	
14.	Do you feel depressed after the QTP?	12.7	74.2	
15.	Do you feel relaxed after QTP?	77.9	4.9	

According to Table 1, the perceptions of the learners were that they felt more relaxed. Sixty eight percent also felt a lot calmer and they are enjoying the programme.

4.2.3.2 Relationships of the learners

Questions 7, 16 and 17 are considered for the impact of Quiet Time on relationships. The Frequency Tables are presented, followed by a bar graph depicting the numbers and a table showing the percentages.

Frequency Table 3.a (Question 7)

Improved relations with friends?	N	%	Cum %
No	33	13.5	13.5
Sometimes	33	13.5	27
Yes	177	72.5	99.5
Missing	1	0.4	100
	244	100	

Frequency Table 3.b (Question 16)

Improved relations with family?	N	%	Cum %
No	22	9	9
Sometimes	40	16.4	25.4
Yes	182	74.6	100
Missing	0	0	100
	244	100	

Frequency Table 3.c (Question 17)

Improved relations with educators?	N	%	Cum %
No	11	4.5	4.5
Sometimes	41	16.8	21.3
Yes	189	77.5	98.8
Missing	3	1.2	100
	244	100	

Bar Graph 4: Relationships of Learners After QTP (Numbers)

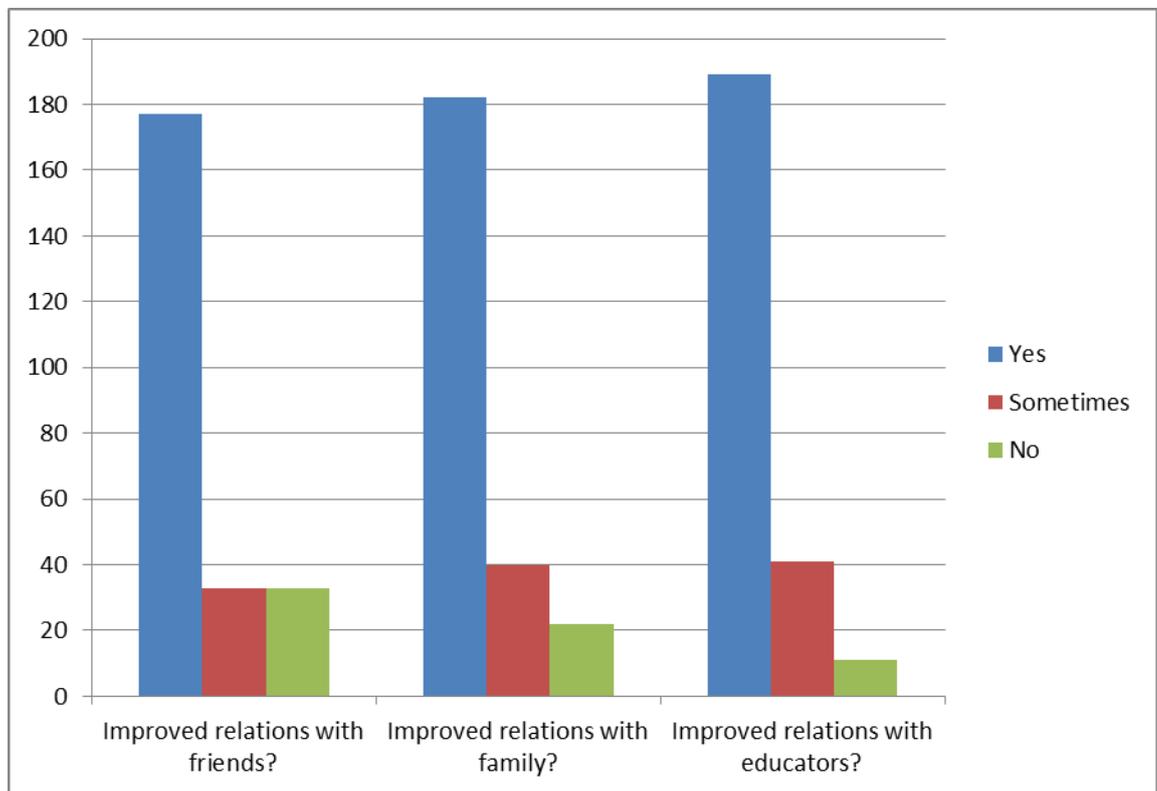


Table 2: Relationships of learners after QTP (Percentages)

	LEARNERS' RELATIONSHIPS	YES	NO
7.	Has QTP improved your relationships with friends?	72.5	13.5
16.	Have your relationships with the family improved?	74.6	9
17.	Have your relationships with educators improved?	77.5	4.5

Learners agree that the QTP has improved their relationships, not only at school but also at home. Establishing and maintaining healthy relationships at school is important as this has a positive impact on the self-esteem of learners as well as on task behaviour. Learners will then participate positively in the classroom (Lane, Menzies & Crnabori 2011). It is further confirmed that establishing healthy relationships is an important aspect of positive discipline (Asmal 2001).

4.2.3.3 Perceptions of learners regarding the impact that QTP has on their learning

Data from questions 2, 4, 10, 11, 12, 13, 5, 8 and 9 were used to investigate the impact of the QTP on learning. Frequency tables are presented for each question followed by a bar graph and finally, a table indicating the percentages.

Figure 4.a (Question 2)

Improved your behaviour?	N	%	Cum %
No	30	12.3	12.3
Sometimes	44	18	30.3
Yes	168	68.9	99.2
Missing	2	0.8	100
	244	100	

Figure 4.b (Question 4)

Improved your listening skills?	N	%	Cum %
	N	%	Cum %
No	18	7.4	7.4
Sometimes	45	18.4	25.8
Yes	181	74.2	100
Missing	0	0	100
	244	100	

Figure 4.c (Question 10)

Positive comments on your behaviour?	N	%	Cum %
No	18	7.4	7.4
Sometimes	45	18.4	25.8
Yes	181	74.2	100
Missing	0	0	100
	244	100	

Figure 4.d (Question 11)

Improved your confidence?	N	%	Cum %
No	22	9	9
Sometimes	44	18	27
Yes	173	70.9	97.9
Missing	5	2	100
	244	100	

Figure 4.e (Question 12)

Easier to follow rules?	N	%	Cum %
No	24	9.8	9.8
Sometimes	57	23.4	33.2
Yes	163	66.8	100
Missing	0	0	100
	244	100	

Figure 4.f (Question 13)

Easier to concentrate?	N	%	Cum %
No	14	5.7	5.7
Sometimes	57	23.4	29.1
Yes	171	70.1	99.2
Missing	2	0.8	100
	244	100	

Figure 4.g (Question 5)

Take a lot of your time?	N	%	Cum %
No	182	74.6	74.6
Sometimes	33	13.5	88.1
Yes	28	11.5	99.6
Missing	1	0.4	100
	244	100	

Figure 4.h (Question 8)

Improved your grades?	N	%	Cum %
No	12	4.9	4.9
Sometimes	46	18.9	23.8
Yes	184	75.4	99.2
Missing	2	0.8	100
	244	100	

Figure 4.i (Question 9)

Motivated you to learn?	N	%	Cum %
No	22	9	9
Sometimes	49	20.1	29.1
Yes	173	70.9	100

Bar Graph 5: Perceptions by learners regarding the impact QTP has on their learning (Numbers).

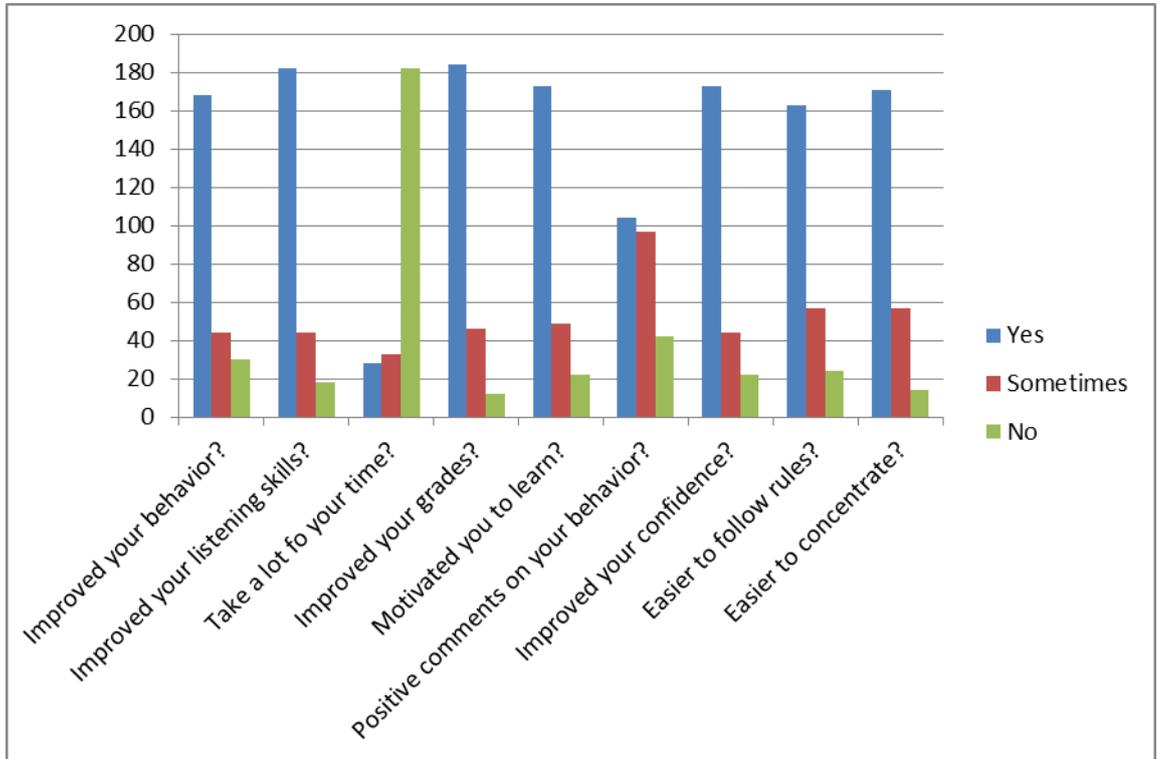


Table 3:

Learners' Perceptions regarding the impact QTP has had on their learning (Percentages).

	IMPACT ON LEARNING	YES	NO
2.	Has QTP improved your behaviour?	68.9	12.3
4..	Has QTP improved your listening skills?	74.2	7.4
10.	Do people comment positively on your behaviour?	74.2	7.4
11.	Has the QTP improved your confidence?	70.9	9
12.	Do you feel it is easier to follow rules?	66.8	9.8
13.	Do you find it easier to concentrate?	70.1	5.7
5.	Does QTP take up a lot of your time?	11.5	74.6
8.	Have your grades improved?	75.4	4.9
9.	Has the QTP motivated you to learn?	70.9	9

The findings from Table 3 indicate that the QTP has a positive impact on learning. Sixty six point eight percent (66.8%) find it easier to follow rules; 70.1% find it easier to concentrate; 75.4% feel that their grades have improved; and 70.9% of the learners feel that they are motivated to learn after Quiet Time. Seventy four point six percent (74.6 %) of the learners disagree that the QTP takes up a lot of their time.

There was one open-ended question on the learner questionnaire. Learners are asked to list any other advantage or disadvantage of the QTP not included in the questionnaire. Many learners did not answer this. Most

learners included the same advantages and disadvantages already addressed in the questionnaire.

4.3 SUMMARY OF THE FINDINGS FROM THE LEARNER QUESTIONNAIRE

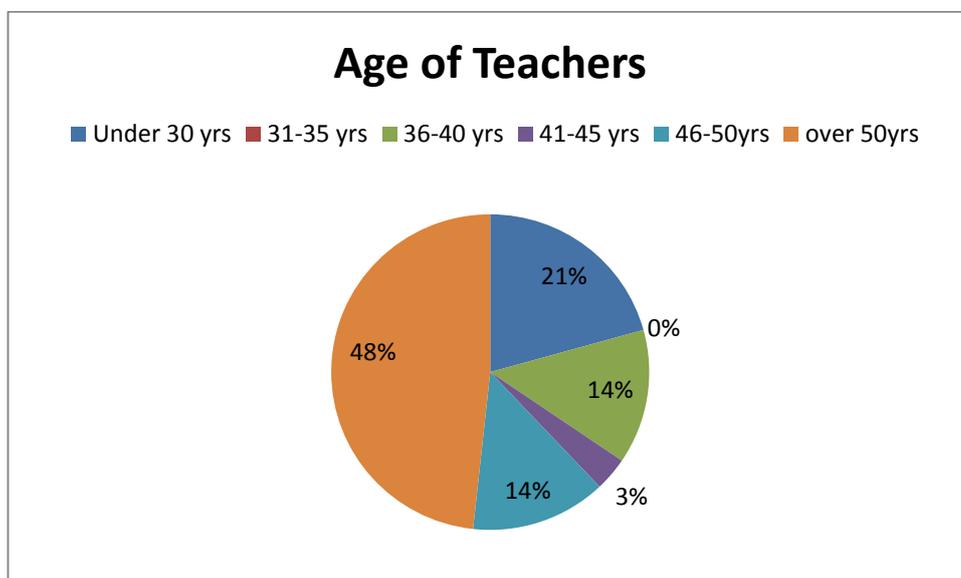
The majority of the learners (71.7%) in this study generally enjoyed the QTP. However, there is a low percentage of learners who found the QTP boring. It is interesting to note that most of the learners felt motivated to learn after engaging in quiet time. Many educators strive to help their learners to achieve an intrinsic love of learning. The findings show that the QTP creates a classroom environment that fosters intrinsic motivation enabling learners to feel confident and to take charge of their own learning. The findings from the learner data confirm that the QTP promotes the culture of learning in schools.

4.4 ANALYSIS AND INTERPRETATION OF THE EDUCATORS' QUESTIONNAIRE

The educator questionnaire had four sections, namely, Sections A, B, C and D.

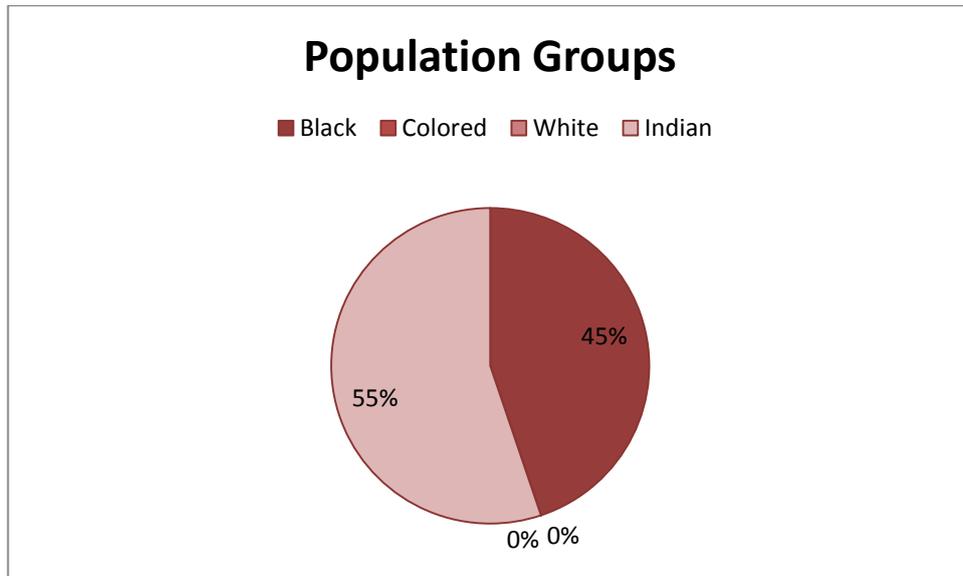
4.4.1 Section A - Biographical data of educators

Pie Graph 2: Age of teachers



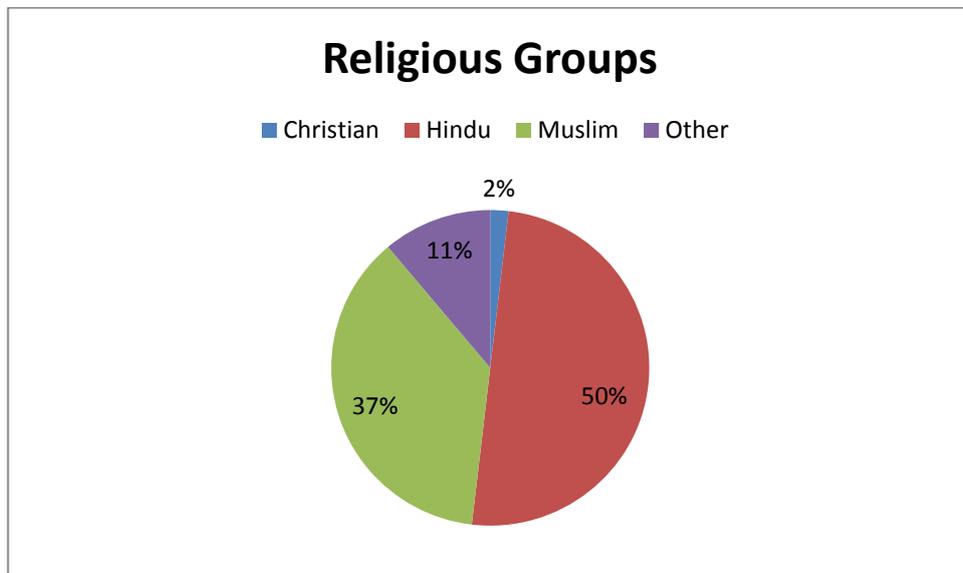
The above pie-graph reveals the age dispersion of participants. The highest percentage of teachers is in the age group of over 50 years with just 14% in the youngest age group of below 30 years. The above percentages are indicative of the maturity levels of the participants. They have been through more life experiences and are able to provide relevant information.

