

**THE INFLUENCE OF EDUCATORS' LIFE EXPERIENCES
ON CLASSROOM DISCIPLINE PRACTICES**

BY

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Thesis

Submitted in accordance with the requirements for the degree

PHILOSOPHIAE DOCTOR

in the

DEPARTMENT: EDUCATION MANAGEMENT and POLICY STUDIES

in the

FACULTY OF EDUCATION

At the

UNIVERSITY OF PRETORIA

2007

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DECLARATION

I declare that “**The influence of educators’ life experiences on classroom discipline practices**” is my own work and that all the sources I have used or quoted have been indicated and acknowledged by means of complete references.

.....
SJ MOHAPI (Mrs)

.....
DATE

ACKNOWLEDGEMENTS

A great deal of credit goes to my husband, Dr WMB Mohapi, for always being so understanding; he was my inspiration for the entire duration of my study. I am also most grateful to my promoter Dr J Nieuwenhuis, who made himself available for hours of discussion; he provided me with clear direction on how should I approach my studies.

I wish to thank Mr F Mthombeni, for providing me with invaluable technical assistance. My gratitude also goes to Dr Bridget Theron-Bushell for her professional language revision and editing of my final manuscript.

To my son, Tshepo, and my brothers and sisters, Marlin, Alpheus, Jeaneth, Simon, Mapula and Dr. Moche, I extend my deep appreciation for their patience and understanding when they had to miss much time with me so that this project could be completed. I also thank my parents John and Motlatsi Moche, for their encouragement and prayers; for always caring and for ensuring that I was able to achieve the best in life.

A very special word of thanks goes to my senior colleague Mrs Khomotso Catherine Masango for supporting me throughout my studies. I am of course also indebted to the nine educators who formed an integral part of this study. To a considerable extent this research represents their collected lived experience.

Finally, I offer all honour and my humble, heartfelt thanks to God Almighty for His mercy and blessings; and for giving me the strength to complete this study

DEDICATION

This thesis is dedicated to the loving memory of my grandfather Nicodemus Khamane Matseke, whose indomitable spirit and encouragement served as a source of inspiration and determination in overcoming many academic and professional hurdles.

ABSTRACT

The primary purpose of this study was to investigate how the life experiences of educators impact upon classroom discipline. The study considered the present situation regarding classroom discipline practice. As circuit manager directly involved with schools I was concerned to see that there were dysfunctional schools in my area because of the failure to manage classroom discipline effectively.

The findings of the study indicate that classroom discipline practices can be improved if we understand the life experiences of educators. A qualitative narrative approach was applied and narrative interviews, observation and lived stories of educators were used to gather data from nine participants. All these educators were drawn from one circuit in the Nkangala Department of Education, a region in Mpumalanga Province, and are teaching in secondary schools. Purposive sampling was used to select the nine participants; all were prepared to share their lived experiences and ultimately, data analysis provided cogent answers to the research hypothesis.

The research focused on issues such as recent South African studies conducted on discipline and corporal punishment, theories of discipline, how lived experiences impact on current behaviour.

From what I have observed and heard, it has become clear, as is set out in this thesis, that the classroom discipline practices implemented by educators are indeed influenced by their own classroom experiences when they themselves were learners.

KEY WORDS

Lived experiences

Current behaviour;

Corporal punishment

Classroom discipline practices

Positive approach to discipline

Current classroom discipline practices

ACRONYMS AND ABBREVIATIONS

SASA:	South African Schools' Act
SMT:	School Management Team
SGB:	School Governing Body
SADTU:	South African Democratic Teachers' Union
STD:	Secondary Educators' Diploma
REQV:	Relative Education Qualification Value
RCL:	Representative Council of Learners
HOD:	Head of Department
PAD:	Positive Approach to Discipline
PAT:	Preferred Activity Time
EMASA:	Education Management Association of South Africa

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CHAPTER 1

ORIENTATION, PROBLEM STATEMENT, LITERATURE REVIEW AND RESEARCH APPROACH

1.1 ORIENTATION

The hallmark of an effectively functioning educational organisation is an effective system of discipline for both educators and learners (Phatlane 2001, 6; Squelch 2000, 36; Wiekliwicz 1995, 86; Savage 1991, 5; Van Wyk 2000, 1).

In schools where discipline is a problem, the culture of teaching and learning tends to move into a downward spiral (Lorgat 2003, 1). Slee (1988, 2) supports Lorgat when he says classroom disruption is a major impediment to learning, and that it is imperative that disciplined educators are both effective and objective towards education administrators and parents. It is true that many studies on school discipline approach the problem from an almost “fix-the-kids” approach (Walsh 1991, 127; Good 1973, 186). Savage (1991; 2) indicates that discipline often carries a negative connotation equated with punishment administered by educators in response to misbehaviour. It is the assumption of this study that in part, the root cause of the problem may be with the educators. This premise is based on the fact that every educator has memories of his/her childhood years as a learner. This “memory bank” includes how educators disciplined him/her when he/she was young (Wolgang 1994, 7). Wolgang claims that in solving present-day problems one will always recall lived experiences and bring these to bear on the current problem. In solving a classroom discipline problem, educators may be tempted to revert back to disciplinary measures employed by educators when they were learners. This is confirmed by Cheesman and Watts (1985, 44) who write:

Behaviour does not occur in a random manner, it could be argued that every action that is taken by a living organism is informed by the experiences to which they have been subjected in the past.

This assumption is also supported by the research of Walsh (1991, 185) who found in clinical research a relationship between severe parental punishment of youths and aggressive behaviour in later years, as well as by the work of Scherg (2003) on psychosocial

traumatisation in post-war situations which indicate high levels of aggressiveness to conflict resolution. These research studies appear to advance the hypothesis that people subjected to physical abuse as a means to maintain order or discipline will be more likely to revert to this type of behaviour in maintaining school discipline.

The purpose of this study was therefore to investigate the influence of educators' life experiences on their classroom discipline practices. Many of the current educators grew up during the years of the liberation struggle and were harshly chastised as learners in schools; this was also true in communities where there were clashes with police or other authority figures. Corporal punishment often became the sole means that adults and educators used to maintain control and discipline and they may have modelled their own approach to classroom discipline on this. The banning of corporal punishment in terms of section 10 of the South African Schools Act, Act No. 84 of 1996, may therefore be perceived by educators as the removal of the only available means of maintaining classroom discipline. Such a perception would leave educators with feelings of disempowerment; from this, a culture of disrespect and disregard of authority may develop. This claim is supported by Hardin (2004, 129) who writes: "Many educators fear that if traditional approaches to classroom management are removed as option for dealing with classroom problems, they will be powerless".

Traditional methods of disciplining learners in South Africa are challenged by a new approach to discipline in the new democratic society (Van Wyk 2000, 6). A number of research projects have been undertaken on the impact of this on school discipline, including those by (Mukhumo 2002; Phatlane 2001; Rice 1987; Rosa 1994; Sihlangu 1992 and Van Wyk 2000) but none of these studies has considered the possible influence of the life experiences of educators on classroom discipline practices. My research will take a closer look at the life experiences of educators that can be related to classroom discipline practices in the expectation that this may reveal new insights that will assist decision-makers in coming to terms with issues of school discipline.

1.2 PROBLEM STATEMENT

The problem of school discipline is as old as education itself. School discipline and education are therefore inextricably tied to one another because the one cannot exist without the other.

The following statement by Socrates (425 BC) poignantly illustrates that authors already started remarking about the inappropriate behaviour of the youth more than two millennia ago.

Our youth now love luxuries. They have bad manners, and have contempt for authority. They shock, disrespect elders and they love to chatter instead of exercise. Children are now tyrants, not the servants of their households. They no longer rise when elders enter the room. They contradict their parents, chatter before company, gobble up their food, and tyrannize their educators (<http://www.worldofquotes.com/author/Socrates/index.html>).

These perceptions about learners are as valid today as they were in the time of Socrates (Grossnickle and Sesko 1985, 3, Phatlane 2001 6, Savage 1991 2). What is clear from the literature is that school discipline during twentieth century has become one of the most topical and contentious issue in education being commented upon by parents, educators, researchers, politicians, authors and speakers at public forums. This also holds water for schools in South Africa (Savage 1991, 2, Mseleku 2002). Professor Kader Asmal, former Minister of Education in his speech he entitled “Pride versus Arrogance” said: “until educators experience the concept of child -centred learning as a mechanism to gain rather than lose respect and discipline in their classrooms, the tension between repressive and right-centred interpretation of values is likely to continue” (2002 5). He went on to ask how South African educators could presume to talk of every child having the right to basic education in our schools, when many educators fail to report for their teaching duties –and many learners, in turn do not show up to learn

Not only are commentators lamenting the poor state of discipline in our schools, they are constantly searching for and suggesting new ways of dealing with the problems. Speakers at the recent Education Management Association of South Africa (EMASA) Conference in 2004 (De Waal 2004) and at the Brown Conference (McCabe 2004) advocated the so-called “Zero Tolerance Approach” used in some schools in the United States, as the key to solving school discipline problems. This approach argues that no form of misconduct, no matter how trivial, should be tolerated – it must be punished. But everybody does not support this approach. In this regard we should remind ourselves of Glasser’s view (1992) on a punitive approach has bearing:

Right now the system tells the educator to deal with disruptive students punitively and show them who the boss is. Punishment, however, is not part of a quality school program. If you are an educator in a quality school, and disruptive students confront you, you would not immediately defend yourself as if you were being attacked personally, you would not angrily counter attack as if you could squelch their behaviour. As abusive as students may be, they are not really attacking you personally. Their rebellion is against a system of education that does not sufficiently take their needs into account – to them you represent this system. Therefore, if the system is to be changed, you must change what you do (Glasser 1992, 265).