Pie Graph 3: Population groups



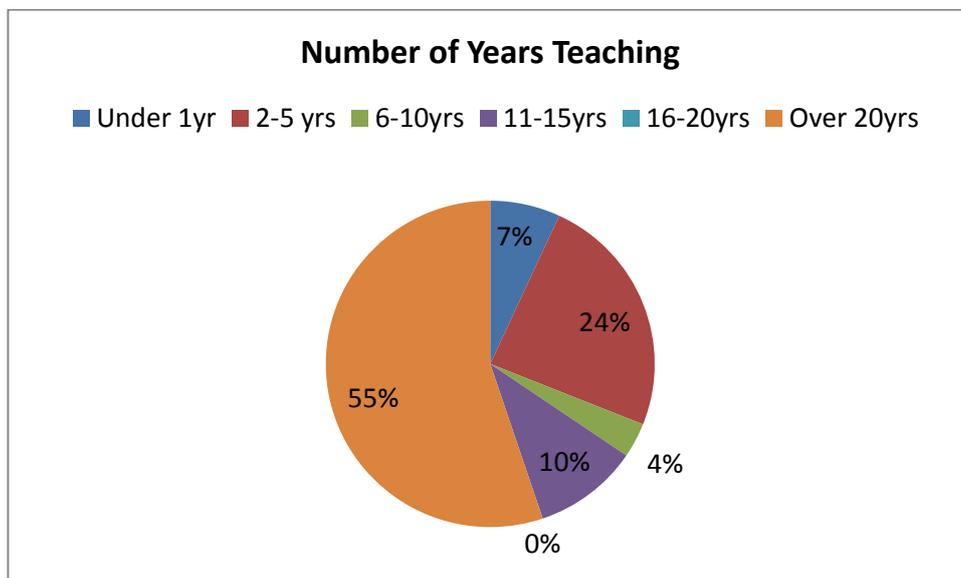
As indicated on this pie-graph there are only two population groups in these schools, namely, Indian and Black. These three schools are public schools in the heart of Chatsworth, which is primarily inhabited by Indians. However, small townships have emerged in some suburbs which have resulted in the migration of Black learners. According to the graph, there is almost an equal distribution of Black and Indian learners who participated in the study with the Black learners making up 45% and the Indian learners 55%.

Pie Graph 4: Religious groups



These schools also have learners from various religious groups. An overwhelming percentage (50%) of Hindu learners took part in the study. It is also good to note that 37% were Muslims and 11% were Christians. The study therefore indicated responses from a good distribution of learners from various religious groups.

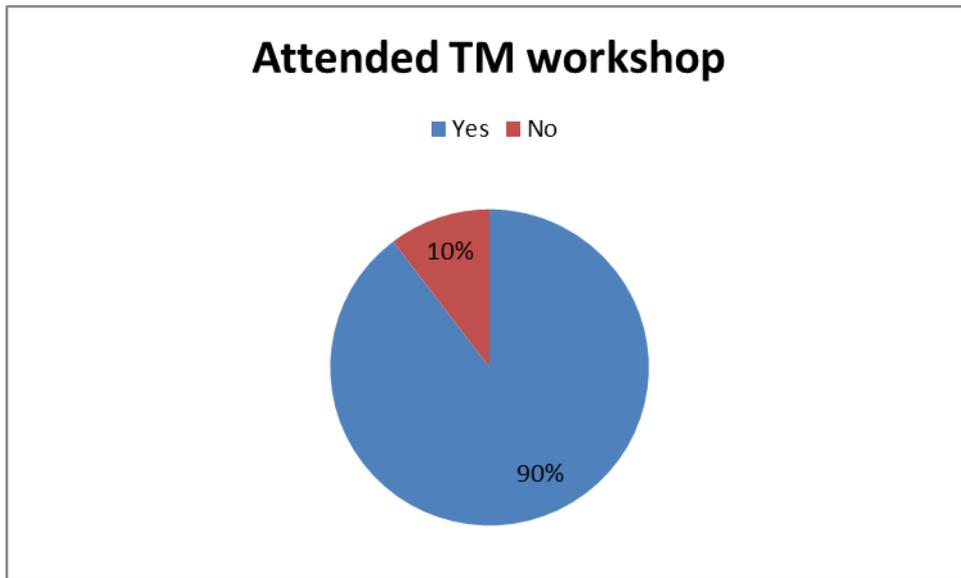
Pie Graph 5: Number of years teaching (Teaching Experience)



This pie-graph representation reveals the teaching experience of the educators. The educators with less than 1 year experience is 0%,; 2-5 years = 24%; 6-10 years = 4%; 11-15 years = 10%; 16-20 years = 20% and 55% have over 20 years of teaching experience.

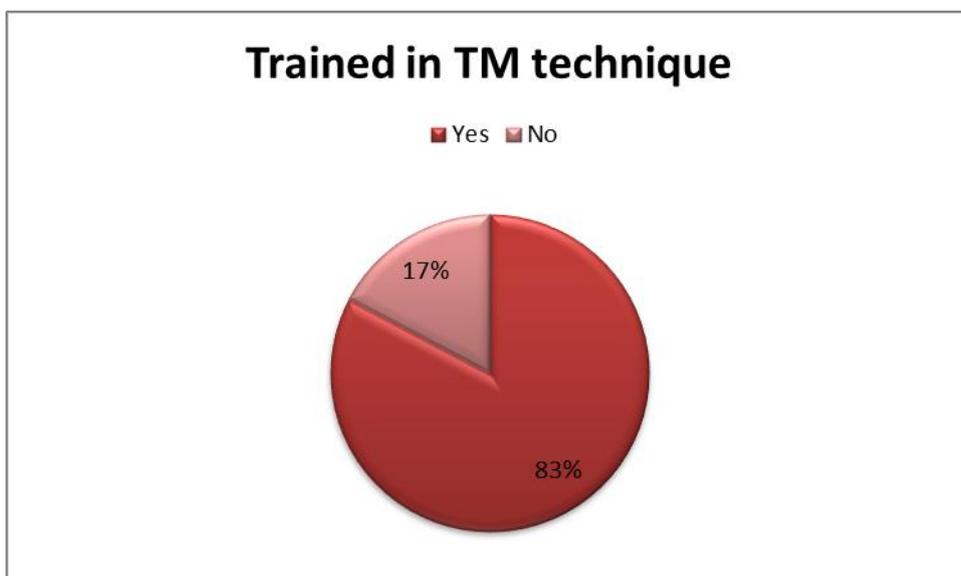
This graph provides evidence of vast teaching experience. All educators have at least 2- 5 years of teaching experience. The experience of the educators enables them to provide the relevant data for this study especially in terms of their perceptions of the various discipline techniques being used in schools.

Pie Graph 6: Number who attended the TM workshop



This representation indicates that almost all the educators (90%) attended the TM Staff Development Workshop. The other 10% did not, but they are supervising the Quiet Time Programme at their schools. The educators who took part in this study had some knowledge of the QTP.

Pie Graph 7: Number trained in the TM technique



Eighty three percent of the educators are trained in use of the TM technique. 17% have not been trained. The graph indicates the interest of the majority

of the educators to be role models for the QTP. 83% are fully trained in the TM technique. These educators are practicing TM. Theorist, Alex Bandura in Olson & Hergenhahn (2013) believes that models are effective in learning. He states that teachers can influence their learners in the way they behave themselves. According to Bandura, teachers can model moral behaviour and conduct, which students then internalise. Students use this as their standard for self-evaluation. When students do well, internalised standards become the basis of self-praise. In this way students develop their intrinsic motivation (Olson & Hergenhahn 2013).

4.4.2 Section B - Rating of educators on the discipline techniques being used presently

Educators were asked to rate the effectiveness of discipline techniques most commonly used by educators. The following scale was used: 'not used', 'never effective', 'seldom effective', 'often effective' and 'always effective' (n = 30). In the Table below that summaries the evidence on discipline techniques, I took all the 'never effective' and 'seldom effective' ratings as 'not effective' and all the 'often effective' and 'always effective' ratings as 'effective'. The option 'not used' was left as is. This formed Section B of the educator questionnaire.

Bar Graph 6 gives the statistics in numbers while Table 4 reflects the percentages for the perceptions of educators on discipline techniques. The Frequency Tables are presented first.

Frequency Table 5.a

Detention	N	%	Cum %
Not used	10	34.5	34.5
Never effective	0	0	34.5
Seldom effective	11	37.9	72.4
Often effective	7	24.1	96.6
Always effective	1	3.4	100
Missing	0	0	100
	29	100	

Frequency Table 5.b

Isolation	N	%	Cum %
Not used	6	20.7	20.7
Never effective	0	0	20.7
Seldom effective	15	51.7	72.4
Often effective	6	20.7	93.1
Always effective	0	0	93.1
Missing	2	6.9	100
	29	100	

Frequency Table 5.c

Time out	N	%	Cum %
Not used	5	17.2	17.2
Never effective	1	3.4	20.7
Seldom effective	15	51.7	72.4
Often effective	7	24.1	96.6
Always effective	0	0	96.6
Missing	1	3.4	100
	29	100	

Frequency Table 5.d

Writing Lines	N	%	Cum %
Not used	9	31	31
Never effective	6	20.7	51.7
Seldom effective	10	34.5	86.2
Often effective	4	13.8	100
Always effective	0	0	100
Missing	0	0	100
	29	100	

Frequency Table 5.e

Parental involvement	N	%	Cum %
Not used	0	0	0
Never effective	1	3.4	3.4
Seldom effective	9	31	34.5
Often effective	11	37.9	72.4
Always effective	7	24.1	96.6
Missing	1	3.4	100
	29	100	

Frequency Table 5.f

Suspension	N	%	Cum %
Not used	7	24.1	24.1
Never effective	2	6.9	31
Seldom effective	7	24.1	55.2
Often effective	9	31	86.2
Always effective	4	13.8	100
Missing	0	0	100
	29	100	

Frequency Table 5.g

Privileges withdrawal	N	%	Cum %
Not used	4	13.8	13.8
Never effective	3	10.3	24.1
Seldom effective	10	34.5	58.6
Often effective	9	31	89.7
Always effective	2	6.9	96.6
Missing	1	3.4	100
	29	100	

Frequency Table 5.h

Reprimanding	N	%	Cum %
Not used	0	0	0
Never effective	3	10.3	10.3
Seldom effective	14	48.3	58.6
Often effective	10	34.5	93.1
Always effective	1	3.4	96.6
Missing	1	3.4	100
	29	100	

Frequency Table 5.i

Corporal punishment	N	%	Cum %
Not used	16	55.2	55.2
Never effective	1	3.4	58.6
Seldom effective	7	24.1	82.8
Often effective	4	13.8	96.6
Always effective	1	3.4	100
Missing	0	0	100
	29	100	

Bar Graph 6: Perceptions of educators on discipline techniques (Numbers)

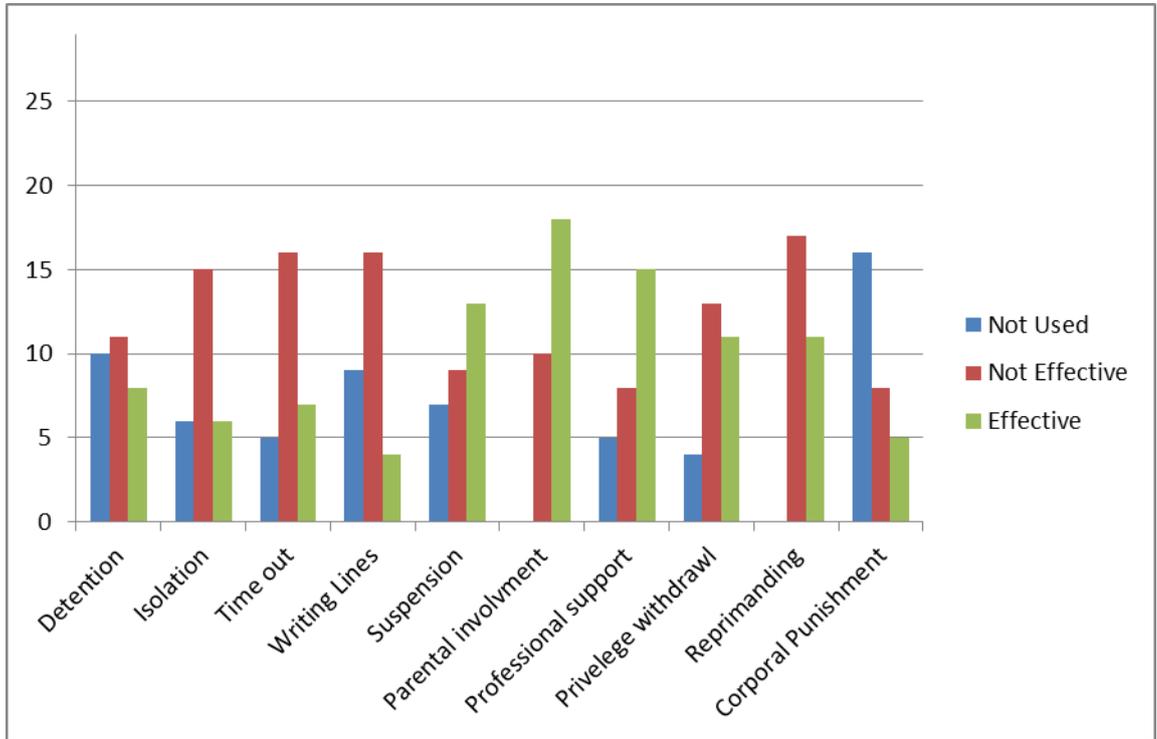


Table 4: Perceptions of educators on discipline techniques (Percentages)

DISCIPLINE TECHNIQUE	NOT USED	EFFECTIVE	NOT EFFECTIVE	DID NOT ANSWER
1. Detention	34.5	27.5	37.9	0.1
2. Isolation	20.7	20.7	51.7	6.9
3. Time-out	17.2	24.1	55.1	3.6
4. Writing Lines	31	13.8	55.2	0
5. Parental Involvement	0	62	33.4	4.6
6. Suspension	24.1	44.8	31	0.1
7. Privileges Withdrawal	13.8	37.9	44.8	3.5
8. Reprimanding	0	37.9	58.6	3.5
9. Corporal Punishment	55.2	17.2	27.5	0.1

The perceptions of the educators regarding the various discipline techniques, revealed the ineffectiveness of most of the techniques being used. These techniques have been used since the banning of Corporal Punishment. The Table indicates that 17.2 % of the educators believed that Corporal Punishment does work. Many educators still use Corporal Punishment as it is easy and does not require any paper work. Detention, on the other hand, requires the teacher to keep records of those learners serving detention, as well as the reasons for the detention and keeping the parents informed on whether their child is serving detention. Some of the techniques require a lot of teacher time. The teacher has to stop the lesson just to reprimand the child or to jot down the names of the defaulters. This impedes the flow of instruction, takes the attention of the teacher off the learners and contributes to more behaviour problems (Lane et al 2011). Sixty two percent of educators feel that getting the parents involved, does help them with discipline. From experience I have observed that many parents find it difficult

to call at the school owing to work commitments. The disadvantages of the discipline techniques listed above are discussed in Chapter 2 of this study.