Glasser (1992) raises an important issue that must form part of any debate on school discipline, *vis-à-vis* the role of the learners. From the above extract it can be deduced that learners may view the system of education and the approach to school discipline differently from educators. What educators may see (particularly in the case of adolescents) as rebellious or as attempting to challenge the position of authority occupied by the educator, may be viewed quite differently by the adolescents in search of an own identity.

From these observations it is clear that what is called for is an understanding of the dynamics of school discipline within the context in which it may occur. Studies conducted in South Africa on school discipline indicate that learner discipline lies at the very heart of a culture of teaching and learning (Phatlane 2001, 88). My own experience as educator, school manager and circuit manager in Nkangala Region of Mpumalanga Department of Education, support this claim. As circuit manager, I have noticed that one of the characteristics of an effective school is strong leadership in maintaining effective school discipline. Most of the schools in the circuit where I am manager were established prior to 1985 during the apartheid era in South Africa, but since 1995, there has been a notable decline in learner discipline manifesting in such incidents as late arrival at school by both educators and learners; drug abuse by learners; decline in learner enrolment; bullying by learners; and disregard (such as dodging classes) for school regulations.

1.3 LITERATURE REVIEW

1.3.1 What is school discipline?

Reflecting on what has been said thus far, it is clear that the term “discipline” has different meanings depending on a person’s particular view. Some see it as closely linked to

punishment (Rice 1987, 4; Van Wyk 2000, 3) but punishment in itself cannot be discipline. At best, punishment is a means to an end, designed to force an individual to remove or to unlearn unwanted cognitive or effective behaviour (Van Wyk 2001, 1). Koshewa (1999), claims that discipline is one of the most abused and misunderstood concepts in education. Hardin (2004, 4), indicates that educators may view discipline as both a noun and a verb. As a verb discipline is what educators do to help students behave acceptably in school; as a noun it is the set of rules established to maintain order. Rogers (1998, 11) sees discipline as a educator-directed activity, whereby the educator seeks to lead, guide, manage or confront a learner about behaviour that is disruptive to the rights of others. Walsh (1991) sees discipline as the process through which the children of today will develop the morals, values and attitudes by which they will live tomorrow. Nakamura (1999, 214) supports the ideas of Rogers (1994) claiming that discipline is training that develops self-control, character, orderliness and efficiency. Savage (1991, 2) agrees with Nakamura, defining it as the development of self control, character, orderliness and efficiency.

According to Johnson (1990, 5) discipline is the process by which educators foster work with learners in an effort to cause them to become responsible for their own actions, while Jones (1987, 8) defines it as the business of enforcing classroom standards and building patterns of co-operation in order to maximise learning and minimise disruption. According to Johnson (1990) and Jones (1987) discipline should thus be viewed as a corrective measure that will encourage learners to behave well – not because they are frightened, but because they realise the negative effects of their behaviour. Phrased differently, learners will act obediently in an effort to avoid negative consequences. This same reasoning underpins the notion of “zero tolerance”. These researchers equate discipline to some externally-imposed strategy aimed at producing the desired effect. Such a view ties in with the popular notion of educators that view discipline as a set of rules to restrict learners’ behaviour within the school. School discipline thus represents the rules that inform learners what is right and what is wrong in order to avoid negative consequences. In such an approach, the severity of the consequence becomes a powerful mechanism in controlling disobedient behaviour.

In an environment where aggressive behaviour dominates disciplinary strategies, this may reinforce aggressive measures. Furthermore, it may distract attention from a more positive and affirming approach to discipline, claiming that discipline underpins every aspect of school life (Hyman and Wise 1988, 288). This view sees discipline as the sum of educative

efforts in their entirety, including the teaching process, the process of character shaping, the facing and settling of conflicts and the development of trust. In this sense discipline is a way of nurturing, developing and empowering people to act in a certain manner, not because they are coerced into doing so, but because they freely choose this as being in their own interests and those of the school. Discipline thus becomes a key management function of the school.

According to Kunjufu (1984, 54) externally imposed discipline has not produced the desired results in creating or maintaining effective school discipline. He feels that externally imposed discipline can curb disruptive behaviour, but may do little about changing the inner image, which is so necessary for the development of self-discipline. Bear (1998, 14), stresses that when promoting self-discipline, educators should:

- Work hard to develop a classroom environment that is caring, pleasant, relaxed and friendly, yet orderly and productive.
- Show a sincere interest in the life of each individual learner.
- Emphasise fairness.
- Use cooperative learning activities.
- Encourage learners to believe that they behave well, because they are capable and desire to do so, not because of the sanctions that may result from bad behaviour.

Arising from the brief analysis above, the premise of this study is that teaching and learning cannot be fully effective without positive school discipline. Teaching has never been the mere transmission of knowledge, or the control of learners. It is a profession that depends on quality teaching and learning just as much as on a working relationship built on trust, order and respect. Nakamura (2000, 66) elaborates on this positive approach to discipline by claiming that such an approach sees discipline as a nurturing and developmental process rather than a punitive system.

For the purposes of this study, then, school discipline is viewed as the educators' freedom to teach and interact with learners without untoward interruption.

1.3.2 What does research conducted in recent years in South Africa tell us about school discipline?

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

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

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

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

- Why did the South African government abolish corporal punishment in urban secondary schools?

- Does the abolition of corporal punishment contribute towards indiscipline and disrespect?
- What is the attitude of parents, learners and educators towards corporal punishment?

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

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

Similarly, Joubert *et al.* (2004) in their article "Discipline: Impact on access to equal educational opportunities", confirm that one of the goals of discipline in schools is to create an environment conducive to teaching and learning. Administrators, educators and school governing bodies face an important challenge in trying to create and maintain a safe, disciplined environment. It is therefore the responsibility of all stakeholders to understand the

dynamics of discipline; this provided me with the motivation to focus my research on educators, and to find the answers to key questions. Why are they failing to restore discipline in their classrooms? Is it because of the way they were disciplined in the past? Many educators, themselves the product of the apartheid system, may well be in desperate need of counselling themselves.

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

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

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

there is sometimes inconsistent discipline – parents may allow a particular kind of behaviour one day and not the next day (Rosa 1994, 4), and this may confuse the child. Without doubt, over the years the father-figure has played an important role in the family, particularly in a patriarchal society such as ours. Traditionally he has commanded respect in the home but this has gradually diminished in the course of democratisation (Rosa 1994, 5). Rosa’s study focuses on the following research questions:

- Does the family’s perception of the father as the authority figure influence academic achievement?
- Is the method of discipline in the home conducive to academic achievement?
- Does the extent of father involvement in the child’s school-related activities influence academic achievement?

Rosa indicates in her recommendations that disciplinary practices are clearly influenced by an individual’s value system. She also found that authoritarian fathers value obedience very highly and often resort to punitive and forceful measures to suppress wilfulness in their children (Rosa 1994, 79). As she puts it, it is the desire of most parents that their children will become productive adults – but showing direction exclusively through punishment is not the right way. She concludes by recommending more detailed investigation into the influence of choice of values and how this impacts upon individual and family goals.

Dzivhani (2000) in his “The role of discipline in school and classroom management”, agrees with Phatlane (2001) and Van Wyk (2000) in claiming that many educators feel that the abolition of corporal punishment presaged a collapse of discipline in many schools. Grossnickle and Sesko (1985, 3) also believe that linking corporal punishment with discipline is a disturbing factor and should be ruled out. Dzivhani’s focus is to explore the means of establishing effective levels of discipline and classroom management. He argues that school management should enable educators to maintain discipline so that optimum learning can take place (Dzivhani 2000, 68). His study reveals that the school system, including school policy, classroom policy and ways of restoring order in the classroom, are all aspects of maintaining discipline. However, he adds that the learners themselves, and the cooperation and involvement of parents also play a major role in maintaining discipline in the absence of corporal punishment.

Minnaar (2002) conducted a study entitled “Educators’ views on the influence of classroom management on quality education”. This study provided me with useful background material which enabled me to approach my investigation from a different perspective. As indicated earlier, if there is disorder in the classroom, the quality of education becomes the first casualty. Indeed, quality and discipline are two sides of the same coin. Minnaar, a primary school educator, investigated educators’ views on whether classroom management has a direct influence on the quality of education (either enhancing or impeding it), and came to the conclusion that effective and consistent discipline forms the foundation of classroom management. There is no doubt from this study that for the learners to work and achieve good results there must be order in the classroom (Minnaar 2002, 23) and that, in turn, what happens in the classroom has a significant impact on the school as a whole.

Like Minnaar, many educators feel that planning and preparation enhance discipline. In other words, a well prepared educator who knows which learning outcomes need to be achieved at the end of his/her lesson, is one that is more likely to maintain effective discipline in the class. Classroom discipline also depends on the lesson, activities and timing skills of the educator, all of which leads us to the conclusion that the achievement of learning depends to a large extent on the educator’s ability to manage and control her/his classroom.