4.4.3 Section C - Perceptions of Educators Regarding the QTP

The educators were asked to rate the QTP using the following responses: '1-strongly agree', '2-Disagree', '3-neither agree nor disagree', '4-Agree' and '5-strongly agree'. This section comprised five sub-sections. The options 'strongly agree' and 'agree' have been added together and reflected on the 'agree' column and the options 'strongly disagree' and 'disagree' are shown together as 'disagree'. This section was sub-divided into four categories. The categories show perceptions of the educators regarding the QTP; the perceptions of educators of learners during and after the QTP; the impact of QTP on relationships; and the effect of QTP on educators themselves. Each category presents the data numerically as well as in percentages. The data is captured on frequency tables. The Frequency Tables are presented first, followed by the bar graphs showing the numbers and finally tables depicting the percentages. The data presentation on the perceptions of the educators regarding the QTP is illustrated below.

Frequency Table 6.a

Enjoyable	N	%	Cum %
Strongly disagree	1	3.4	3.4
Disagree	0	0	
Neither agree nor disagree	4	13.8	17
Agree	15	51.7	69
Strongly agree	7	24.1	93.1
Missing	2	6.9	100
	29	100	

Frequency Table 6.b

Time Consuming	N	%	Cum %
Strongly disagree	8	27.6	27.6
Disagree	13	44.8	72.4
Neither agree nor disagree	5	17.2	89.7
Agree	3	10.3	100
Strongly agree	0	0	100
Missing	0	0	100
	29	100	

Frequency Table 6.c

Alternative to corporal punishment	N	%	Cum %
Strongly disagree	1	3.4	3.4
Disagree	5	17.2	20.7
Neither agree nor disagree	3	10.3	31
Agree	13	44.8	75.9
Strongly agree	7	24.1	100
Missing	0	0	100
	29	100	

Frequency Table 6.d

Improve discipline	N	%	Cum %
Strongly disagree	0	0	0
Disagree	2	6.9	6.9
Neither agree nor disagree	4	13.8	20.7
Agree	15	51.7	72.4
Strongly agree	8	27.6	100
Missing	0	0	100
	29	100	

Frequency Table 6.f

Frightening experience	N	%	Cum %
Strongly disagree	21	72.4	72.4
Disagree	8	27.6	100
Neither agree nor disagree	0	0	100
Agree	0	0	100
Strongly agree	0	0	100
Missing	0	0	100
	29	100	

Frequency Table 6.g

Humiliating experience	N	%	Cum %
Strongly disagree	20	69	69
Disagree	8	27.6	96.6
Neither agree nor disagree	1	3.4	100
Agree	0	0	100
Strongly agree	0	0	100
Missing	0	0	100
	29	100	

Frequency Table 6.h

Reducing absenteeism	N	%	Cum %
Strongly disagree	1	3.4	3.4
Disagree	8	24.1	31
Neither agree nor disagree	15	27.6	82.8
Agree	3	31	93.1
Strongly agree	1	13.8	96.6
Missing	1	3.4	100
	29	100	

Frequency Table 6.i

Reducing detention numbers	N	%	Cum %
Strongly disagree	0	0	0
Disagree	1	3.4	3.4
Neither agree nor disagree	7	24.1	27.6
Agree	8	27.6	55.2
Strongly agree	9	31	86.2
Missing	4	13.8	100
	29	100	

Frequency Table 6.j

Reducing number of learners sent out of class	N	%	Cum %
Strongly disagree	0	0	0
Disagree	7	24.1	24.1
Neither agree nor disagree	7	24.1	48.3
Agree	11	37.9	86.2
Strongly agree	1	3.4	89.7
Missing	3	10.3	100
	29	100	

Bar Graph 7: Perceptions of educators regarding the QTP (Numbers)

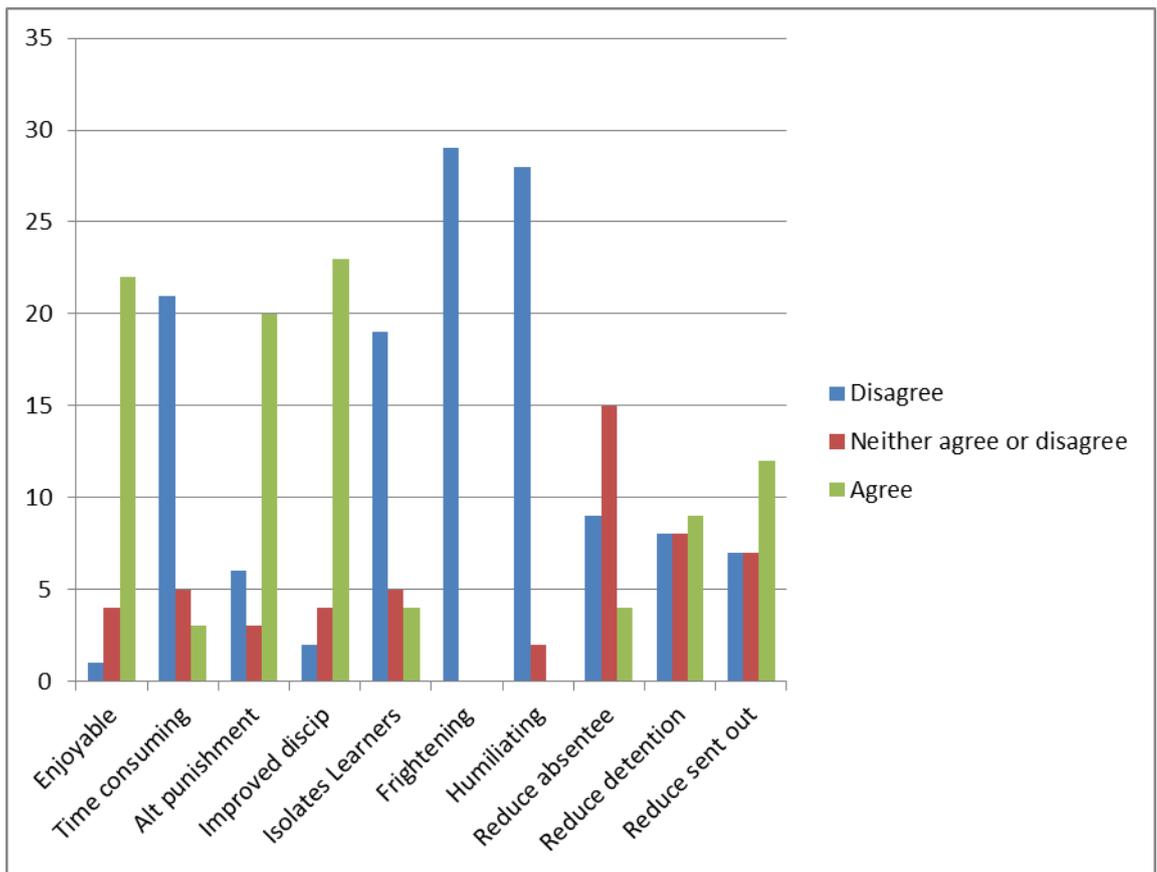


Table 5: Perception of educators regarding the QTP (Percentages)

THE QTP IS	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	DID NOT ANSWER
1. Enjoyable	75.8	13.8	3.4	7
2. Time-consuming	10.3	17.2	72.4	0.1
3. Can be used as an alternative to Corporal Punishment	68.9	10.3	20.6	0.2
4. Improves discipline	79.3	13.8	6.9	0
5. Isolates learners	13.7	17.2	65.5	3.6
6. A frightening experience	0	0	100	0
7. A humiliating experience	96.6	3.4	0	0
8. Reducing absenteeism	16.9	27.6	27.5	28
9. Reducing the number of learners sent to the office	58.6	24.1	3.4	13.9
10. Reducing the number of learners sent out of the class	41.3	24.1	24.1	10.5

The findings from the educator questionnaire indicate the following regarding the implementation of the QTP: 10.3% agree and 72.4% disagree that the programme is time-consuming. Ninety six point six percent (96.6%) disagree about the programme being humiliating 65.5 % disagree that QTP isolates learners and 100% of the educators disagree that the QTP is a frightening experience for learners. Learner absenteeism did reduce (16.7% agree); learners going for detention has reduced (58.6% agree) and 41.3% of the

educators agree that the number of learners being sent out of the class has reduced.

The findings concluded that discipline did improve (79.3% agree) and that the QTP can be used as an alternative to Corporal Punishment (68.9% agree). Seventy five point eight percent (75.8%) of the educators have observed that learners are enjoying the QTP.

4.4.4 The Perception of Educators Regarding Learners During and After the QTP

In this section educators were asked to rate their perceptions regarding the learners before and after they engage in Quiet Time. The Frequency Tables, followed by a bar graph and a table are presented to illustrate the perception of educators regarding learners during and after the QTP.

Frequency Table 7.a

Happy	N	%	Cum %
Strongly disagree	0	0	0
Disagree	1	3.4	3.4
Neither agree nor disagree	7	24.1	27.6
Agree	17	58.6	86.2
Strongly agree	4	13.8	100
Missing	0	0	100
	29	100	

Frequency Table 7.b

Sad	N	%	Cum %
Strongly disagree	8	27.6	27.6
Disagree	14	48.3	75.9
Neither agree nor disagree	4	13.8	89.7
Agree	0	0	89.7
Strongly agree	0	0	89.7
Missing	3	10.3	100
	29	100	

Frequency Table 7.c

Stressed	N	%	Cum %
Strongly disagree	9	31	31
Disagree	16	55.2	86.2
Neither agree nor disagree	3	10.3	96.6
Agree	0	0	96.6
Strongly agree	0	0	96.6
Missing	1	3.4	100
	29	100	

Frequency Table 7.d

Anxious	N	%	Cum %
Strongly disagree	9	31	31
Disagree	14	48.3	79.3
Neither agree nor disagree	3	10.3	89.7
Agree	1	3.4	93.1
Strongly agree	0	0	93.1
Missing	2	6.9	100
	29	100	

Frequency Table 7.e

Sleepy	N	%	Cum %
Strongly disagree	6	20.7	20.7
Disagree	13	44.8	65.5
Neither agree or disagree	4	13.8	79.3
Agree	5	17.2	96.6
Strongly agree	0	0	96.6
Missing	1	3.4	100
	29	100	

Frequency Table 7.f

Motivated	N	%	Cum %
Strongly disagree	0	0	0
Disagree	3	10.3	10.3
Neither agree nor disagree	7	24.1	34.5
Agree	14	48.3	82.8
Strongly agree	3	10.3	93.1
Missing	2	6.9	100
	29	100	

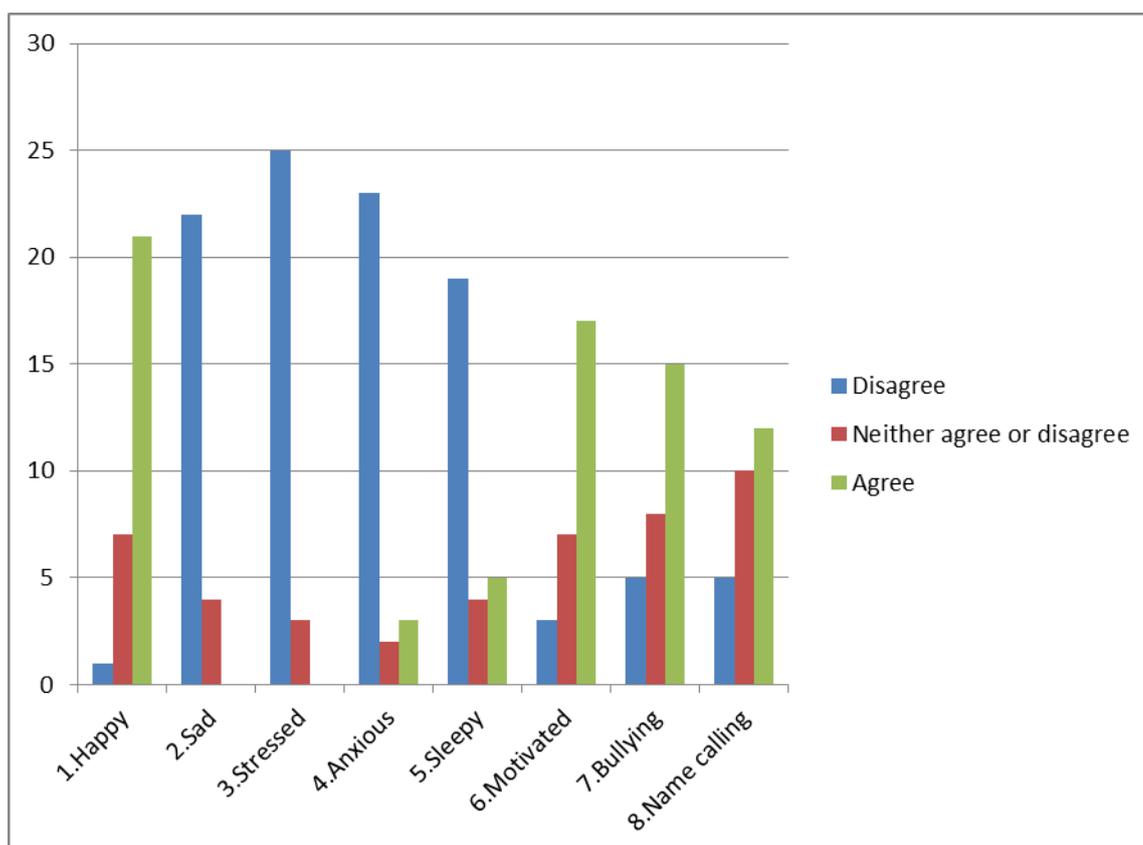
Frequency Table 7.g

Less likely to bully	N	%	Cum %
Strongly disagree	0	0	0
Disagree	5	17.2	17.2
Neither agree nor disagree	8	27.6	44.8
Agree	14	48.3	93.1
Strongly agree	1	3.4	96.6
Missing	1	3.4	100
	29	100	

Frequency Table 7.h

Less likely to name call	N	%	Cum %
Strongly disagree	0	0	0
Disagree	5	17.2	17.2
Neither agree or disagree	10	34.5	51.7
Agree	11	37.9	89.7
Strongly agree	1	3.4	93.1
Missing	2	6.9	100
	29	100	

Bar Graph 8: The Perceptions of Educators Regarding Learners During and After QTP



Learners were happy (72.4% agree and 3.4% disagree) and motivated (58.6% agree and 10.3% disagree). Responses on whether or not learners were sleepy indicate that 65.5% disagree and 17.2% agree, if learners were sad (75.9% disagree and 0% agree), stressed (86.2% disagree and 0% agree), and anxious (79.3% disagree and 3.4% agree). Learners were less likely to engage in bullying (17.2 disagree and 51.7% agree). They were also less likely to be involved in name calling (17.2 disagree and 41.3% agree).

4.4.5 The impact of QTP on relationships

Educators were asked to rate the impact of the QTP on relationships. The data captured was as follows:

Frequency Table 8.a

Improved teacher-pupil relations	N	%	Cum %
Strongly disagree	0	0	0
Disagree	1	3.4	3.4
Neither agree nor disagree	5	17.2	20.7
Agree	18	62.1	82.8
Strongly agree	2	6.9	89.7
Missing	3	10.3	100
	29	100	

Frequency Table 8.b

Improved pupil-pupil relations	N	%	Cum %
Strongly disagree	0	0	0
Disagree	3	10.3	10.3
Neither agree nor disagree	7	24.1	34.5
Agree	14	48.3	82.8
Strongly agree	2	6.9	89.7
Missing	3	10.3	100
	29	100	

Frequency Table 8.c

Improved co-operation amongst learners	N	%	Cum %
Strongly disagree	0	0	0
Disagree	3	10.3	10.3
Neither agree nor disagree	7	24.1	34.5
Agree	13	44.8	79.3
Strongly agree	3	10.3	89.7
Missing	3	10.3	100
	29	100	

Frequency Table 8.d

Had no effect on the culture of teaching	N	%	Cum %
Strongly disagree	2	6.9	6.9
Disagree	12	41.4	48.3
Neither agree nor disagree	7	24.1	72.4
Agree	4	13.8	86.2
Strongly agree	0	0	86.2
Missing	4	13.8	100
	29	100	

Bar Graph 9: The Impact of the QTP on Relationships (Numbers)

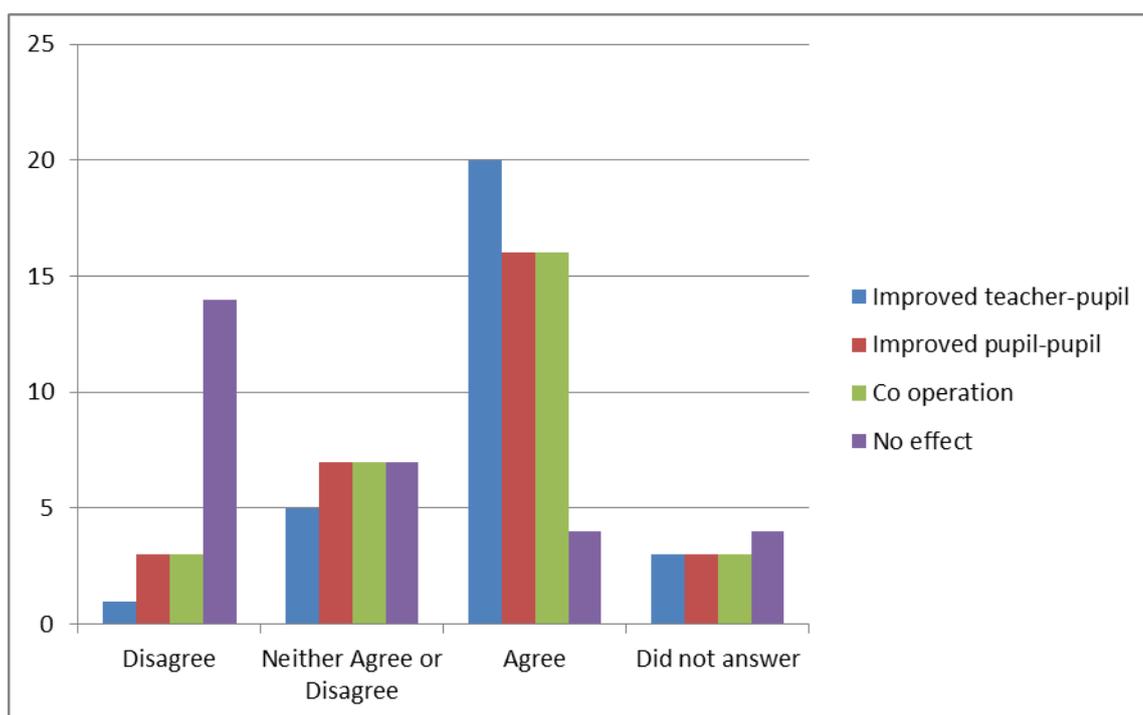


Table 6: The Impact of QTP on Relationships (Percentages)

HAS THE QTP	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE
19. Improved teacher-pupil relationships?	79.0	17.2	3.4
20. Improved pupil-pupil relationships?	55.2	24.1	10.3
21. Improved co-operation among learners?	55.1	24.1	10.3
22. Had no effect on the culture of teaching?	13.8	24.1	55.3

An overwhelming 79% of the educators agree that the QTP has started to improve teacher-teacher relationships compared to 3.4% who disagreed. There is also evidence of improved pupil-pupil relationships as the data

reveals that 55.2 % of the educators agree. Co-operation among learners has improved (55.1% agree and 10.3% disagree). The question as to the QTP having no effect on the culture of teaching and learning indicated that 55.3% disagree and 13.8% agree. Establishing and maintaining healthy relationships which are so important in maintaining discipline, has been discussed under the interpretations by the learners and the principals in this study respectively.

4.4.6 The effect of QTP on educators themselves

This study indicated that many educators in these schools have been trained in the Quiet Time Programme as well as in Transcendental Meditation. Many of the educators are practitioners of TM. In this section the effect that the QTP had on educators is examined.

Frequency Table 9.a

More relaxed	N	%	Cum %
Strongly disagree	0	0	0
Disagree	3	10.3	10.3
Neither agree nor disagree	1	3.4	13.8
Agree	18	62.1	75.9
Strongly agree	5	17.2	93.1
Missing	2	6.9	100
	29	100	

Frequency Table 9.b

Less stressed	N	%	Cum %
Strongly disagree	0	0	0
Disagree	3	10.3	10.3
Neither agree nor disagree	2	6.9	17.2
Agree	18	62.1	79.3
Strongly agree	4	13.8	93.1
Missing	2	6.9	100
	29	100	

Frequency Table 9.c

Less anxious	N	%	Cum %
Strongly disagree	0	0	0
Disagree	3	10.3	10.3
Neither agree nor disagree	7	24.1	34.5
Agree	12	41.4	75.9
Strongly agree	4	13.8	89.7
Missing	3	10.3	100
	29	100	

Frequency Table 9.d

Not interested	N	%	Cum %
Strongly disagree	8	27.6	27.6
Disagree	13	44.8	72.4
Neither agree nor disagree	2	6.9	79.3
Agree	2	6.9	86.2
Strongly agree	0	0	86.2
Missing	4	13.8	100
	29	100	

Frequency Table 9.e

More energetic in presenting lessons	N	%	Cum %
Strongly disagree	0	0	0
Disagree	2	6.9	6.9
Neither agree nor disagree	7	24.1	31
Agree	14	48.3	79.3
Strongly agree	4	13.8	93.1
Missing	2	6.9	100
	29	100	

Frequency Table 9.f

Raising your voice at learners	N	%	Cum %
Strongly disagree	2	6.9	6.9
Disagree	12	41.4	48.3
Neither agree nor disagree	7	24.1	72.4
Agree	4	13.8	86.2
Strongly agree	0	0	86.2
Missing	4	13.8	100
	29	100	

Bar Graph 10: Effect of QTP on Educators (Numbers)

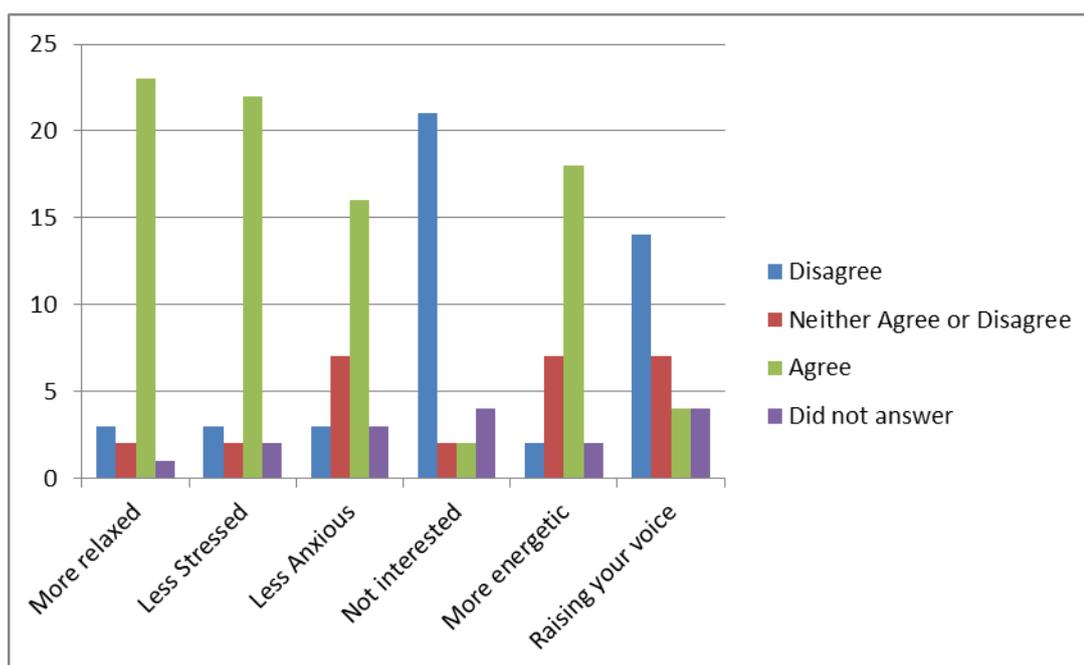


Table 7: The Effect of QTP on Educators (Percentages)

AS AN EDUCATOR THAT IMPLEMENTS THE QTP ARE YOU	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE
23. More relaxed in class?	79.3	3.4	10.3
24. Less stressed?	75.9	6.9	10.3
25. Less anxious?	55.2	24.1	10.3
26. Not interested?	6.9	6.9	72.4
27. More energetic in presenting lessons?	62.1	24.1	6.9
28. Raising your voice at learners?	13.8	24.1	48.3

Educators also indicated their perceptions regarding what the QTP has done for them personally. 79.3% of educators 'agree' that the QTP made them feel more relaxed; 75.9% 'agree' that they are less stressed; 55.2% 'agree' that they are less anxious and 62.1% of the educators 'agree' that they are more energetic when presenting their lessons. Forty eight point three percent (48.3%) of the educators 'disagree' about raising their voices at the learners after the QTP; 72.4% 'disagree' when they are asked if they are not interested in the QTP. The findings from this section of the graph showed that educators are interested in trying out new techniques for maintaining discipline.

4.5 SECTION D - EDUCATOR PERCEPTIONS OF LONG-TERM IMPACT OF QTP ON LEARNERS

Frequency Table 10.a

Promotes self-control?	N	%	Cum %
Strongly disagree	0	0	0
Disagree	2	6.9	6.9
Neither agree nor disagree	1	3.4	10.3
Agree	21	72.4	82.8
Strongly agree	5	17.2	100
Missing	0	0	100
	29	100	

Frequency Table 10.b

Promotes self-discipline?	N	%	Cum %
Strongly disagree	0	0	0
Disagree	3	10.3	10.3
Neither agree nor disagree	0	0	10.3
Agree	21	72.4	82.8
Strongly agree	5	17.2	100
Missing	0	0	100
	29	100	

Frequency Table 10.c

Leads to depression?	N	%	Cum %
Strongly disagree	11	37.9	37.9
Disagree	16	55.2	93.1
Neither agree nor disagree	1	3.4	96.6
Agree	0	0	96.6
Strongly agree	1	3.4	100
Missing	0	0	100
	29	100	

Frequency Table 10.d

Makes schools safer?	N	%	Cum %
Strongly disagree	0	0	0
Disagree	2	6.9	6.9
Neither agree nor disagree	8	27.6	34.5
Agree	11	37.9	72.4
Strongly agree	8	27.6	100
Missing	0	0	100
	29	100	

Frequency Table 10.e

Reduces violence?	N	%	Cum %
Strongly disagree	0	0	0
Disagree	1	3.4	3.4
Neither agree nor disagree	6	20.7	24.1
Agree	12	41.4	65.5
Strongly agree	10	34.5	100
Missing	0	0	100
	29	100	

Frequency Table 10.f

Positive discipline technique?	N	%	Cum %
Strongly disagree	0	0	0
Disagree	0	0	0
Neither agree nor disagree	5	17.2	17.2
Agree	15	51.7	69
Strongly agree	8	27.6	96.6
Missing	1	3.4	100
	29	100	

Frequency Table 10.g

Promotes culture of teaching and learning?	N	%	Cum %
Strongly disagree	0	0	0
Disagree	1	3.4	3.4
Neither agree nor disagree	5	17.2	20.7
Agree	14	48.3	69
Strongly agree	8	27.6	96.6
Missing	1	3.4	100
	29	100	

Frequency Table 10.h

Decreases drop-out rates?	N	%	Cum %
Strongly disagree	2	6.9	6.9
Disagree	4	13.8	20.7
Neither agree or disagree	7	24.1	44.8
Agree	10	34.5	79.3
Strongly agree	5	17.2	96.6
Missing	1	3.4	100
	29	100	

Bar Graph 11: Perceptions by Educators of the Long-term Impact of QTP on Learners

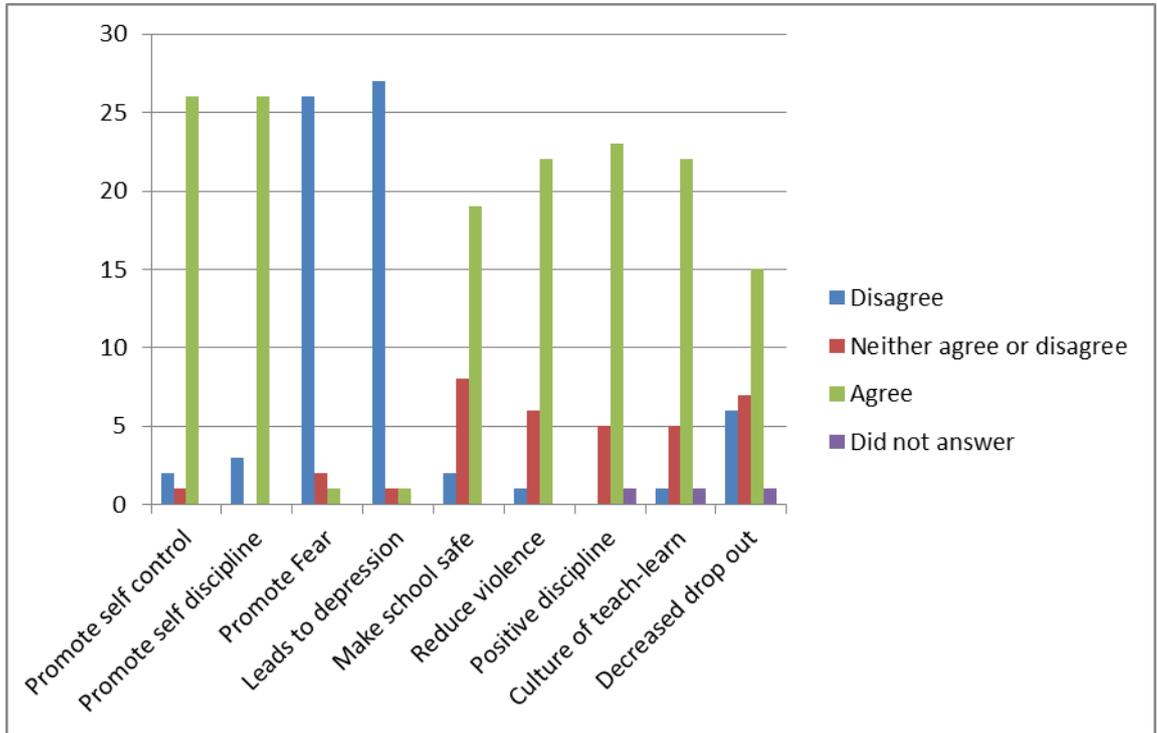


Table 8: Perceptions by Educators of the Long-term Impact of QTP on Learners (Percentage)

In the long term, how do you rate the following based on the QTP for learners	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE
1. Promotes self-control?	89.6	3.4	6.9
2. Promotes self-discipline?	89.6	0	10.3
3. Promotes fear?	3.4	3.4	93.1
4. Leads to depression?	3.4	3.4	93.1
5. Makes our schools safe?	65.5	27.6	6.9
6. Reduces violence?	75.9	20.7	3.4
7. Is a positive discipline technique ?	79.3	17.2	0
8. Promotes the culture of teaching and learning?	76.9	17.2	3.4
9. Decreases drop-out rates?	51.7	24.1	20.7

The above questions answered by the educators had a lot to do with the general atmosphere and climate of the school. The data provided indicated a positive impact of the QTP in the long term. Eighty nine point six percent (89.6%) of the educators 'agree' that the QTP will promote self-control and self-discipline; 65.5% agree that QTP will make our schools safe; 79.3% 'agree' that QTP is a positive discipline technique and 76.9% 'agree' that QTP will promote the culture of teaching and learning in the long term. The climate of the school is the heart and soul of the school (Bucher & Manning 2005:58). A positive culture of teaching and learning depends on how safe the school is as an organisation. A climate that is warm, approachable, tolerant, co-operative and positively motivated will produce students who are interested in learning. Teachers who model the behaviour they want are seen as good role models by students. Getting the community involved through the governing body and providing supportive programmes (in this study the QTP) motivates the students to react positively to teaching and learning (Bucher & Manning 2005).