These scholars have made substantial contributions to our understanding of school discipline and corporal punishment as factors in quality education, but their work has focused primarily on the learners. Clearly, there are also certain aspects of classroom management that influence the quality of education – and managing discipline effectively is one of these. Thus far very little attention has been given on the role of educators and the influence that their life experiences may have on their classroom practices. It is also important to undertake further investigation into the causes of classroom ill-discipline, and while the findings of the above-mentioned scholars will be used as a starting point, alternative perspectives will also be used.

TABLE 1: PASS RATES FOR GRADE 12 LEARNERS IN A NUMBER OF SCHOOLS IN THE NKANGALA REGION

SCHOOL	YEAR			
	1995	1996	1997	1998
School A	31.2%	25.6%	28.4%	28.3%
School B	45.5%	30.5%	19.0%	17.0%
School C	10.2%	23.5%	17.2%	22.4%
School D	14.3%	17.8%	19.2%	27.6%
School E	29.7%	23.2%	35.5%	19.5%
School F	11.3%	33.9%	32.4%	35.4%
School G	35.6%	32.7%	30.3%	13.3%

In the past decade numerous studies have been conducted in South Africa on the issue of classroom discipline. An overview of these studies is provided in Table 2 below, where the focus or title of their study, main findings and main recommendations are summarised. Note that some of these studies have also been discussed in more detail above.

TABLE 2: SUMMARY OF STUDIES CONDUCTED ON SCHOOL DISCIPLINE IN SOUTH AFRICA

AUTHOR	PROBLEM STATEMENT	MAIN FINDINGS	MAIN RECOMMENDATIONS
Van Wyk ER (2000)	Positive discipline. New approach to discipline	Different styles and approaches to discipline have different effects on students. To students, positive discipline implies negative consequences when somebody misbehaves; to be obedient and behave well is to know how to behave appropriately. Some parents wanted corporal punishment to be reinstated because they were not satisfied with the discipline in schools.	It was recommended that educators should receive in- service training in classroom management. It was recommended that both educators and learners be invited to these sessions. It was recommended that learners should know that they belong to the school and have a say in how things should be done, including the implementation of discipline.
Phatlane RS (2001)	The impact of corporal punishment on disadvantaged urban secondary schools	Educators in the defined area cannot imagine a disciplined school without resorting to corporal punishment. Parents express the wish that corporal punishment be reinstated in schools Historically, corporal punishment and child rearing were synonymous. Punishing learners was never considered a social problem.	There is a need for better alternatives to corporal punishment. It is recommended that educator training should be improved to provide educators in schools with alternative forms of punishment. The following aspects should be investigated: * The comparison of matric results of the same schools before and after the abolition of corporal punishment. * A study of positive alternative methods of discipline in the classroom.
Rosa CM (1994)	The influence of parental involvement. Discipline depends on a choice of values. The scholastic achievement of secondary school pupils is influenced by the home, with special reference to the role of the father.	Fathers' involvement in discipline. Leadership and choice of values could partially explain the variance in academic achievement.	A more detailed investigation is needed into the influence of the choice of values on an individual's family life goals. The discrepancy between parents' and their children's attitudes to discipline; parental involvement; choice of values and father's role in the family should all be explored more fully.
Minnaar LM (2002)	Educators' views on the influence of classroom management on quality education.	Effective classroom management creates effective classroom discipline. Classroom management is influenced either negatively or positively by the learner discipline.	Discipline appears to be a component of classroom management. Education cannot take place satisfactorily without consistent discipline.
Dzivhani MD (2000)	The role of discipline in schools and classroom management: A case study.	Educators view the maintenance of discipline at school as the responsibility of parents, educators and learners. Parents should be involved in their children's affairs and discipline learners in the home.	A clear system should be established that could be followed in maintaining discipline without the use of corporal punishment. Counselling services should be established in schools.
Cohen S (1996)	Educators' and pupils' attitudes and practices regarding the abolishment of corporal punishment in schools in Gauteng.	Educators do not want corporal punishment abolished. Positive reinforcement is most frequently used as an alternative to corporal punishment. Learners are sent to the principal for corporal punishment.	Pupils and educators should be involved in the campaign to devise alternative strategies to corporal punishment. Recommends that more studies be undertaken on self-discipline.
Rice JE (1987)	Attitude of educators towards corporal punishment.	There is no evidence to suggest that positive disciplinary strategies are regarded as an important goal in schools. Male educators are more inclined to favour corporal punishment as a disciplinary strategy than are female educators.	Teaching programme need to address the issue of effective methods of discipline. Educators need to be well-versed in alternatives to positive discipline strategies. Self-discipline should be the goal of today's educational system.

From the above table, it is evident that all seven researchers, although they have touched either on discipline or punishment, have not investigated the influence of educators' life experiences on classroom discipline practices. This present study is therefore well justified although the above-mentioned studies provided useful background information for my specific area of research.

In the study by Van Wyk (2000), styles of managing discipline and the need for different styles in different situations were raised. Both these matters are linked to the issues I discuss in chapter 2, where the different theories of discipline are examined. The work by Jones (1987) was also relevant here in the discussion on determining the specific type of discipline required in certain situations. In her findings RS Phatlane (2001) mentions that educators consulted in her study considered corporal punishment as a way of disciplining learners. In my study the nine participants declared that their own parents and their educators used the words "discipline" and "punishment" interchangeably. Here too there are interesting investigative parallels.

Rosa (1994) discusses the role of the father in disciplining children; Mr Kwena in this present study adopted his father's style of discipline after the abolition of corporal punishment. Similarly the work of Minnaar (2002) proved useful for the insight it provided, particularly with regard to his view that for effective teaching and learning to take place, one needs to consider classroom management. He also emphasises that the way educators manage their classroom can impact negatively or positively on teaching and learning. Dzivhani (2000) sees discipline as the joint responsibility of parents, educators and learners and in my study I have observed that this is indeed true. As indicated in chapter 5, it is often the case that the parents do not respond to the call by the school to discuss their children. Furthermore educators do not always live in the villages where the three sample schools are situated, and this poses a challenge in so far as their involvement in community activities is concerned. In his study Cohen (1996) reveals that educators are still of the opinion that corporal punishment is the right method of disciplining learners, and this is an issue discussed in some length in chapter 5. Mr Tau,

Mr Nkwe and Ms Nare regarded corporal punishment as the only effective method and wished that they were permitted to revert back to this practice, which bears out the findings of Rice (1987), who discovered that male educators were more inclined to favour corporal punishment. Of my participants, Mr Tholo and Mr Tshukudu mentioned that in their youth, their female educators talked with them while their male educators had resorted to corporal punishment.

From the foregoing overview of recent studies conducted in South Africa either on discipline or corporal punishment, it is clear that there was background information that proved useful for my investigation. The research results of my study revealed that educators behave the way they do because of what happened to them when they were learners; and that furthermore, an educator is the most appropriate agent of change within our schools. Indeed, all educators are informal changers of behaviour (Cheesman and Watts 1985, 8). While my investigation explores whether educators' life experiences can influence such changes of behaviour, the common feature in all the above-mentioned studies is classroom discipline.

1.4 DELIMITATION OF THE STUDY

This study is of necessity a limited one and includes educators employed at three secondary schools in one circuit of the Nkangala Region of the Mpumalanga Department of Education. The Nkangala Region is in the former Kwandebele homeland. The conclusions drawn from the study thus apply only to the above population. Nevertheless, seen in broader perspective the research undertaken has the potential to be of far greater value; it advances a reasonably uncharted look at how the life experiences of educators influence their own teaching practice. The questions asked of participants were designed specifically for the study. Schools in the Nkangala area were the focus of a great deal of violence during the liberation struggle when conflicts that had erupted in the metropolitan areas spilled over into Nkangala. There was thus ample opportunity to study how educators reacted to these circumstances and how this impacted upon the way they

subsequently implemented school discipline. Given the reasonably small sample size (as indicated above) the findings of the study cannot be randomly generalised to apply to all rural educators; instead it is suggested that they should be replicated in other school environments to enable us to build up a more comprehensive picture of the extent to which lived experiences have a bearing on the way educators conduct their teaching practice.

1.5 RESEARCH OBJECTIVES

The objectives of the study were:

- To understand and interpret the life stories of educators.
- To examine the influence of educators' life experience on classroom discipline practices.
- To examine how educators' life experience influences their present behaviour.
- To examine whether impressions gained from educators' life experience can contribute to positive classroom discipline practices.

1.6 RESEARCH METHOD

The basic aim of this study was to investigate and analyse the influence of educators' life experiences on their classroom discipline practices. The nine participants were asked to indicate how their life experiences influenced the way in which they implemented discipline in the classroom, and to formalise this process several qualitative research methods were used.

1.6.1 Description of the sample

The sample of the study consists of educators who were learners during the period from 1974-1980. All participants are currently educators in secondary schools in the Nkangala Region of Mpumalanga Department of Education and began their teaching career from 1983. To obtain the sample, each educator who was interested in being part the study and

who met the above-mentioned criteria was requested to submit his/her name to the school principal. The study was limited to one circuit after the withdrawal of educators in other circuits. I then personally visited all the participating schools and interviewed each of the interested participants.

1.6.2 The research instrument

Questionnaires were delivered to participating schools. In the first section of the questionnaire the participants were requested to relate certain professional information about themselves, including their experience as an educator, the total number of learners in their classes and the specific grade of each class.