4.6 SUMMARY OF THE EDUCATOR DATA

The data analysed from the educator questionnaire provided relevant information that educators are showing an interest in the QTP. The responses of the educators concerning the QTP in particular are consistent. The positive support provided by educators help the learner to reflect on their own behaviour. Learners develop a sense of security because of the co-operation and consistency demonstrated by the educators.

Richard Hayward, an editor for Quality Education News issued by the South African Quality Institute, wrote an article on 'Peace and quiet in school'. The Teacher, a newspaper supplement for educators, carried this article. In this article he refers to a book 'Silence In Schools', written by Dr Helen Lees, a researcher at the University of Stirling in the United Kingdom. She writes about how silence and quiet improves the ability of learners to concentrate and improve their behaviour. Richard Hayward goes on to elaborate that learners should spend a few minutes every day sitting quietly. He

emphasises that quiet time not only helps to calm and settle the learners, but that it also allows them to focus on the subject content that the teacher is about to present. It also gives the teacher time to re-energise and to think about what to say and do for the lesson ahead. Many educators will welcome this quiet time amidst the high noise levels and the overcrowded classrooms in which some of them find themselves (Hayward 2013. Peace and Quiet in the school. The Teacher, April).

The questionnaire completed by the educators provided data that indicated that the Quiet Time Programme was positively accepted by the educators. Educators indicated the positive impact that this programme has had, not only on the learners, but also on themselves. Educators also agreed that in the long term the QTP will be advantageous to the learner. Most importantly, most educators indicated that the QTP will promote self-control in learners and eventually will lead to safety in the schools. The educators also supported the QTP fully as a technique to promote self-discipline. When a school lacks discipline, the climate of the school is affected negatively and the culture of teaching and learning is severely hindered.

4.7 ANALYSIS OF THE QUESTIONNAIRE FOR PRINCIPALS

The analysis of the principal questionnaire followed the same procedure as that of the learners and educators. Although many principals attended the workshop, only three principals took part in this study. The reason for this is that these principals are using the QTP in their schools presently. They gained the support of their respective governing bodies and adjusted the school times to accommodate the QTP.

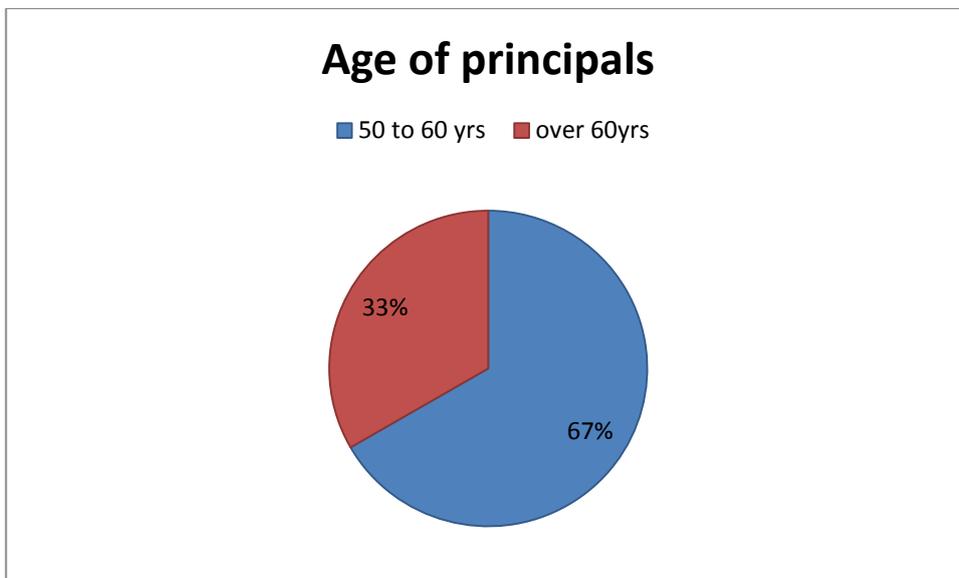
4.7.1 Introduction

The questionnaire was given to the three principals of the schools. The questionnaire for principals comprised four sections, namely Sections A, B, C and D. The first section provided some biographical data, the next section included questions regarding their perceptions about the QTP in their

schools, focusing on the learner. In the third section principals rated the long-term impact of the QTP on educators and the final section is about the long term impact of the QTP on learners. Three principals are involved in the study (N=3).

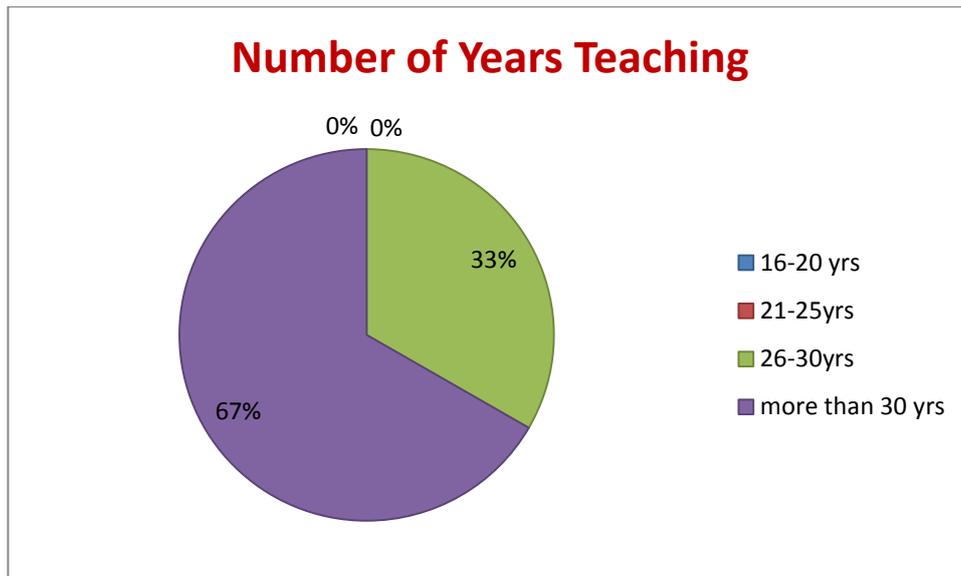
4.7.2 Section A - Biographical data of principals

Pie Graph 8: Age of principals



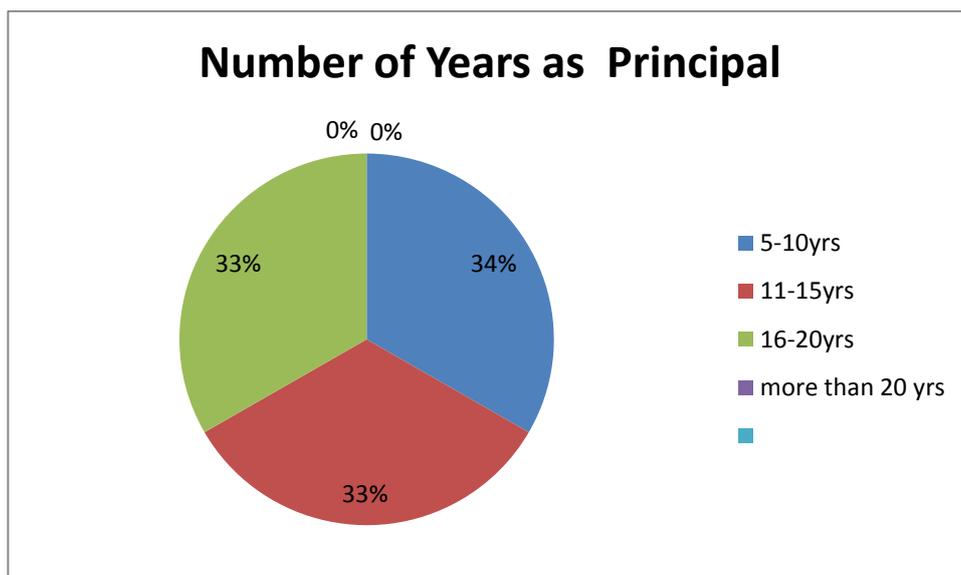
The pie graph indicates that 67% of the principals are in the 50-60 years bracket and 33% in the age group 60 plus his indicates that these principals have been in the profession for many years. Their experience enabled them to evaluate the effectiveness of the QTP.

Pie Graph 9: Number of years teaching



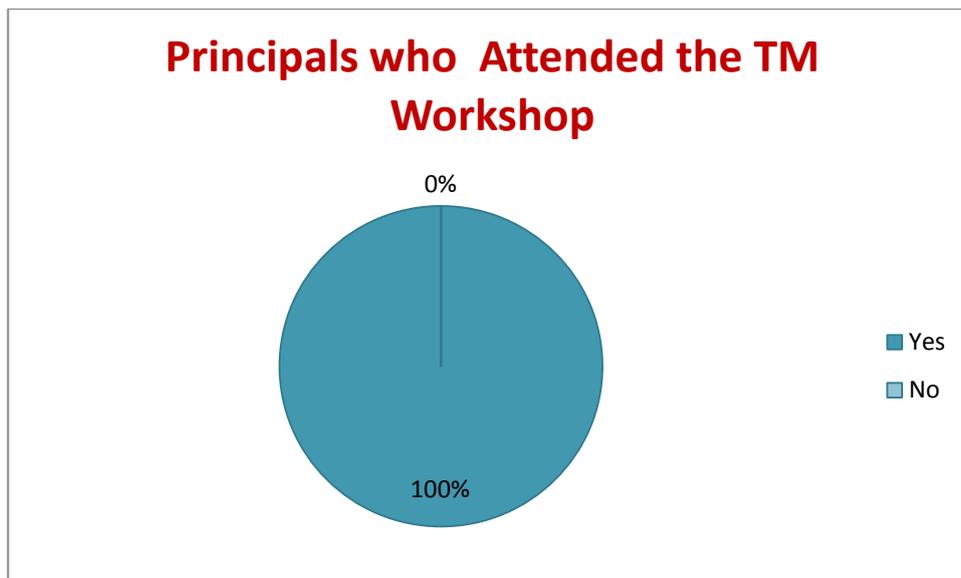
The 67% indicating that these principals have been in the profession for more than 30 years. They have been through many changes in the education system. They have experienced the diverse calibre of learners and educators. They have been subjected to different discipline problems. These principals formed an integral part of this study because of their vast experience in teaching.

Pie Graph 10: Number of years as principal



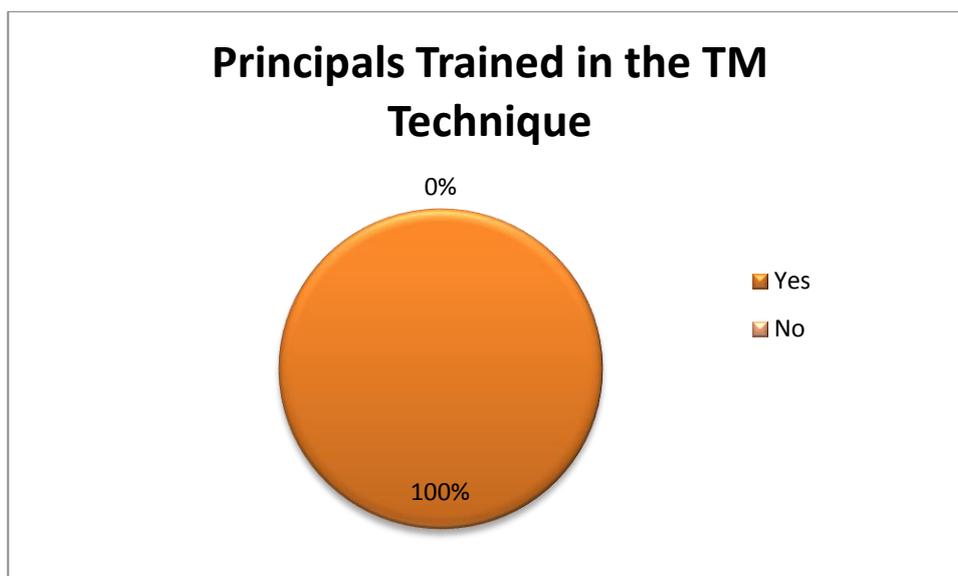
Two of the 3 principals used in the study are in the post for more than 10 years. They agreed to implement the QTP in their schools. These principals were prepared to help their educators with proactive discipline techniques.

Pie Graph 11: Principals who attended the TM workshop



All the principals used in this study attended the TM workshop. It is important that the principals at schools are familiar with the technique that they want to implement in their schools. School discipline is not the task of the teacher alone. Sound school discipline is a combined task of school management, the governing body and all the educators at the school. By getting all the role players involved, the implementation of the QTP or any other discipline technique can be evaluated for its effectiveness.

Pie Graph 12: Principals trained in the TM technique

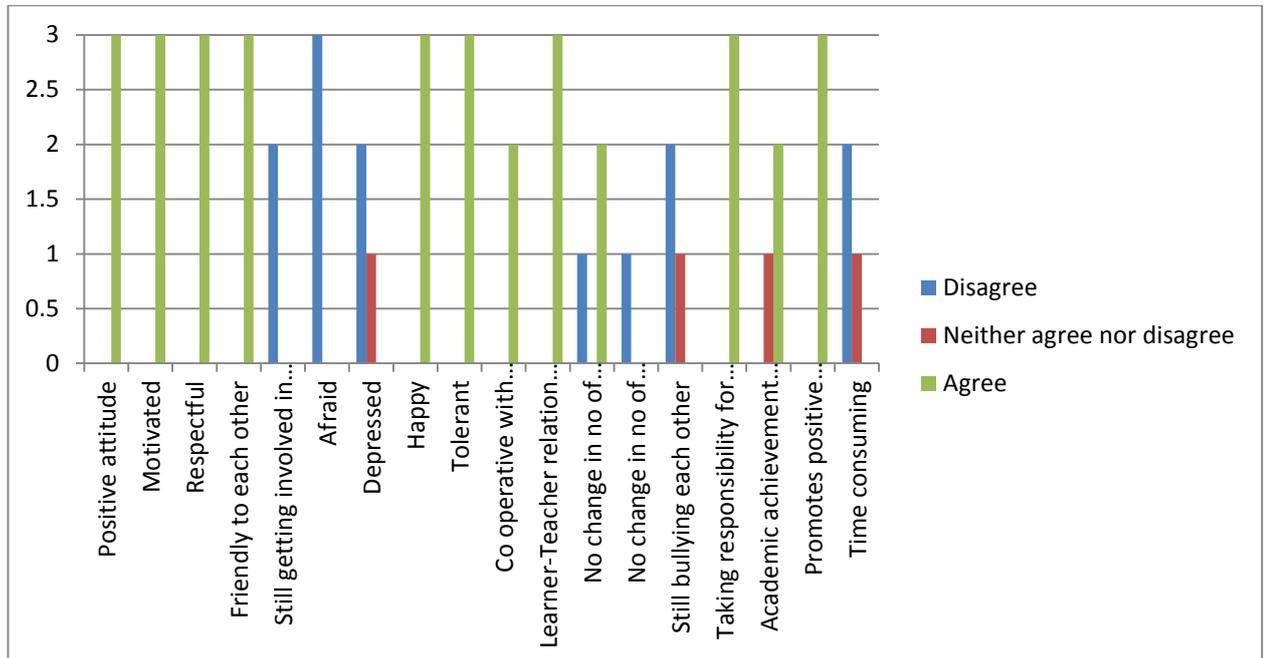


All the principals are trained TM practitioners. They have a thorough knowledge of the programme. By being practitioners themselves, the principals are able to encourage their educators and the learners at the school. Parents will also feel comfortable because the principal himself is a role model for their children.

4.7.3 Section B of Questionnaire: Perception of Principals on the QTP in their schools

Principals were asked about their perceptions on the QTP at their school with regard to learners and educators (N=3). The key '1-strongly disagree', '2-disagree', '3-neither agree nor disagree', '4-Agree' and '5-Strongly agree' was used. In the Table (Table 10 on page 120) I have taken: strongly disagree' and 'disagree' as 'disagree'; and strongly agree' and 'agree' as 'agree'. The option 'neither agree nor disagree' was left as is. Data are presented as Bar graphs as well as tables.

Bar Graph 12: Perception of Principals on the QTP in Their Schools (Numbers)



The principals generally agreed on issues raised in most questions, regarding the impact of the QTP in their schools, especially with regard to the learners. The principals had observed changes in their learners. All the principals 'agree' that the learners developed a positive attitude, were more motivated, respectful and friendly to each other, co-operative, happy and tolerant. The principals also noticed that the relationship between learners and teachers improved and that the QTP promoted positive discipline. The questions that scored a 'neither agree nor disagree' were the questions on whether the QTP made the learners depressed, whether learners were still bullying each other, whether there was an improvement in the academic achievement of learners and lastly, whether the QTP was time-consuming. Since the QTP has just been implemented in their schools, principals needed to evaluate the programme after a year and look at what impact the programme has had on the learners and the school.

4.7.4 Section C: Perceptions by Principals on the QTP for Educators

This part of the questionnaire consisted of 15 questions. The analysis is done under three headings: firstly, the support of the educators for the QTP; secondly, the effect of QTP on teaching; and lastly, the impact of the QTP on the school climate.

Table 9: Perceptions of Principals on the Support from Educators Regarding the QTP (Percentages)

NUMBER OF QUESTION ON THE QUESTIONNAIRE	AGREE	DISAGREE	NEITHER AGREE NOR DISAGREE
1. Positive attitude of educators	100	0	0
2. Educators not interested in QTP.	0	66.7	33.3
3. Educators support QTP	100	0	0
4. Educators are role models for QTP	66.7	0	33.3
15. Educators are happy	66.7	0	33.3
16. Improvement in educator attendance.	100	0	0

The Table showing the perceptions of principals on how the educators have taken to the QTP indicated that the educators at these respective schools are interested in the QTP. The principals are aware that the educators are with the learners for most part of the school day. The principals also found that the educators at their schools are prepared to implement the QTP technique. Sixty six point seven percent (66.7%) of the principals observed that the educators at their schools are good role models of the QTP. Educationist Albert Bandura (1977) in Ewen (2010) concluded that socially acceptable

behaviour is often learned by observing conformist models who get along well with others (Ewen 2010:348).

Table 10: Perceptions by Principals of the Impact of the QTP on Teaching (Percentages)

NUMBER ON THE QUESTIONNAIRE	AGREE	DISAGREE	NEITHER AGREE NOR DISAGREE
5. Culture of teaching improved	100	0	0
6. Educators resolve discipline issues	100	0	0
7. Educators seek opportunities	66.7	0	33.3
8. Significant educator-management interactions	100	0	0
10. Educators respect learners.	100	0	0
11. Healthy, open relationships between educators and management.	66.7	0	33.3

Healthy relationships play an integral role in the teaching and learning process. Learners need to feel loved, respected and trusted. They must feel confident to engage in the learning process. From the above Table the statistics indicated that the QTP impacted positively on the culture of teaching and learning. Principals agreed that the QTP improved not only educator-learner relationships, but also educator-management relationships. Educationist Carl R. Rogers in Ewen (2010) believes in involving the learners in the decision-making processes. He concluded that an educator, who is

person-centred, creates a psychological climate that facilitates the capacity of the learner to learn.

Table 11: Perceptions by Principals on School Climate After Implementing QTP (Percentages).

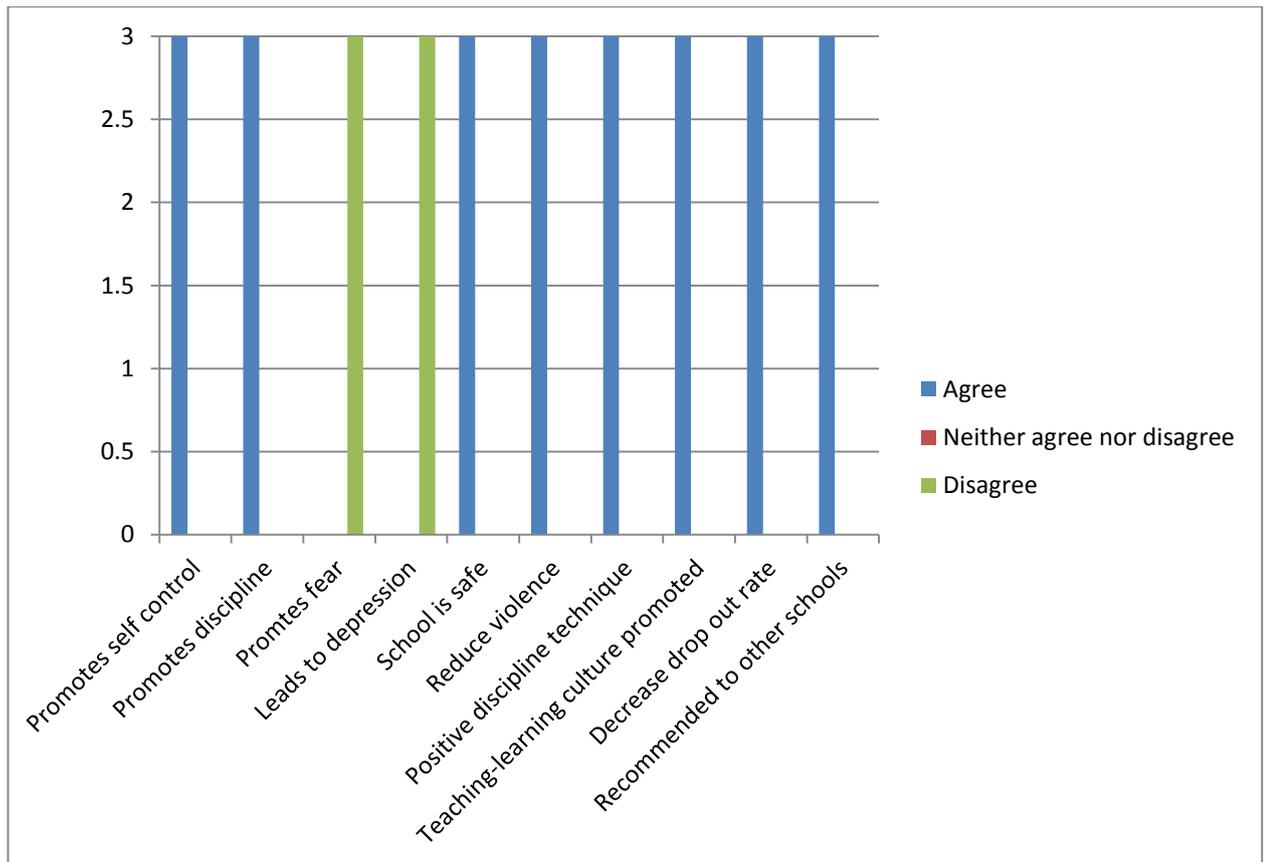
NUMBER ON QUESTIONNAIRE	AGREE	DISAGREE	NEITHER AGREE NOR DISAGREE
9. Educators highly stressed		33.3	66.7
12. Peaceful atmosphere prevails	100	0	0
13. Comments of visitors are positive	100	0	0
15. Educators are happy	66.7	33.3	0

All the principals felt that a peaceful atmosphere existed at their schools and that visitors at the schools commented positively on the school climate. Sixty-six point seven percent (66.7%) of the principals indicated that the educators are generally happy. This peaceful school environment is conducive to teaching and learning as it sets the tone for the day (Asmal 2001).

4.7.5 Section D: Long-term Effects of QTP on Learners

The long-term effects of the QTP as perceived by the three principals are illustrated in the bar graph below.

Bar Graph 13: The long-term effects of QTP on learners (Numbers)



The graph reveals evidence that all of the principals agree that the QTP in the long term will promote:

- Self-control
- Positive discipline
- Safe schools
- Self-discipline
- A culture of teaching and learning

The principals agree that the QTP will reduce violence and learner drop-out rates. The principals disagree on that the QTP promoted fear and depression. They unanimously agree that such a programme should be recommended to other schools. These principals have noted the positive changes they have seen in the learners, educators and, most importantly, on the climate of the school.

4.7.6 Summary: Data from principals

Principals are the instructional leaders of their schools. The principals are aware of the ongoing discipline problems at schools since the banning of corporal punishment. The fact that corporal punishment is still being used in some schools, should send a message that educators and management find the other alternatives discussed in Chapter 2 of this study to be ineffective. The Minister of Basic Education, Angie Motshekga communicated her outrage at the recent violence in schools through a press statement (20/09/2013) to all principals (see Annexure I page 169). It is now the responsibility of the principals to steer their schools to becoming institutions that are safe and where teaching and learning are optimal. The findings from the questionnaire for principals regarding the QTP as a technique to maintain discipline, yielded positive responses. These principals are happy that the QTP has been beneficial to learners and teachers. According to these principals, the QTP has impacted positively on the ethos of the school and, most importantly, on the culture of teaching and learning.

4.8 CONCLUSION OF DATA ANALYSIS

The data that are presented above provide evidence that the management, together with the educators, support the Quiet Time Programme as a technique to maintain discipline in the three primary schools. Educators are happy to implement the QTP in their classes as they have the full co-operation of their principals and parents. As mentioned before, parents are required to give written consent for their children to participate in the QTP. Parents were engaged in this discipline technique from the outset. Consequently, the parents experience a feeling of ownership as they are part of the process. This new technique to discipline is seen as an opportunity rather than as a threat by most educators, learners and parents. The principal, educators and learners feel comfortable with the QTP. They feel respected at all levels. They are also enjoying the healthy relationships that the Quiet Time promotes. These benefits are important for both educators and learners to perform at their best, not only in the school environment, but

outside as well. New discipline techniques that work are beneficial to all schools if properly researched. Other schools would like to observe the technique 'in action'. Sound learner discipline in primary schools helps to shape positive learner attitudes towards educators, their fellow classmates and, more importantly, to their school work. Hopefully these attitudes will avoid unnecessary discipline issues which often present as learners get older.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The conclusions of this study are presented in this chapter. Recommendations and suggestions are also presented to assist policymakers and other schools, not only in considering the QTP for their schools, but also in taking note of the important points to consider when introducing new techniques to maintain discipline. The conclusions discussed in this chapter answer the main research question and the sub-questions of this study. The main research question is: How effective is the quiet time programme (QTP) as a model for managing discipline in public primary schools in Chatsworth. The sub-questions are:

How do the teachers rate their present techniques used to maintain discipline?

What are the perceptions of the learners, educators and principals of using the Quiet Time Programme as a technique to instil positive discipline?

How does the QTP contribute to positive discipline in primary school pupils?

5.2 DISCUSSION OF MAJOR FINDINGS

The major findings concluded from the sub-questions were discussed first. The data were collected in numbers describing the aspects of the study as objectively as possible.

5.2.1 Current techniques used in maintaining discipline

The learners revealed that they are unhappy about the discipline techniques being used by educators. The literature study conducted in Chapter 2 show the negative effects of the discipline techniques being currently used. The feelings of humiliation, shame, mockery and fear emanating from the use of the discipline techniques have been explained (see Section 2.4).The educators themselves responded that the techniques that they are presently using are not very effective. Moreover, both the learners and the educators indicated their overwhelming support for the introduction of the QTP. These findings suggest very strongly that both learners and educators are comfortable with accommodating new strategies in maintaining discipline. It can also be deduced that proactive discipline strategies are most welcomed. The study also showed that corporal punishment was receiving the negative perception it deserves.

5.2.2 The Quiet Time Programme from the perspective of educators

The data from the educators on the introduction of the QTP yielded positive results. The data analysis revealed that learners are happy, more calm and motivated. The educators noted improved relationships among learners (see Section 4.3.4). Educators themselves are finding their teaching to be much more effective because the learners are now focused. The perceptions of the educators on how the QTP impacted on them personally are also positive. The findings showed that the stress levels of educators had decreased and that they are more energetic in the classroom. Most importantly, educators are happy that the learners are engaged in the learning process and that they are able to spend more time teaching rather than reprimanding. The educators also perceived that the QTP will have a positive impact in promoting self-control and self-discipline amongst learners in the long term (see Section 4.3.5).

5.2.3 The QTP from the perspective of the learners

The findings from the perceptions of the learners on the QTP show that learners are happy, calm and relaxed. This is substantiated by the perceptions by the educators of learners during and after they engage Quiet Time. Learners revealed that not only are they more tolerant, but that their academic performance has also improved. Another important aspect of respect was noted by learners.

5.2.4 The QTP from the perspective of principals

The three principals fully supported the QTP. They have a 'rich' knowledge of Quiet Time as they were also trained in TM. They also received knowledge on QTP through viewing DVDs from America as well as newsletters and bulletins from schools around the world. Their decision to introduce the Quiet Time Programme in their schools is based on sound knowledge. The principals are happy to have introduced the QTP in their schools. The data from the principals on their perception of the learners indicates positive outcomes from respectful, happy, tolerant, co-operative learners to fewer learners being sent to the office for discipline related matters. An improvement in the academic achievement of learners and improved relationships was also noted. The findings on the perceptions by the principals of the educators showed that they were excellent role-models of the QTP. The principals also indicated the positive long-term benefit of the QTP. The data strongly emphasise the benefits of self-control, self-discipline, a safe school environment and an environment conducive to teaching and learning. Ultimately a positive school climate prevailed (see Section 4.4).

5.2.5 Positive discipline in schools

The teaching environment that is characterised by consistent positive discipline approaches contributes to effective teaching and learning as well

as to social success (Lane et al 2011). The findings from this study proved that the QTP has made a positive impact on the learners, educators and principals. The QTP is a simple yet effective technique that does not require extra hours after school and unnecessary record-keeping. This positive discipline technique does not include ridicule, shame or pain. The study also revealed that all stakeholders are fully involved in the QTP. Educators and learners are supported by the principals. The QTP has most of the components of positive discipline, namely: respect, healthy relationships, tolerance, co-operation, motivation, safety, self-control, self-discipline, effective teaching and improved learning.

5.3 SUMMARY OF THE RESEARCH FINDINGS

The findings of this study can be summarized as follows:

- There are negative consequences of the discipline techniques being used by educators at present since the banning of corporal punishment.
- Learners are comfortable with the introduction of the new technique called the QTP which helps positively with their behaviour.
- The QTP as a technique to maintain discipline has promoted healthy relationships among learners, educators, management and parents.
- The long-term impact of the QTP yielded positive data and, most importantly, improves the quality of teaching and learning.
- Self-control, positive discipline and a safe and secure school environment are some of the points that educators and principals have noted to be the long-term benefits of the QTP.

5.4 RECOMMENDATIONS BASED ON THIS STUDY

With reference to the last sub-question of this study, namely, How does QTP contribute to positive discipline in primary school learners, recommendations based on the conclusions are suggested.

The study focused on maintaining learner discipline in primary schools. The theories that impact on discipline and the Alternatives to Corporal Punishment Handbook referred to in Chapter 2 are used to suggest recommendations to management and SGBs of other primary schools when it comes to drawing up a code of conductor their school.

The following aspects should be taken into account when drawing up a discipline policy for schools:

- Respect/caring
- Dignity/non-discrimination
- Understanding
- Building healthy relationships
- Working together
- Lead to self-discipline and responsibility
- Opportunities for learners to make choices and feel confident in making decisions
- Opportunities for learners to be of service to others
- Opportunities for learners to learn from their mistakes

Creating an environment that is conducive to teaching and learning.

All educators and learners must participate in any measure to be used. The whole school must be involved. Educators must model the behaviour expected of learners. One of the main concepts of the Glasser (1969) (in Lane et al 2011), discipline model is that it is important for educators to be consistent and persistent in shaping positive behaviour.

Measures must be pro-active, supportive and corrective (Asmal 2001). These measures should be backed by research that demonstrates their effectiveness (Ruben 2004).