Semi-structured interviews were based on classroom discipline practices and whether the participants felt that their lived experiences affected their classroom discipline practices. For example, open-ended questioning began with “Can you tell me something about...?” Each educator was observed twice – within and outside the classroom.

1.6.3 Collection of data

The data for the study was collected by means of interviews, observation, field text and the narration of educators’ lived stories. The available literature was carefully reviewed before the questionnaires were drawn up in order to identify the subject area for questions to be used during interviews. Interview questions were compiled prior to the interviews and observation.

The term research design refers to the planning and structure of an investigation that is to be used to obtain evidence and provide answers to research questions. Design indicates how the research is set up, what happens to the subjects and what methods of data collection will be used (Macmillan and Schumacher 1997, 1). The purpose of the research design is to provide the most valid and accurate answers possible to investigate the research topic.

This study approached the problem from the perspective that present day behaviour is co-determined by lived experiences and the meanings that individuals have constructed. Understanding the meanings constructed by the participants and how these influence present behaviour, compelled the researcher to adopt a qualitative approach.

1.6.4 Narrative research

Narrative enquiry begins with experience as expressed in lived and told stories (Clandinin and Connelly 2000, 40). The study focuses on the influence of educators' life experience on classroom discipline practices. Individual educators' stories were collected and analysed. Understanding the educators' life experiences was a key aspect of this study. Creswell (2005, 479) gives the primary characteristics of narrative research as follows:

- experiences of an individual – social and personal interaction
- chronology of experiences – past, present and future experiences
- live stories – first person, oral accounts of actions obtained through field texts
- restoring – from the field texts
- coding the field texts for themes or categories
- incorporating the context or place into the story or themes

In-depth structured and unstructured interviews were used. I conducted interviews and transcribed the conversation from a tape recorder. When the raw data had been transcribed key elements were identified. Observations and field notes were added to the data collected and this provided rich, descriptive information on the classroom discipline practices of the participating educators. Starting by observing these educators in their day-to-day involvement in the schools, I was able to identify those who used different approaches to classroom discipline.

In the initial stage of the study I chose to be a non-participant observer, taking careful note of how educators disciplined the learners. Critics of participant observation as a data gathering technique point to the highly subjective and therefore unreliable nature of human perception (Merriam 1998, 95). According to Merriam, no one is able to observe

everything accurately. It was necessary to decide on a starting point and I therefore included the following elements drawn from Merriam (1998, 97) in my observation schedule:

- Physical setting: What is the physical environment?
- Participants: Who will be my participants?
- Interaction and activities: What will happen? How will people interact with one another?
- Conversation: How will this be captured? Tape recorder and field notes will be used to avoid misunderstanding.
- Researcher's behaviour: My role will be clear as a researcher.

1.7 OUTLINE OF CHAPTERS

Chapter one deals with the orientation of the study, the statement of the problem and discusses the research approach. It also provides a review of the relevant literature.

Chapter two deals with theories of school discipline. It provides a literature study involving an overview of eight models of discipline, including the Skinnerian model; Kounin model; Ginnott model; Dreikurs model; Canter model; Jones model; Gordon model, Curwin and Mendler model.

Chapter three deals with the influence of lived experiences on current behaviour while chapter four gives a detailed discussion on the research design. Chapter five provides a content analysis and this is followed by a detailed narrative analysis in chapter six. Chapter seven is a concluding chapter that draws together the findings of the investigation.

1.8 CONCLUSION

Currently our schools are run in an atmosphere free from torture, harassment and fear. This is an essential requirement if educators are to focus primarily on teaching and

shaping the lives of our children rather than dealing with the consequences of bad behaviour and ill discipline. It is to be hoped that this research will make a meaningful contribution to classroom discipline practices; this will also encourage school administrators and managers to strive towards the enhancement, growth and well-being of educators so that they are able to perform to the best of their ability.

For many learners and educators classroom discipline has become a battlefield. Many programmes and methods of dealing with this issue have been tried and re-tried (sometimes with new names), but maintaining discipline will always remain an integral part of schooling. It is therefore important that educators should know more about their own behavioural patterns and how these influence others, and on the teaching they provide (Curwin and Mendler 1988, 2). In this chapter the background to the research problem was provided. Discipline, being a key concept, was defined and a brief discussion was given on the research conducted in this field in South Africa in recent years. The method to be used in the study was outlined and the structure of the research was also indicated.

CHAPTER 2

THEORIES OF SCHOOL DISCIPLINE

2.1 INTRODUCTION

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

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

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

informed by an overt or covert allegiance to any (or a combination) of the nine theories. Analysing these theories will assist in making sense of how educators' life experiences might have influenced their own stance in relation to existing theoretical understandings of school discipline.

2.2 BEHAVIOURISTS

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

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

2.2.1 Skinnerian model

(a) Rationale

The Skinnerian model is behavioural in nature. It takes its starting point from the fact that behaviour that is rewarded tends to be repeated, while behaviour that receives no rewards tends to be eliminated. In maintaining discipline one generally rewards good behaviour and punishes bad behaviour (Phillips 1998, 13). The Skinnerian model as a behaviour

modification paradigm derived from the work of behavioural psychologist, BF Skinner. Skinner has been a major influence behind the adaptation of clinical behaviour techniques to classroom settings (Duke and Meckel 1980, 15).

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

(b) Principles on which the Skinnerian model is based

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

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

Skinner describes freedom as escape or avoidance. Escape is doing whatever it takes to remove contact with an aversive stimulus that is already present. This is done by

removing, stopping or reducing the intensity of the stimulus or by simply moving away from it. Similarly, avoidance is doing whatever it takes to prevent contact with the aversive stimulus not yet present (O'Donohue and Ferguson 2001, 207-208).

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

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

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

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

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

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

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

Reinforcers may be primary or secondary. Primary reinforcers include such things as food and protection and learners do not necessarily have to like them. However, there are reinforcers that students have learned to like and these are called secondary reinforcers. They include praise, money and the opportunity to play. There are also positive and negative reinforcers. Positive reinforcers are those pleasant experiences or stimuli that people enjoy whereas negative reinforcers refer to those aversive experiences that people wish to terminate, escape from or avoid. Finally there are social, token and activity reinforcers. Social reinforcers refer to desirable interactive experiences with other people

for example learners. They include praising, smiling, patting on the back, hugging and kissing. Tokens are things that can be converted to a basic form of reinforcer, e.g. gold stars or smiling faces posted in a learner's book; money may also be used in the same manner. Finally, there are activity reinforcers that are enjoyable things to do; e.g. going out to play, having recess and going on a field trip.

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

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

(c) Discipline and reinforcement theory.

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

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

(d) Critique of Skinner's contribution

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

Strategies such as ignoring misbehaving students may be counterproductive in persuading students to behave acceptably. Students may see misbehaviour as bringing enough in the way of rewards (albeit negative) from their educators, and may persist with negative behaviour. This is aggravated when their misbehaviour is positively rewarded through the attention that they receive from peers.

Furthermore, students can be taught or shown almost instantly how to behave desirably. They don't have to learn it through lengthy non-verbal and non-imitative reward

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

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

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

2.2.2 Kounin's model

(a) Rationale

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

The school discipline model developed by Kounin (1976) is based on a detailed scientific analysis of school discipline and describes lesson and movement management as a means

to control students' behaviour. The model could be termed a group dynamic model, within which educators work with a group of learners.

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

Kounin recommends two techniques that can be used to address learner misbehaviour. He terms these "withitness" and "overlapping". He describes withitness as the educators' attribute of having "eyes at the back of their heads" (Kounin 1976, 74). The concept in its simplest terms implies that an educator must be able to know and see what is happening in her/his class, even if she/he is busy writing something on the chalkboard. An educator who is "with-it" knows what is going on in the classroom at all times (Burden 1995, 47).

Overlapping is the ability to attend to two things at the same time (Kounin 1976, 85). For example, an educator may be helping a small group of learners and simultaneously also observes that two other learners are playing instead of doing their class work.

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

(c) Critique of Kounin's contribution

Kounin (1976) identifies a number of educator strategies that engage students in lessons and thus reduce misbehaviour. His work places emphasis on how educators can manage students, lessons, and classrooms so as to reduce the incidence of misbehaviour. The interconnection he identifies between ways of teaching and control of behaviour has led

to a new line of thought – that teaching influences discipline to a greater degree than previously realised and that the best way to maintain good discipline is to keep students actively engaged in class activities, while simultaneously showing them individual attention.

Kounin’s commentary on his research is both interesting and illuminating. He concludes that the educator’s personality has very little to do with classroom control. Referring to educator traits such as friendliness, helpfulness, rapport, warmth, patience, and the like, he claims that contrary to popular opinion, such traits are of little value in managing a classroom.

He also explains that while conducting his research he hoped and expected to find a clear relationship between the actions of educators when students misbehaved and the subsequent misbehaviour of those same students – but that no such findings had emerged.

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

2.2.3 Canter’s assertive behavioural model

(a) Rationale

Canter and Canter (1992) developed an approach which he terms “assertive discipline” that cannot be described as purely behaviourist in nature, but does contain certain elements of a behaviourist approach. These researchers assert that an educator who uses assertive discipline has a clear sense of how students should behave in order for him/her to accomplish his/her teaching objectives. Assertive discipline is different from many other models in that it provides a system of dealing with behaviour at the time it occurs,

through a plan that makes the learners responsible for his or her behaviour and resulting consequences (Steere 1978, 46). The essence of assertive discipline is captured in the following quotation: “An assertive educator will actively respond to a child’s inappropriate behaviour by clearly communicating to the child her disapproval of the behaviour, followed by what she/he wants the child to do” (Duke and Meckel 1980, 11).