The guidelines listed above promote and maintain positive self-discipline in learners. Positive discipline is well researched and many theorists have

developed principles and models in keeping with changing and modifying behaviour (see Chapter 2 of this study). Le Mottee (2005) is of the opinion that these values of positive discipline should be enshrined in the school discipline system as a cornerstone of a value manifesto. She goes on to emphasize that discipline has got nothing to do with controlling unacceptable or disruptive behaviour, but by ensuring a safe environment in which an individual feels respected (Le Mottee 2005).

The Quiet Time Programme contains most, if not all, of the guidelines on positive discipline discussed above. The analysis of the data as well as the literature collected does suggest that the QTP is an effective technique to maintain positive discipline in primary schools. However, any new technique on discipline requires the support of all stakeholders concerned for it to be sustained effectively. Anything new that is introduced into schools should be implemented over a period of time before its effectiveness can be evaluated. All role players in education must be fully involved. The involvement of educators, principals, parents and learners is discussed below.

5.4.1 The role of the principal and educators

The principal is the key to implementing a strategy or technique that will ensure a positive school climate. He/she needs to accept the technique that is going to be introduced and must believe that it will work in maintaining positive discipline. In Chatsworth, the principals were trained firstly, in the Transcendental Meditation technique. Thereafter, a professional development workshop on TM and the Quiet Time Programme was held for educators. Meetings with the parents were held to explain the discipline technique as the learners would be involved. Principals and educators lead by example and are fully involved in the Programme. Educator collaboration and support are necessary for the successful and effective implementation of any technique that is introduced (Steyn 2006:20).

It is also important that educators and management model the behaviour that they want learners to demonstrate. This strategy of the QTP involves the whole school. Educators as well are expected to do or to observe the Quiet Time with their learners. Educators should model caring, understanding, respect and co-operation (Rubin 2004). Asmal (2001) further explains that the teacher has the responsibility of being a living example of the kind of behaviour that is expected of the learners. This is based on the idea that children learn from role models, for example, if a child grows up with violence, he or she is likely to resort to it as a way of responding to difficulty. On the other hand, if they are met with a model of compassion, patience and understanding, they are more likely to adopt these behaviours for themselves (Asmal 2001:18).

Principals must ensure that any discipline technique that is used is implemented as planned so that the educators and parents can be confident that the improvements they see are as a result of the programme (Lane et al 2011).

5.4.2 The role of parents

Parents are becoming increasingly involved in their children's education. The quality of teaching and learning also depends on the support the school gets from the governing body and the community. New techniques and programmes initiated by the school should be accepted by the parents so there are no obstacles in the implementation process. Parents have to be fully aware of the discipline techniques used in schools. These are stated in the Schools' Code of Conduct and Discipline Policy, copies of which are given to each parent at the beginning of the school year.

5.4.3 The role of learners

It is the task of educators and principals to use effective measures to motivate learners to engage in the learning process. The ultimate aim is to

build positive self-esteem in learners in the primary school so that they can manage the pressures of the secondary school. Learners welcome new and innovative ways to improve their behaviour. This study on quiet time provided evidence that the learners are happy and comfortable with practising the technique twice a day at school. Learners require a predictable, yet engaging; routine that promotes their interests and contributes to their sense of well-being and personal security (Lane et al 2011:). When pupils have established routines they understand what is expected of them. It is suggested to ask learners to evaluate the discipline technique being used over time.

The support from all stakeholders is important for a new technique to be introduced and sustained effectively. This study also provides the evidence for secondary schools in the area to take the initiative and try the programme so that it continues. Principals and SGB's should always remember to adopt a discipline technique that is in keeping with their contextual environment.

5.4.4 The culture of teaching and learning

The culture of teaching and learning implies that while teachers are teaching, learners are learning. Both teachers and learners have their role to play in the teaching and learning process. For the optimum benefit for both teacher and learner, self-control is important. Teachers losing control by yelling at learners and insulting them will not foster self-control in learners (Le Mottee 2005). Therefore it is important that techniques used to maintain discipline should focus on facilitating teaching. When a teacher spends less time attending to problem behaviour in a classroom, he or she can spend more time on instructional tasks and student learning opportunities (Lane et al 2011:9).

Without an orderly and purposeful classroom environment, it is difficult for educators to establish a classroom climate that fosters learning and collaboration. A teaching environment which is characterized by positive

discipline approaches contributes to a learner's academic and social success (Lane et al 2011). It is also important that educators and management are consistent in the approaches they use to shape positive behaviour.

5.4.5 Techniques to adopt to keep learners, educators, principals and parents inspired

Techniques to capture stakeholders' interest in adopting something new at the school should be considered before the implementation of a programme. Few suggestions developed from this study are:

- Group discussions with learners during the Life Orientation periods.
- Viewing Digital Video Discs on the particular subject as well as power point presentations on a continuous basis at least once a month.
- Informing parents regularly on the progress of the programme.
- Reading literature example, periodicals, newsletters and books on the subject.

Responses from popular stars and role models talking about the subject

American Role models like Oprah Winfrey (talk show host), Dr Oz (medical doctor) and Russel Simmons (American magnate) give us their personal benefits after practising TM on You-Tube. South Africa's father of the nation, Mr Nelson Mandela also spoke about how he used to practice 15 minutes of quiet time daily in detention during the various television and radio coverage after his death. He reflected that he couldn't see the world outside so he decided to concentrate on himself and go inward. This quiet time helped him clear his mind and think about his plans.

Further, professional and staff development programmes should be organised to keep staff up to date with the progress from other schools in the world implementing the discipline technique.

5.5 RECOMMENDATIONS FOR FURTHER RESEARCH

It is evident from the literature presented that there is a need for schools to look at different ways to manage discipline. According to a letter from the Member of the Executive Council for Education in Kwa-Zulu Natal, Senzo Mchunu, the worst offenders of corporal punishment are from the Department of Education. No alternatives to corporal punishment are offered but the letter states that an educator can lose his or her job if found guilty of Corporal Punishment. The Minister of Education has also sent letter to all principals throughout the country concerning the on-going violence in schools (Annexure I).

The QTP discussed in this study contributes to positive discipline. More studies should be carried out on the impact of the QTP on helping educator stress, academic achievement of learners and also on learners with ADD and ADHD. Since this study was purely quantitative, a qualitative study can also be undertaken where the subjects are able to report how they actually feel.

Other positive discipline techniques should also be researched and shared with other schools. Most schools will appreciate these studies.

5.6 LIMITATIONS AND DE-LIMITATIONS OF THE STUDY

The limitations of the study are:

This study deals with primary schools. Although many schools were present at the Professional Development Workshop on TM, the governing body and principals of these three primary schools decided to go ahead and implement the QTP. The findings cannot be generalized as it involved three public

primary schools in Chatsworth. The reliability and validity of the questionnaire as a research collection instrument may limit the study because of the following shortfalls:

5.6.1 Some respondents completed the questionnaire in full. A few respondents did not answer some questions.

5.6.2 The items on the questionnaire could have been misinterpreted as the questionnaires were left at the school.

5.6.3 Some learners and educators did not return the questionnaire on time. I had to visit the school more than twice to collect the questionnaire. Not all the questionnaires were returned.

5.6.4 The letter from the Department of Education to grant permission to conduct the study in three schools was difficult to obtain. After numerous phone calls and e-mails I managed to get the letter e-mailed to me after about two months.

5.6.5 The three principals and their respective secretaries were very helpful in handing out and collecting the questionnaires.

5.6.6 Literature related to the QTP was limited. Periodicals, newsletters, articles from the newspapers, the Internet and discourse with TM trainers were used.

5.7 CONCLUSION

Discipline in South African schools needs urgent attention. Each school must take the concept of discipline seriously and develop measures or strategies to ensure positive discipline is emphasized both in and out of the classroom. Educators face many struggles with learner discipline. Management at schools should acknowledge this by providing educators with positive techniques to ensure a positive climate of teaching and learning. From my 30 years as an educator, I have observed that some schools do not want to try out new techniques. They continue using the same ineffective techniques

and learner discipline is not improving. Commitment, persistence, dedication and a positive attitude towards any new discipline measure will help alleviate the disruptive behaviour in the classroom. The three schools in this study are acknowledged for introducing the QTP as a positive technique to maintain and improve discipline. This study enabled me to interact with many learners, educators, principals as well as TM trained individuals from South Africa and America. I encourage other schools to use this study as a beginning to do something constructive to improve learner discipline as Mahatma Gandhi said, I quote “BE THE CHANGE YOU WANT TO SEE IN THE WORLD” unquote.

“If you will discipline yourself to make your mind self-sufficient, you will thereby be least vulnerable to injury from the outside”

CRITIAS OF ATHENS

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ANNEXURE: A



Student nr/no 5396069
Navrae/Enq: M and D Qualifications
Tel: (012) 441-5702
Faks/Fax: (012) 429-4150

Mrs L Govender
92 Linnet Road
WOODHAVEN
4004

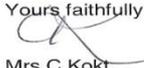
2013-01-25

Dear Mrs Govender

I have pleasure in informing you that the following **amended title** has been approved for your projected dissertation of limited scope for the degree of MEd in Education Management: **Quiet time programme (QTP) as a model for managing discipline in primary schools in Chatsworth, Durban.**

Please note that registration for 2013 opened on 26 November ONLINE ONLY, www.unisa.ac.za

Yours faithfully


Mrs C Kokt
Master's and Doctoral Qualifications
Directorate Student Admissions and Registrations
UNISA



University of South Africa
Preller Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
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ANNEXURE B:

PERMISSION TO CONDUCT RESEARCH



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/438

Mrs Lucilla Govender
92 Linnet Road
Woodhaven
Yellowwood Park
4004

Dear Mrs Govender

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct a pilot and research entitled: **QUIET TIME PROGRAMME (GTP) AS A MODEL FOR MANAGING DISCIPLINE IN PRIMARY SCHOOLS IN CHATSWORTH, DURBAN**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 June 2013 to 30 June 2015.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to the following schools and institutions in Kwazulu Natal Department of Education:
 1. Belvedere Primary School
 2. AYS Primary School
 3. Elora Primary School


Nkosinathi S.P. Sishi, PhD
Head of Department: Education
18 June 2013

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa
PHYSICAL: Office G25, 188 Pietermaritz Street, Pietermaritzburg, 3201. Tel. 033 3418610 Fax: 033 341 8612
EMAIL ADDRESS: sibusiso.alwar@kzntoe.gov.za; CALL CENTRE: 0860 596 363;
WEBSITE: www.kzneducation.gov.za

...dedicated to service and performance
beyond the call of duty



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Sibusiso Alwar

Tel: 033 341 8610

Ref.:2/4/8/38

Mrs L Govender
92 Linnet Road
Woodhaven Yellow Park
4004

Dear Mrs Govender

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: "Quiet time programme (QTP) as a model for managing discipline in primary schools in Chatsworth, Durban", in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 01 February to 30 June 2014.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Mr. Alwar at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report / dissertation / thesis must be submitted to the research office of the Department. Please address it to The Director-Resources Planning, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education

Belvedere Primary School
Ays Primary School
Elora Primary School

Nkosinathi S.P. Sishi, PhD
Head of Department: Education
Date: 19 February 2014

KWAZULU-NATAL DEPARTMENT OF EDUCATION

POSTAL: Private Bag X 9137, Pietermaritzburg, 3200, KwaZulu-Natal, Republic of South Africa ...dedicated to service and performance
PHYSICAL: 247 Burger Street, Anton Lembede House, Pietermaritzburg, 3201. Tel. 033 392 1004 Fax: 033 392 4000
EMAIL ADDRESS: kehologile.connie@kzndoe.gov.za; CALL CENTRE: 0860 596 363;
WEBSITE: www.kzneducation.gov.za

ANNEXURE C:

ETHICS CLEARANCE CERTIFICATE

ANNEXURE D

CONSENT LETTER : PRINCIPALS

92 Linnet Road

Woodhaven

4004

1 June 2013

The Principal

School A

Dear Sir/Madam

RE: A REQUEST FOR PERMISSION

I am presently doing my Masters in Education Management through UNISA. My topic is the Quiet Time Program as a model for managing discipline in primary schools in Chatsworth. I would like to use your school in this study. I am requesting permission from you to use about 12 learners and 5 educators from your school to participate in this study. The participants will be requested to complete a simple questionnaire on the Quiet Time Program. The completion of the questionnaire will not impact on instruction time. I have also drafted consent letters for the parents of the learners who will be participating in this study. All information will be treated in the strictest of confidence and the participants are not requested to write any personal details on the questionnaire.

The completion of this study will help other schools in the area to use the Quiet Time Program as an alternative to Corporal Punishment. The final study will be made available to you.

Should you require more information, please my contact details are as follows:

E-mail address: lucy.govender@gmail.com

Telephone number: 013 469 3381 or 084 569 3382

My supervisor is Dr J. Nyoni

I look forward to your co-operation.

Thank you

Yours sincerely

.....

Mrs L. Govender

ANNEXURE E

CONSENT LETTER: PARENT

92 Linnet Road

Woodhaven

10 June 2013

Dear Parent/Guardian

I am presently a Masters student at Unisa conducting a study on the Quiet Time Program as a model for managing discipline in primary school in Chatsworth. Since your child's/ward's school will be involved in the study, I request permission to allow your child/ward to participate in the study. He/she will be requested to complete a questionnaire. Your child's identity will not be revealed as the questionnaire does not require personal details. The filling of the questionnaire will not impact on your child's/ward's curriculum time.

The filling of the questionnaire will have direct benefit to your child as he/she will be able to realize what the Quiet Time Program has done for them. The study once completed will help other schools to use the Quiet Time Program.

You are most welcome to ask any questions and your child/ward is free to withdraw from the study at any time. My contact details are as follows:

Name: Mrs L. Govender

School: Belvedere Primary

Cell. Number: 0845693382 e-mail lucy.govender@gmail.com

Landline: 031-4693381

Please fill in the consent form below on behalf of your child/ward and return it to the school.

Thank you

Govender
Mrs L. Govender

.....
Reply Slip

I,, the parent/guardian of in Grade

hereby give permission for my child/ward to participate in the study on the Quiet Time Program as a model for managing discipline in primary schools in Chatsworth.

.....
SIGNATURE

.....
DATE

ANNEXURE F

QUESTIONNAIRE: LEARNERS

UNIVERSITY OF SOUTH AFRICA

MASTERS IN EDUCATION MANAGEMENT RESEARCH

School Code: A

Dear learner

I am a teacher. I am doing a research study on **The Quiet Time Programme**. I am asking you to help me fill in the questionnaire regarding your feeling on the **Quiet Time Programme**.

I want to find out what the **Quiet Time Programme** has done for you. I need to know your feelings on the programme and if the programme is good or not good. Now that you are in the programme you will be able to help me collect the information.

You must feel free to answer as honestly as possible. You don't have to write your name or the name of your school. I will not discuss anything with anyone. Your questionnaire will only be seen by me and not anyone else. You are not forced to take part. You can also decide to withdraw from the study. You will not be scolded or punished. When I finish with your questionnaire I **will destroy it**.

It will be appreciated if you could complete the enclosed questionnaire before the **15 October 2013** and hand it over to the secretary for my collection. Please do not rush through the questionnaire. Think about the statement/question before answering. The questionnaire should take you approximately 15 minutes to complete. You are free to ask me any questions about the study.

Thank you for being involved in this study. Studies like these enable us to learn more about the educational process. Your contribution will help other schools in the area.

If you have any queries please contact me or my supervisor on the following telephone numbers:

RESEARCHER: Mrs Lucilla Govender 0845693382

SUPERVISOR: Dr J. Nyoni 012 4294474

LEARNERS PERCEPTION OF THE QUIET TIME PROGRAMME (QTP)

There are three sections in this questionnaire. Answer as honestly as possible.

Please place a tick ✓ in the correct box.

SECTION A

BIOGRAPHICAL DATA

1. GENDER

1.1	Male	
1.2	Female	

2. Grade

3. AGE

2.1	10yrs	
2.2	11yrs	
2.3	12 yrs	
2.4	>13 yrs	

SECTION B

	THE QUIET TIME PROGRAMME	1=yes	2=sometimes	3=no
1.	Do you enjoy the Quiet Time Programme?			
2.	Has the Quiet Time Programme improved your behaviour?			
3	Do you feel irritable/moody after engaging in Quiet Time?			
4	Has the Quiet Time Program improved your listening skills?			
5	Does the Quiet Time Programme take a lot of your time?			
6	Has the Quiet Time Programme made you calmer?			
7	Has the Quiet Time Program improved your relationship with your friends ?			
8	Have your grades improved ?			
9	Has the Quiet Time Programme motivated you to learn ?			
10	Do people around you comment positively on your behaviour ?			
11	Has Quiet Time Programme improved your confidence?			
12	Do you find it easier to follow rules?			
13	Do you find it easier to concentrate?			
14	Do you feel depressed after Quiet Time Programme? .			
15	Do you feel relaxed after Quiet Time Programme?			
16	Has your relationship with your family improved?			
17	Has your relationship with your educators improved?			

SECTION C

WHAT ARE YOUR FEELINGS ABOUT THE FOLLOWING DISCIPLINE TECHNIQUES

	DISCIPLINE TECHNIQUES	happy	Not so happy	sad
1	Detention?	☺	☹	☹
1	Being sent out of the class?	☺	☹	☹
3	Time out?	☺	☹	☹
4	Writing Lines?	☺	☹	☹
5	Suspension?	☺	☹	☹
6	Telling your parents?	☺	☹	☹
7	Referred to psychologist?	☺	☹	☹
8	Withdrawal of privileges?	☺	☹	☹
9	Being screamed at by the teacher?	☺	☹	☹
10	Demerit system?	☺	☹	☹
11	The Quiet Time Programme?	☺	☹	☹

Would you like to add any other advantages or disadvantages of the Quiet Time Program that this questionnaire has not addressed?

END OF QUESTIONNAIRE

THANK YOU FOR YOUR PARTICIPATING IN THE STUDY

ANNEXURE G

QUESTIONNAIRE: EDUCATORS

UNIVERSITY OF SOUTH AFRICA

MASTERS IN EDUCATION MANAGEMENT RESEARCH

School Code: A

Dear participant

The attached questionnaire is concerned with the **Quiet Time Program as a model for managing discipline in primary schools in Chatsworth**. The study is concerned specifically to the Quiet Time Program as a positive alternative to Corporal Punishment.

The aims of the study are:

- To investigate the effectiveness of the discipline techniques educators are using currently.
- To present a model on the Quiet Time Programme as a technique to maintain positive discipline in learners.
- To gather data on the perceptions of educators and learners on the Quiet Time Programme.

I am particularly interested in obtaining your responses because your experience in the Quiet Time Program will contribute significantly to managing discipline at our schools. Research ethics of confidentiality and anonymity will be adhered to at all times. You are not required to write your name anywhere on the questionnaire. Your participation is voluntary and you can withdraw from the study without reprisal. Moreover, after the data has been used, the questionnaires will be **destroyed**.

It will be appreciated if you could complete the enclosed questionnaire prior to the **15 October 2013** and hand it over to the secretary for my collection. Please do not rush through the questionnaire. I would appreciate it if you could take time to reflect on each question before answering. The questionnaire should take you approximately 15 minutes to complete. I would welcome any comments concerning any aspect of the study.

Thank you for being involved in this study. Studies like these enable us to learn more about the educational process. Your contribution will help other schools in the area.

If you have any queries please contact me or my supervisor on the following telephone numbers:

RESEARCHER: Mrs Lucilla Govender 0845693382

SUPERVISOR: Dr J. Nyoni 012 4294474

EDUCATOR'S PERCEPTIONS OF THE QTP

This questionnaire comprises of four sections.

Please tick responses as honestly and spontaneously as possible

SECTION A

BIOGRAPHICAL DATA

1. GENDER

1.1	Male	
1.2	Female	

2. AGE

2.1	Under 30	
2.2	30-35	
2.3	36-40	
2.4	41-45	
2.5	46-50	
2.6	Over 50	

3. POPULATION GROUP OF LEARNERS ENGAGED IN THE QTP

3.1	Black	
3.2	Coloured	
3.3	White	
3.4	Indian	

4. RELIGIOUS GROUPS OF LEARNERS ENGAGED IN THE QTP

4.1	Christian	
4.2	Hinduism	
4.3	Muslim	
4.4	Other	

5. TEACHING EXPERIENCE

5.1	Under 1 year	
5.2	1-5 years	
5.3	6-10 years	
5.4	11-15 years	
5.5	16-20 years	
5.6	Over 20 years	

6. DID YOU ATTEND THE PROFESSIONAL DEVELOPMENT WORKSHOP ON
TRANSCENDENTAL MEDITATION?

6.1	Yes	
6.2	No	

7. ARE YOU TRAINED IN THE TRANSCENDENTAL MEDITATION
TECHNIQUE?

7.1	Yes	
7.2	No	

8. IF YOUR ANSWER IS 'NO' FOR NUMBER 6 AND 7 ABOVE, DO YOU HAVE KNOWLEDGE OF THE TRANSCENDENTAL MEDITATION TECHNIQUE AND QUIET TIME PROGRAMME ?

8.1	Yes	
8.2	No	

SECTION B

HOW DO YOU RATE THE FOLLOWING DISCIPLINE TECHNIQUES USED BY EDUCATORS?						
	THE DISCIPLINE TECHNIQUES ARE	1 Not used	2 Never effective	3 Seldom effective	4 Often effective	5 Always effective
1	Detention					
2	Isolation					
3	Time out					
4	Writing lines					
5	Suspension					
6	Parental involvement					
7	Professional support (psychologist,counsellors,etc)					
8	Privilege withdrawal					
9	Reprimanding					
10	Corporal punishment					

SECTION C

	<u>THE QTP IS</u>	1 Strongly disagree	2 Disagree	3 Neither agree or disagree	4 Agree	5 Strongly agree
1	Enjoyable					
2	Time-Consuming					
3	Can be used as an alternative to Corporal Punishment					
4	Improves discipline					
5	Isolates learners					
6	A frightening experience					
7	A humiliating experience					
8	Reducing absenteeism					
9	Reducing the number of learners sent for detention					
10	Reducing the number of learners being sent out of the class					
	DURING/AFTER THE QUIET TIME LEARNERS ARE:	1 Strongly disagree	2 Disagree	3 Neither agree or disagree	4 Agree	5 Strongly agree
11	Happy					
12	Sad					
13	Stressed					
14	Anxious					
15	Sleepy					
16	Motivated					
17	Less likely to bully					
18	Less likely to be involved in name calling					

	THE QTP HAS	1 Strongly disagree	2 Disagree	3 Neither agree or disagree	4 Agree	5 Strongly agree
19	Improved teacher-pupil relationships					
20	Improved pupil-pupil relationships					
21	Improved co-operation among learners					
22	Had no effect on the culture of teaching					
	AS AN EDUCATOR IN A SCHOOL THAT IMPLEMENTS THE QUIET TIME PROGRAMME YOU ARE:	1 Strongly disagree	2 Disagree	3 Neither agree or disagree	4 Agree	5 Strongly agree
23	More relaxed in class					
24	Less stressed					
25	Less anxious					
26	Not interested					
27	More energetic in presenting lessons					
28	Raising your voice at the learners					
	THE QUIET TIME PROGRAMME HAS:	1 Strongly disagree	2 Disagree	3 Neither agree or disagree	4 Agree	5 Strongly agree
29	Improved our relationship with the learners					
30	Improved the culture of teaching					

SECTION D

IN THE LONG TERM HOW DO YOU RATE THE FOLLOWING BASED ON THE QTP FOR LEARNERS						
	THE QTP WILL:	1	2	3	4	5
		Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
31	Promote self-control					
32	Promote self-discipline					
33	Promote fear					
34	Lead to depression					
35	Make our schools safe					
36	Reduce violence					
37	Be a positive discipline technique					
38	Promote the culture of teaching and learning					
39	Decrease drop-out rates					

Please comment on any other advantages or disadvantages of the QTP that has not been addressed in this questionnaire.

END OF QUESTIONNAIRE

THANK YOU FOR YOUR PARTICIPATING IN THE STUDY

ANNEXURE H

QUESTIONNAIRE: PRINCIPALS

UNIVERSITY OF SOUTH AFRICA

MASTERS IN EDUCATION MANAGEMENT RESEARCH

School Code: A

Dear participant

The attached questionnaire is concerned with the **Quiet Time Program as a model for managing discipline in primary schools in Chatsworth**. The study is concerned specifically to the Quiet Time Program as a positive alternative to Corporal Punishment.

The aims of the study are:

- To investigate the effectiveness of the discipline techniques educators are using currently.
- To present a model on the Quiet Time Programme as a technique to maintain positive discipline in learners.
- To gather data on the perceptions of educators and learners on the Quiet Time Programme.

I am particularly interested in obtaining your responses because your experience in the Quiet Time Program will contribute significantly to managing discipline at our schools. Research ethics of confidentiality and anonymity will be adhered to at all times. You are not required to write your name anywhere on the questionnaire. Your participation is voluntary and you can withdraw from the study without reprisal. Moreover, after the data has been used, the questionnaires will be **destroyed**.

It will be appreciated if you could complete the enclosed questionnaire prior to the **15 October 2013** and hand it over to the secretary for my collection. Please do not rush through the questionnaire. I would appreciate it if you could take time to reflect on each question before answering. The questionnaire should take you approximately 15 minutes to complete. I would welcome any comments concerning any aspect of the study.

Thank you for being involved in this study. Studies like these enable us to learn more about the educational process. Your contribution will help other schools in the area.

If you have any queries please contact me or my supervisor on the following telephone numbers:

RESEARCHER: Mrs Lucilla Govender 0845693382

SUPERVISOR: Dr J. Nyoni 012 4294474

PRINCIPAL'S PERCEPTIONS OF THE QTP

PLEASE ANSWER AS HONESTLY AND SPONTANEOUSLY AS POSSIBLE

THIS QUESTIONNAIRE CONSISTS OF FOUR SECTIONS.

Please place a tick in the relevant column

SECTION A - BIOGRAPHICAL DATA

1. GENDER

1.1	Male	<input type="checkbox"/>
1.2	Female	<input type="checkbox"/>

2. AGE

2.1	36-40	<input type="checkbox"/>
2.2	41-45	<input type="checkbox"/>
2.3	46-50	<input type="checkbox"/>
2.4	50-60	<input type="checkbox"/>
2.5	OVER 60	<input type="checkbox"/>

3. POPULATION GROUP OF LEARNERS ENGAGING IN THE QTP

3.1	Black	<input type="checkbox"/>
3.2	Coloured	<input type="checkbox"/>
3.3	White	<input type="checkbox"/>
3.4	Indian	<input type="checkbox"/>

4. RELIGIOUS GROUPS OF LEARNERS ENGAGED IN THE QTP

4.1	Christian	<input type="checkbox"/>
4.2	Hinduism	<input type="checkbox"/>
4.3	Muslim	<input type="checkbox"/>
4.4	Other	<input type="checkbox"/>

5. NUMBER OF YEARS IN THE TEACHING PROFESSION

5.1	16-20 years	
5.2	20-25 years	
5.3	25-30 years	
5.4	Over 30 years	

6. NUMBER OF YEARS AS PRINCIPAL

6.1	5-10 years	
6.2	10-15 years	
6.3	15-20 years	
6.4	Over 20 years	

7. DID YOU ATTEND THE PROFESSIONAL DEVELOPMENT WORKSHOP ON TRANSCENDENTAL MEDITATION?

7.1	Yes	
7.2	No	

8. ARE YOU TRAINED IN THE TRANSCENDENTAL MEDITATION TECHNIQUE?

8.1	Yes	
8.2	No	

9. IF YOUR ANSWER IS 'NO' FOR NUMBER 6 AND 7 ABOVE, DO YOU HAVE KNOWLEDGE OF THE TRANSCENDENTAL MEDITATION TECHNIQUE AND QUIET TIME PROGRAMME ?

9.1	Yes	
9.2	No	

10. IS YOUR SCHOOL IMPLEMENTING THE QUIET TIME PROGRAMME?

10.1	Yes	
11.2	No	

This section deals with your perceptions of the QTP in your school. Please rate the following as objectively as possible.

IN THE LONG TERM, HOW DO YOU RATE THE FOLLOWING BASE ON THE QTP FOR EDUCATORS

		1 Strongly disagree	2 Disagree	3 Neither agree or disagree	4 Agree
1	Positive attitudes of learners.				
2	Learners are motivated.				
3	Learners are respectful.				
4	Learners are friendly towards each other.				
5	Learners are still getting involved in fights.				
6	Learners are afraid.				
7	Learners are depressed.				
8	Learners are happy.				
9	Learners are tolerant.				
10	Learners are co-operating with educators.				
11	The learner-learner relationship has improved.				
12	The learner-teacher relationship has improved.				
13	No change in the number of learners being sent to the office.				
14	No change in the number of learner suspensions.				
15	Learners are still bullying each other.				
16	Learners take responsibility for their actions.				
17	Overall improvement in academic achievements.				
18.	Promotes positive discipline.				
19	Time consuming.				

IN THE LONG TERM HOW DO YOU RATE THE FOLLOWING BASED ON THE QTP FOR LEARNERS					
1	Promote self-control				
2	Promote self-discipline				
3	Promote fear				
4	Lead to depression				
5	Make our schools safe				
6	Reduce violence				
7	Be a positive discipline technique				
8	Promote the culture of teaching and learning				
9	Decrease drop-out rates				
10	Be recommended by you to other schools				

Please list any other advantages or disadvantages of the Quiet Time Programme that this questionnaire did not address. You could also give your overall comment of the Quiet Time Programme.

END OF QUESTIONNAIRE

THANK YOU FOR PARTICIPATING IN THIS STUDY

ANNEXURE I

LETTERS: DEPARTMENT OF EDUCATION



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

STAFF NEWS

DATE: 17 SEPTEMBER 2013

STATEMENT FROM MEC SENZO MCHUNU

The Department of Education in KwaZulu-Natal has noted with great concern the report from Statistics South Africa that the Department is amongst the worst offenders when it comes to corporal punishment. We find this disturbing because on numerous occasions we have gone public impressing upon our educators the dangers and consequences of this unlawful practice.

We want to reiterate our unambiguous position on corporal punishment. Everyone who is found to have acted against the law regarding this matter will be dealt with accordingly by the Department of Education in KwaZulu-Natal. We have many cases of educators who have even lost their jobs as a result of this misdemeanour. To this end, we want to warn that corporal punishment is against the law and everyone should refrain from this practice.

Ends.../

Issued by:

Communications and Publications

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...dedicated to service and performance
beyond the call of duty



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

20 September 2013

MINISTER MOTSHEKGA WILL NOT TOLERATE VIOLENCE IN SCHOOLS

The Minister of Basic Education, Mrs Angie Motshekg a is outraged at the recent violent incidents reported in schools. Schools should remain a no violence zone where educators and learners can feel safe and secure in order for teaching and learning to take place.

Violence will not be tolerated in schools whether it is perpetuated by teachers, learners or parents. Corporal punishment is not an option either as this is a form of violence in itself. Parents and communities need to come on board and take responsibility for instilling a sense of what is right and wrong in our children. Schools should not be the only place where children are taught morals as this should begin at home.

The Minister is disturbed by the violent behaviour of a Glen Vista learner and would recommend all of those present be given trauma counselling after this violent event. This incident must be condemned in the strongest possible terms and the relevant punishment must be met out. The student responsible together with the other learners who were cheering him on should all be disciplined accordingly.

In the same light teachers who perpetuate violence by using unconventional and illegal methods of discipline should be prosecuted and moved out of the schooling system.

Provincial Education Departments must deal decisively with instances of violence and the law must be followed to the letter. There are a number of policies in place that form part of the South African Schools Act which must be implemented at a provincial level.

We encourage schools to ask learners to take the school pledge launched earlier this year which talks to the rights and responsibilities of school learners as well as to familiarise learners with the Bill of Responsibilities for the Youth of South Africa which encourages children and youth to take responsibility for their futures.

Issued by the Department of Basic Education

Enquiries: Troy Martens – 079 899 3070

Elijah Mhlanga – 083 580 8275