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

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

Assertive educators also know when and how to instil good behaviour. Being assertive is different from being aggressive – the goal of assertive discipline is to foster in educators a feeling that they are in control in the classroom. An educator taking calm but firm

control shows assertiveness by calmly enforcing agreed-upon rules of conduct. Assertive educators do not express an intention to hurt, but want to help.

The Canters’ approach emphasises rules and consequences and the following chart is a good example of laying down ground-rules in the classroom

TABLE 3: CHARTS FOR RULES AND CONSEQUENCES

CLASSROOM RULES	
1.	-----
2.	-----
3.	-----
4.	-----
5.	-----

CONSEQUENCES	
(if you break the rules)	
1 st time:	-----
2 nd time:	-----
3 rd time:	-----
4 th time:	-----
5 th time:	-----

(Adapted from Steere 1988, 47)

According to Steere (1988, 47) rules should be specific and rules should be visible to all learners. Different charts should be used for different sets of rules. Just as with rules, consequences for violating rules should be explained and be visible to all learners.

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

(c) Critique

Assertive discipline is designed primarily for use in the classroom. Since many learner behaviour problems that alarm educators occur *outside* the classroom, the model may not offer much help in resolving all the educators' concerns. In addition, assertive discipline provides no opportunity for students to learn or practise conflict resolution skills (Duke and Meckel 1980, 13). Assertive discipline cannot be effective without communication. Any discipline management system the educator wishes to implement should first be discussed with school management because both the management and the parents should be aware of the proposed system. This will ensure that parents know of the educator's attitude regarding the importance of good conduct and its influence on teaching and learning.

2.3 COGNITIVISTS

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

Cognitive scientists in the field of education study the types of behavioural problems that require different kinds of student cognition. They maintain that if we understand how successful/unsuccessful learners think about these problems, we can teach them to think in better ways. Simultaneously, as educators, we can learn to instruct them in more appropriate ways. The goal is to promote problem solving, transfer of learning, and to encourage cognitive processing of information for better and more effective decision making. In contrast to behaviourists, cognitivists place special emphasis on the thinking processes of the learner. Cognitivists consider the learner's active participation not just as responding to circumstances, but as organising and reorganising incoming information in processes of thinking and problem solving. To cognitivists, learning means using

mental structures to process information (Tuckman 1992, 24). Cognitivists put themselves into the mind of the learner and try to figure out how information is transformed, stored and retrieved in problem solving.

Pioneers in this field are the Gestalt psychologists, Köhler and Wertheimer. Köhler studied the problem solving behaviour of chimpanzees. He avoided detours and used tools such as sticks and boxes to achieve a remote goal. This process of discovering a single and continuous solution – even if it required moving away from a goal to get a necessary tool to achieve a goal – he called insight (Tuckman 1992, 42). This early work set the stage for more contemporary cognitive approaches in order to explain what goes on in the mind when learning takes place. Although there are numerous theorists who operate from a more cognitivist approach, two of these (Glasser and Dreikurs) will be discussed here as they focus in particular on student behaviour and discipline.

2.3.1 William Glasser’s theories of educational transformation

(a) Rationale

William Glasser developed a tool he calls Choice Theory for use in his attempts to transform and revitalise education in schools. He designed three distinct models and practices, namely Choice Theory, Quality Management, and Reality Therapy (Palmatier 1998, 3-23).

Choice Theory can be described as a biological theory about our functioning as living creatures. The theory states that all behaviour is an attempt by individuals to satisfy needs that are built into the genetic structure of the brain. In short, all motivation is internal and not external, meaning that motivation is directed from the brain, which makes it cognitive in nature. There are five elements involved in Glasser’s Choice Theory. These are:

Basic needs. In our brains there are genetically encoded needs, e.g., love and belonging; power; competence; survival, fun diversion; and the freedom to choose options (Palmatier 1988, 22).

Reality. We constantly face a large number of disturbances in our environment that we must interpret, accommodate, and manage. This implies that we must make sense of external data through the perceptual ability of our brain.

Perceptual system. There are two perceptual systems, viz., the “all we know world” which relates to sensing the external world, and making sense of what we observe. Second is the “all we want world”. In this case we assign a value to what we know. We filter all this data through our values; we screen and label our intake as good, bad, or neutral. This is our quality world picture.

Comparing place. This is a special place in the brain where we measure and weigh the outside data and reference these pieces of information with the mental pictures of our current wants to see if we have a sensory match.

Behavioural system. This is the output part through which we act on the world to get what we want. We take the world perceptually into our heads and act on the world through our capacity to behave (Palmatier 1998, 25-46).

Quality Management is another of Glasser’s models that comprise his educational transformation theory. According to his Choice Theory no one can compel or bribe a person into doing quality work. Although an educator can make learners do some work to avoid punishment, he/she cannot make them do quality work. When one does quality work, it is done not because one is forced to do so but because in doing so one satisfies one’s own internal need for love and acceptance.

In order to manage people successfully, one must persuade them to put what you want (i.e. the managerial agenda) into their own quality worlds. In schools, therefore, when learners agree to customise their quality worlds in this way, they will do quality work and in the process transform the school into a quality school (Palmatier 1998, 22-23).

Reality Therapy is Glasser’s method of counselling that emphasises solving immediate problems rather than dwelling too much on the past. This theory is based on the assumption that no one can force anyone to do anything. To get a willing agreement to act in ways we would prefer requires a warm and friendly environment. Persuasion

requires trust between people. The stage must be set by being supportive and non-punitive. Micro-managing is out; encouraging initiative is in. Reality Therapy looks for what is right and builds on positives (Palmatier 1998, 27-48).

In applying Glasser's three-pronged educational transformation theory the educator must always keep in mind that the main thrust of this theory is to encourage learners to empower themselves and to take full responsibility for their behaviour at school. The educator must then proceed to remove the barriers to teaching choice theory; crises must be managed on an ongoing basis and specific ways must be devised for creating a suitable context for quality teaching and learning (Palmatier 1998, 48).

Glasser (1992) contends that when his choice theory is applied to classroom discipline practices, students *choose* to behave as they do; they are not forced to do so. He describes misbehaviour as a bad choice and appropriate behaviour as a good choice and urges educators to formulate class rules (and the consequences of breaking these rules) and to involve students in this process. He insists that educators should never accept excuses for misbehaviour and always should see to it that students experience the reasonable consequences, pleasant or unpleasant, of the choices they make. He also maintains that an educator's role in discipline should be one of continually helping students to make better behaviour choices. Glasser also popularised the holding of class meetings, now incorporated in almost all systems of discipline; he advocates that those meetings be conducted with students and educator seated in a close circle.

(b) Critique of Choice Theory

Educators were at first enthralled with Glasser's ideas on classroom discipline. They were impressed by the concept of learners being taught to bear the consequences of their behaviour. They agreed that the educator should immediately identify misbehaviour and provide a prompt description of appropriate behaviour in the same circumstances (Wolgang and Glickman 1980, 102-103). Glasser's scheme of discipline as a total system did not, however, become widely used. Practically all educators use elements of his

theory in devising their classroom practice, especially the written rules, reasonable consequences for breaking rules, and holding class discussions on appropriate behaviour. But most educators feel they do not have sufficient time to follow the prescribed process with every student who misbehaves, counselling them over and over again on making productive choices as Glasser suggests. Moreover, educators find that students pay little attention to benign consequences and so continue to misbehave when they feel inclined to do so. The major limitation of Glasser's system of discipline is its unwieldiness. Busy educators just cannot get a handle on it well enough to work all of it into their daily teaching.

2.3.2 Gordon's international model of effective training

(a) Rationale

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

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

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

Gordon (cited in Wolfgang and Glickman 1988, 30) provides examples of directive statements that should be avoided by educators.

Ordering, commanding, directing: "Stop playing with your pencil!"

Warning, threatening: "You had better straighten up, young girl, if you want to pass at the end of the year!"

Moralizing, preaching, using the words "should" and "ought": "You ought to choose your friends more wisely."

Advising, offering solutions or suggestions "What you need to do is to come early to do your work in time."

2.3.3 Dreikurs's mistaken goal model

(a) Rationale

Harlan (1996, 24) states that Dreikurs approaches discipline from a cognitivist point of view by holding that behaviour is reasoned and goal directed. The underlying belief of this model is that learners want to belong, to be accepted, and that they are able to choose right from wrong behaviour. Dreikurs sees the *prime goal* (that of belonging) as an underlying motivator of student behaviour, and identifies the *mistaken goals* (such as attention, power, and revenge) that students turn to when unable to achieve the primary goal of belonging. In line with this, Dreikurs (1971) postulates two assumptions underpinning his approach to discipline: student behaviour is goal directed and people learn best through concrete experiences (Duke and Meckel 1980, 18). Dreikurs (1971)

claims that the key to correcting behavioural problems lies in exploring with the learner the goals prompting the learner's conduct. He asserts that a child should be held responsible for his/her action that is the result of a goal-directed decision taken by the child.

According to Dreikurs (1971) a child should be given a chance to make his/her own choices, being fully aware of the consequences of these choices. The consequences should be logically related to the rightness or wrongness of the choice. At the heart of Dreikurs's model is thus the use of logical consequences – in this respect it is similar to Glasser's reality therapy theory and Canter's theory. Dreikurs (1971) explained behavioural choices as the necessity of having students accept the logical, natural consequences of their behaviour (Harlan 1996, 24). In addition, Dreikurs asserts that democratic procedures must be followed that allow learners to contribute in the formulation of rules of classroom behaviour. Once the rules are established, the consequences of obeying or disobeying them can be determined. For Dreikurs every learner can attain his/her place in life but needs the active help of the adult (Wolgang and Glickman 1988, 94). As for the educator's behaviour, Dreikurs assumes that the best classroom manager is the educator because he/she has the psychological skills to change learners' behaviour. He urges that educators and students should collaborate to formulate rules of classroom behaviour and should link these rules with logical consequences that occur should students either comply with, or break the class rules.

(b) Principles of Dreikurs's model

In an analysis of Dreikurs's findings, Harlan (1996, 24) writes that according to Dreikurs discipline is not punishment, but a way of helping learners to improve themselves. He emphasises choices and that the responsibility for one's behaviour is learnt by accepting (and sometimes suffering) the natural or related consequences of those behavioural choices. It is important that the child should be asked to choose between behaving in the correct manner and continuing with bad behaviour, which will be followed by adverse consequences. Dreikurs emphasises self-worth; learners need to feel capable of

completing tasks, have a sense of belonging and believe that they can connect with the educator and other learners.

A great deal of the success of Dreikurs's ideas in the classroom depends on how correctly educators are able to diagnose the motives underlying student misbehaviour. Incorrect diagnoses may undermine student confidence in the educator and make subsequent interactions more difficult. He identifies two types of consequences, namely *natural* consequence, which is a result of a learner's own behaviour and is not influenced by the educator, and *logical* consequence, where the educator imposes the response to the behaviour. Dreikurs advocates that logical consequences should be in proportion to the misbehaviour and that safety and a danger situation may prevent the use of logical consequences. Logical consequences work best when the child's goal and behaviour is "attention seeking" (Steere 1988, 30).

Dreikurs also provides a number of more specific suggestions on how educators should interact with students. He stresses that educators should never use punishment and should avoid using praise, which he feels makes students dependent on educator reactions. Instead of praise, Dreikurs would have educators use encouragement. Praise, by its nature, is directed at the character of the student. Encouragement, by its nature, is directed at what the student does or can do. Instead of saying "You can certainly play the piano well", an enlightened educator would say, "I notice a great deal of improvement", or "I can see you enjoy playing very much". Dreikurs gives encouragement a very strong role in the way educators should speak with students. He makes the following suggestions:

Always speak in positive terms; never be negative, encourage students to strive for improvements, not perfection, emphasise a student's strengths while minimising weakness, help students with how to learn from mistakes. Show that mistakes are valuable in learning, encourage independence and the assumption of responsibility, let students know you have faith in them; offer help in overcoming obstacles. Encourage students to help each other, show pride in student's work, display it and share it with others. Be optimistic and enthusiastic – a positive outlook is contagious. Use encouraging remarks such as "You have improved". "Can I help you?" "What did you learn from that mistake?" (quoted in Steere 1988, 29-30).

2.4 CONSTRUCTIVISTS

(a) Rationale

Constructivism is an approach to knowledge that assumes that people know and understand in unique ways and create their own and “new” knowledge. The basic ontological assumption of constructivism is relativism, i.e. it assumes that human sense-making is a process that systematise experience so as to render it understandable. As a paradigm it places greater emphasis on the child’s development and understanding of more general social processes and relationships. The *direct approach* relies heavily on verbal instruction, modelling and rehearsal in teaching of situationally specific social problem solving skills, including impulse control and anger management. The *discovery approach* relies more on discussion, the Socratic method, role play and co-operative learning. In this approach the educator assumes the role of co-constructor of social understanding, i.e. one who facilitates and guides educator-student and student-student discussions and role-taking opportunities.

The distinction between the direct and discovery approaches is blurred in modern social problem-solving programmes, especially those programmes designed primarily for prevention. Remediation programmes tend to be based on functional approaches (Elias and Allen, 1992). In teaching self-discipline using the social problem-solving approach, instructors tend to apply multiple instructional strategies. Such strategies are used not only to teach specific social problem-solving skills identified by Spivack and Shure (1982) or Dodge (1986) and Crick and Dodge (1994), but also to teach additional and more general social cognitive processes that mediate social behaviour. These processes include empathy (Eisenberg 1997), moral reasoning (Bear *et al.* 1997), interpersonal understanding and negotiation strategies (Selman and Schultz 1990), social goal-setting (Erdley and Asher 1996), and impulse control and anger management (Lochman *et al.* 1993). Such processes are generally included in the most recent social problem-solving programmes and curricula are guided primarily by a functional or structural approach.

(b) Principles of constructivist discipline management

Perhaps the best examples of the integration of both the functional and structural approaches as well as an increased interest in empathy and moral reasoning (Bear *et al.* 1998; Eisenberg and Harris 1997) and anger control strategies (Lochman *et al.* 1993) are Elias and Clabby's SPS programme (1989); "Second step", a violence prevention curriculum (Committee for Children 1992; Grossman *et al.* 1997), and Gordstein's (1988) comprehensive curriculum for treating, and to a lesser extent preventing, behaviour problems, the PREPARE curriculum. The programme and curricula integrate educator-directed social skills training, peer-focused strategies for promoting moral reasoning and social perspective taking, and self-directed instructional strategies for anger control. As such, they represent a multi-component approach that is increasingly seen in primary, secondary, and tertiary prevention programmes for school discipline problems (Hughes and Carell 1995; Larser 1994).

Due largely to the lack of research on the long-term effectiveness of social cognitive approaches, the popularity of such approaches to school discipline lies more in their theoretical appeal and social significance to parents and educators than in their demonstrated outcomes in preventing actual behaviour problems. Unfortunately, just as the effectiveness of operant behavioural strategies is limited largely to short-term improvements in behaviour (Du Paul and Eckert 1994; Stage and Quiroz 1997), the empirical support for constructivist approaches to classroom management is still inconclusive. The work of Ginott will be used as an illustration of a constructivist approach to classroom discipline.

2.4.1. Ginott's congruent communication model

(a) Rationale

Ginott's congruent communication model is one of the constructivist approaches to school discipline. From a constructivist point of view, playing the blaming-game is not constructive. Blaming prevents us from taking constructive action towards the resolution

of the problem. Haim Ginott, a former professor of psychotherapy, viewed discipline as a series of little victories; a long-term developmental process and an immediate solution to a child's misbehaviour (Charles 1989, 56-57). Ginott focused on how adults can build the self-concepts of children.

Ginott maintains that educators should ensure a secure, humanitarian and productive classroom through the use of what he terms "congruent communication", i.e. communication that is harmonious, where educators' messages to learners are relevant and matches learners' feelings (Burden 1995, 38). Educators should use calm language, which is appropriate to the situation and feelings. Ginott believes that the educators, like parents, hold the power to make or break the child's self-concept. He puts forward the following main points:

Educators' own self-discipline is the most important ingredient in maintaining good classroom discipline. Harmonious communication is vital in the classroom, educators should model good behaviour; educators should avoid labelling learners and there should be a conducive environment that promotes optimal learning; a dehumanizing environment will affect discipline negatively (Ginott 1973, 25).

(b) Principles of congruent communication

Ginott's model is largely based on the words spoken to learners when "educators are at their best and when educators are at their worst". At their best educators strive to express their anger and feelings appropriately; they invite cooperation and accept and acknowledge learners' feelings. Educators at their worst are sarcastic. They label learners and do not model good behaviour.

Many educators act unbecomingly if they are constantly under attack. Ginott sees reward as an important element to help in changing learners' behaviour, but learners should not only rely on praise and reward to change their bad behaviour. One striking aspect of Ginott's model is that educators should handle conflict calmly without losing their temper. There will be times when an educator is upset and expresses displeasure by the use of an "I"-message (Steere 1978, 20). In this case an educator may say: "I am disappointed because you did not do your homework". The "I"-message is more

appropriate than the use of the “You”-message. The “You”- message shames and blames the learner, as is seen in the statement: “You are lazy”, which is disrespectful towards the learner.

Ginott’s model advocates providing opportunities for children to become less dependent on educators and to become more responsible for what happens in the classroom. The underlying principles of his model are: Developing a calm language that appropriately fits situations and feelings; finding alternatives to punishment; preventing oneself from judging a child’s character and remaining a good model; and training oneself to use “I”-messages rather than “You”-messages (Steere 1978, 21).

(c) Critique of Ginott’s model

Ginott’s (1971) model clearly indicates that dehumanisation affects discipline negatively. It is also against labelling – calling learners by nicknames. Ginott insists that the only true discipline is self-discipline, which all educators should try to promote in their students. He makes a number of especially helpful contributions concerning how educators can communicate with students to foster positive relations, while at the same time reducing and correcting misbehaviour. He shows that it is important for the educator to be self-controlled and, beyond that, the value of congruent communication, which is educator communication that is harmonious with student feelings and self-perception. Ginott (1971) urges educators to take a calm measured approach when addressing misbehaviour, using messages that focus on what needs to be corrected without attacking the student’s character or personality.

Although misbehaviour can be forcefully silenced, genuine discipline (by which Ginott means self-discipline) never occurs instantaneously, but rather over time, in a series of small steps that result in genuine changes in student attitude. Ginott’s overall view on teaching and working with learners is summarised in the following excerpt from his *Teacher and Child*, quoted in Charles (2002):

As an educator I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As an educator I possess tremendous

power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanised or dehumanised (Charles 2002, 27-28).

According to Charles (2002, 25) Ginott has done more than anyone else to set the tone for today's system of classroom discipline. Educators should have a solid system of discipline on which to rely; they want to be humane, but they also need discipline to be effective. They want it to make absolutely clear what sort of behaviour is appropriate in the classroom. They want that behaviour to be discussed and formulated into class agreements or rules. They also want everyone to know, up front, what will happen when students transgress the rules. Above all, they want to be sure they have the power to put an immediate stop to behaviour that is offensive or disruptive. They can find some, but not all, of those qualities in Ginott's (1971) proposals. Ginott does not, for example, provide adequate suggestions for rules and consequences, nor does he indicate how educators can put an immediate stop to grossly unacceptable behaviour. However, he makes a number of particularly helpful contributions on how educators should communicate with students to foster positive relations while reducing and correcting misbehaviour (Charles 2002, 27).

2.5 HYBRID THEORIES OF SCHOOL DISCIPLINE

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

2.5.1. Jones's management model

(a) Rationale

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

Jones has the following recommendations for educators:

They should structure learning in their classroom properly; they should learn how to maintain control by using appropriate instructional strategies. They should build patterns and co-operation; they should develop appropriate back-up methods in the event of misbehaviour (Burden 1995, 50).

(b) Principles of school discipline

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

Jones (1987, 85) holds that the body language is the language of the emotions, thus discipline is 90 per cent effective body language. He notes that most misbehaviour occurs away from the educator (Charles 2002, 132). Educators tend to make sure that all learners who are prone to misbehave are seated in the front of the classroom. Incentive systems as

one of the strategies is something outside of the individual, it makes the learner react. All educators know that well-motivated learners tend to work more diligently at school tasks and in doing so they learn more and cause fewer disciplinary problems.

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

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

(c) Critique of Jones's approach

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

2.5.2 Curwin and Mendler's model: discipline with dignity

(a) Rationale

Curwin and Mendler (1999) suggest strategies for improving classroom behaviour through maximising students' dignity and hope. The model sees the educator as important; his/her crucial responsibility is to help students. The educator must clearly articulate to learners that schooling is to their benefit. Curwin and Mendler use the term

“dignity” to indicate the value placed on human life. They say that the school exists more for learners than for educators (Van Wyk 2000, 85).

According to Curwin and Mendler it is the duty of educators to see to it that students learn and that they behave appropriately and responsibly. Furthermore, according to Van Wyk 2000, 85) they say that when the learner’s dignity is damaged, motivation is reduced, resistance is increased and the desire for revenge would be promoted. They provide three dimensions of classroom discipline, namely prevention; action and resolution. They see these aspects as valuable because they believe that the school can be stressful place. Educators can help learners to regain a sense of hope. It is incumbent upon educators to make learning more attractive in order to ensure success. Educators who lack confidence in themselves or who distrust learners may find the model too threatening and it also demands a great deal of time. Those who use the model should be patient as learners adjust to the fact that they have a role to play in classroom management. As indicated earlier, this model emphasised dignity and respect for others, for life and for oneself. Learners with chronic behaviour problems see themselves as losers – they do not try to gain acceptance in normal circles.

(b) Critique .

This model emphasises that learners’ dignity is of great concern. Regardless of bad experiences and emotional scars that still torment educators, they must consider the dignity of the child first.

2.6 CONCLUSION

The behavioural approaches to school discipline focus on behavioural modification. They view behavioural change, such as the elimination of undesirable behaviour, as something that could be achieved through processes of reward, either withholding of reward, or meting out punishment. They therefore focus on changing the overt (external) behaviour rather than on internal mental states. Behavioural theories explain these behavioural changes as being based on the connection between elements and reinforced by this effect

(Tuckman 1992, 39). In contrast, cognitivist theories reject the notion of behaviour modification as some external means of control. They focus on the mental processes within the child and view undesirable behaviour as a means through which the child expresses his/her wants. These may be construed as misdirected goals or an ineffective means of drawing attention.

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

The theories discussed in this chapter therefore provide us with a wide spectrum of approaches that differ in their philosophical underpinning and practical application. It is not the purpose at this stage to argue in favour of any of these approaches. What is important in the subsequent chapters is to find a possible link between educators' perceptions of discipline and then to relate it to a specific paradigm that may inform their behaviour. It is accepted that the particular educator's own stance may be the result of training that he or she has received, or it could be based on their specific lived experiences. My aim in the subsequent chapters is to explore how these experiences have influenced them in the development of different practices to deal with school discipline.

CHAPTER 3

THE INFLUENCE OF LIVED EXPERIENCES ON CURRENT BEHAVIOUR

3.1 INTRODUCTION

This chapter gives a conceptual understanding of the influence of lived experiences on current behaviour. Nieuwenhuis and Potvin (2004), claim that we do not learn from our experiences per se, but from our reflection on our experiences. The moment an incident in our lives takes on significance that causes us to reflect on the incident, it enables us to distil from it some important guidelines that we may use to guide our future decisions in similar situations (Nieuwenhuis & Potvin: 2004). In terms of this study, it is argued that significant incidents in the educators' past, related to discipline, may explain current school discipline practices. The purpose of this chapter is to explore the literature that may shed light on how lived experiences influence behaviour. Lived experiences, however, cannot be divorced from the socio-political realities (context) within which they occurred. This chapter begins with a discussion of the socio-political environment in which educators grew up; it then moves to a consideration of some of the theories that explain how lived-experiences influence current behaviour.

3.2 HISTORICAL OVERVIEW OF THE SOUTH AFRICAN CONTEXT

South Africans were significantly shaped by the years of separation and oppression (Leatham 2005, 13). Education became the fulcrum of what happened in the country during the 1976 unrest, and remained at the centre of the liberation struggle thus impacting on the lives of learners and educators in the system. It goes without saying, that many children were exposed to the multiple traumas of witnessing death, being subjected to indiscriminate arrest and beatings (Rock 1997: 86). It is also evident that the choices made by people are constrained by the history of their country and how their

lives are formed by it. To show some understanding of the educators' lived experiences, it is vital to take into consideration of how the system of the past shaped their realities of today and the future. Educators experience disciplinary problems daily in their schools, this was confirmed by former Director General of Education, Mr Thami Mseleku, at the launch of Self Defence Training Programme for Learners on 24 May 2002, when he said:

Our schools, throughout the country, have become notorious for the unacceptable levels of criminal and violent behaviour that plagues them.

Many of us have even come to accept this high level of crime in our schools as inevitable, this is supported by Benjamin (2003, 16) when he states:

As crime in South Africa spirals out of control, schools as microcosms of communities, manifest similar incidents of crime and violence

Taking South African's social economic and political past into consideration, Hickson and Kriegler (1996, 32) comment that as far as endurance and perseverance are concerned, African children have learnt at an early age in their lives to tolerate the pain of seeing their sisters and brothers being killed in front of them. Participants in the study were no exception. Although South Africa has progressed and grown into new democratic political and socio-economic system, educators in our schools still remember the hardships they faced and how their own educators used corporal punishment to restore order in the classroom. The new democratically elected government has brought about significant changes in our education system, and these have influenced educators' need to become part of the global community while keeping in touch with their traditional value systems as received from their parents, community and their educators. Currently there are parents and educators who still see corporal punishment as an effective method of maintaining discipline in schools. I assume that the fact that the declaration (prior to 1994) of South Africa as a Christian country served to entrench the practice of corporal punishment in schools for years – corporal punishment gained a 'respectable' air and this has made it difficult for some educators to let it go. The ban on corporal punishment by section 10 of the South African Schools Act resulted in the demise of discipline in many schools. Some schools have maintained corporal

punishment with some interestingly positive grade results. Reasoma High School being a case in point (Msomi 1999, 12).

Apartheid on the other hand was inherently a violent and alienating system for the majority of South Africans. Its exclusively white parliament passed the Population Registration Act of 1950 and the Group Areas Acts of 1950 and 1966. According to Richter (1997) in Stevens and Lockhart (1997, 251), forced removals and relocation of different “racial” groupings, namely Africans, Coloureds, Indians, and whites, resulted in the destruction of many black communities. Consequently, black people struggled to cope with everyday life; their sense of self-worth and dignity also suffered. The Group Areas Acts had a devastating impact on black families for two reasons. They uprooted black families from communities in which they had been located for many generations, which was in itself an exceedingly traumatic and destabilizing event for the evicted families. Learners in schools were also affected. Secondly, most families who had established proper homes for themselves were relocated to ghettos with poor quality housing without basic services such as water, electricity and ablution facilities.

The above legislation promoted the migrant labour system (which had arisen as early as the nineteenth century) and soon influx control laws were passed to prevent black people from entering the cities. Whole communities were destroyed by mandating programmes of forced removals which were often carried out at gun-point. Apartheid brutally suppressed dissent to the extent of committing cold-blooded slaughter of women and children; it destroyed the lives of countless children through starvation, creation of parentless homes, and inadequate health care. It also deprived millions of black children of a decent education. Another impact that these moves had is that children and their parents suffered a variety of debilitating psychological problems such as anger, anxiety, depression and behavioural problems. Many children were brought up in homes that had insufficient or non-existent financial resources, contributing to stressful daily living and having to struggle to survive through each day, placing them at constant risk. Bradley and Whiteside-Mansell (1997, 16) suggest that families with incomes significantly below the society average frequently experience psychological hardship. The stress of regular

uncertainty and lack of control is psychologically debilitating. Leatham (2005, 74) also says constant psychological strain weakens the individual's ability to cope and adapt to the environment. Learners who lived through the student uprising of 1976 certainly had their education irretrievably damaged and they were emotionally affected.

It is therefore noted that education has been both a casualty of, and a catalyst for conflict in South Africa. The 1976 Soweto student uprising was re-lived by those closely involved in the traumatic events when they testified before the Truth and Reconciliation Commission (TRC) (SASA 1996, 1). Participants in this study did not indicate that they were directly involved in the riots, but my point is that South African children were touched by all the chaos and suffering around them and were affected by what happened in Soweto in 1976. The image of 12 year-old Hector Pieterse being carried through the dusty road of Soweto, is still fresh in the minds of fellow students. Three participants in the study were about the same age as Hector Pieterse in 1976, and every year we celebrate 16 June as a holiday. On this day learners do not attend school. The protests of 1976 were a motivating factor that triggered a movement against minority rule that finally ended in 1994; South Africa is still celebrating the role played by young people in the fight against apartheid. This to me is an indication that what happened in the past can influence what we are or what we do today. The intention in this chapter is to explore how lived experiences can influence current behaviour.

While many black children of 1976 have little understanding of what happened on 16 June 1976, they all understood its consequences and many of them are aware of the factors that led to the protest. For example, the introduction of the Bantu Education Act, Act No. 47 of 1953 made way for a separate and decidedly unequal education system. This system occasioned massive national resistance and remained a cause of deep resentment until it triggered the Soweto uprising in 1976, after the mandatory introduction of Afrikaans as a medium of instruction. This was the climax of years of political oppression which the parents of the children had endured for almost three decades of National Party rule (since 1948). The young learners were already angry

because of the humiliation heaped on their parents by the apartheid system and by their parents' apparent inability to resist (Rock 1997, 9).

Unrest continued to simmer. Anger among the black youth increased and the overt use of physical and psychological violence was the order of the day; gang-related crime increased dramatically (Mathabane 1986, 260). The perceived "total onslaught" by the liberation forces was met by a "total strategy" which included the occupation of the townships by the army, and the promotion of "black-on-black" violence by orchestrating state violence through officially recognised hit squads.

In the aftermath of the Soweto riots, the police plan was to use violence to end the terror in the townships (Mathabane 1986, 260). Many black people began to wonder whether violence was proving as successful as it had been in the past (Gerhart 1978, 309). The government sought to silence political activity by detaining black political leaders. This led to many prominent African National Congress (ANC) leaders being detained or fleeing the country to go into exile (Gerhart 1978, 1). As a result a political vacuum was created which was filled by many youths who stepped into the political arena to occupy those positions vacated by their predecessors. They were ill-equipped for this role and it took their attention away from their school work. Alternative structures were created where small groups of children and adolescents would discuss Marxism, Socialism and the "curriculum of resistance". This gave further impetus to the struggle but meant that the youth, which had previously been exposed to inferior education was henceforth exposed to no education at all (Rock 1997, 14).

During 1976 unrest broke out in our country because learners wanted their voice to be heard; they could not tolerate the political situation in the country any longer. Black education had to be suspended for some time. Hence the popular slogan of the times: "Liberation now, education later". Thirty years later the same learners are now educators. This is confirmed by Mseleku (2002, 2) when he says: "A child born in 1976 came into one of the darkest and most brutal periods of South Africa's apartheid rule". Those who were at schools experienced trauma. Educators and learners in schools were by and large

both victims and products of the struggle. Soudien and Alexander (2003, 257) write that for 50 years (1948-1990), the system of apartheid held most South Africans in a state of mental and physical oppression. During the Soweto riots learners roamed around, they did not attend classes. There was no schooling and educators were not in control. This created a culture of resistance that outlived the liberation gained in 1994. This feeling of not being in control is confirmed by Toby (1998, 77). Current educators face a similar situation; they are unable to control their learners. When they themselves were in school in 1976, their schools were “austere” cold places where pupils learnt with fear (Squelch 2000, 5). As educators they are presently intimidated by learners and maintain that they now feel disarmed and powerless because they are no longer allowed to use corporal punishment (Hardin 2004, 129).

Vandeyer and Killen (2006, 3) note that it has been more than thirteen years since the legal termination of apartheid in 1994 and that various policies and procedures have now been developed. During this period the South African Schools Act, (SASA) has abolished corporal punishment. This means that educators have had to completely change the way they manage classroom discipline; this is in addition to dealing with disruptive schools for which they are ill-prepared.

Scherg (2003, 5) indicates that traumatization involves feelings of helplessness, loss of control, lack of trust and depression. Traumatized learners and educators of the time retain their experiences of violence and loss of life. They tend to dwell on the past rather than looking towards the future.

3.2.1 Educators in a changing South African society

In a certain sense, what happened in this country during the years of struggle shaped the future of the South African education system. Bureaucratic schools of the past are different from current democratic schools. The apartheid government alienated learners from their educators and the youth developed an antagonistic attitude towards educators. Parents regarded (and many still do) corporal punishment as the most effective method of maintaining discipline, but this was prohibited in schools. This contrast between home

and school is confusing to educators, who see themselves as acting *in loco parentis*, as well as to the children

Thirteen years of democracy in South Africa has brought about changes for educators; it has in many respects brought a wider exposure to more western and globalised value systems. Currently, educators are exposed to western ideologies, but at the same time they are confronted by the fading African traditional values of community support and are often dependant on these values. This change in the education system is becoming increasingly noticeable. In the school context the involvement of the School Governing Body (SGB), parents, educators, Unions, Representative Council of Learners (RCL) and all stakeholders with an interest in education have to be aligned to the vision of the school on learner discipline, because this will help in promoting the culture of teaching and learning (SASA 1996). The role of these structures mentioned above need to be clarified from time to time and all these parties should plan and strategize together for the benefit of the school and the community. Government rhetoric of “making the education enterprise everybody’s business” can only lay claim to being realised when there is re-inalcation of disciplinary values among learners and educators through the enforcement of existing relevant prescripts and the use of a Code of Conduct.

The government has introduced alternatives to corporal punishment in the hope that teaching and learning would become more effective. Unfortunately certain educators claim that alternatives to corporal punishment are impractical. Each school is required to have classroom rules. It is argued that if classroom rules are tight and closely monitored, the learner will behave well in school, but unfortunately very few schools are implementing classroom rules. The official policy also reiterates the importance of each school making learners aware of the Code of Conduct. All schools are governed by the South African Schools’ Act which explains clearly how to use the Code. Unfortunately some of the schools do not use this – as I discovered during my visits to the three sample schools.

The stimulus for this study derives from my first-hand experiences which I gained while working with schools where the discipline of learners is a major challenge. The research results will indicate that classroom discipline practices were consistently represented as characteristics of participants' early school years (Bernard 2001, 2). In this regard Zirpoli and Melloy (1993, 447) claim that:

Educators are the adults most likely to influence the behaviour of adolescents if the adolescent is still in school.

This study will therefore indicate whether or not participants were influenced by their educators. Rowling (2005, 44) indicates that "Educators interactions with learners may trigger the child in the educator". This will mean that whenever a learner misbehaves, an educator instinctively thinks of how he/she was punished; perhaps educators also fear that learners will rise against them just as they resisted apartheid rule in 1976. Current educators tend to perceive it as a sign of disrespect if learners air their own views.

3.3 THEORETICAL FRAMEWORK

Merriam (1998, 46-49), explains that the literature review grounds the validity of data collected once it has been interpreted and presented within thick descriptive empirical findings. This chapter provides a literature review that seeks to support and enhance the understanding of educators' lived experiences. Theories included in this chapter deal with personality development and change in behaviour. These theories supplement one another to provide an explanation of the impact of lived experiences on current behaviour. Swart and Pettipher (2005, 9) see a theory as useful in that it provides a set of organised principles that together with contextual knowledge, generate insight into a specific situation.

3.3.1 Psychoanalytic theory

Erikson pursued psychoanalytic teaching far beyond Freud's earlier formulation (Maier 1969, 6). Erikson accepts the Freudian model of the psychosexual energy-laden organism.

This energy exists from birth, and generates all psychological processes. Erikson calls this energy libido. This libido encompasses two diametrically opposed human strivings; these create a fundamental polarity (Maier 1969, 23). According to Erikson, there is the drive to live, to gratify oneself, and to reach out beyond oneself. Erikson is in full agreement with Freud and assumes that the emotional (libidinal) aspect of life permeates all human functions. The nature of emotional content determines the basic core of man's make-up. Erikson and Freud are concerned with the emotional relationship between individuals. Each individual's life – his manner of perceiving, thinking, doing and feeling, depends largely upon the relative balance of the three major affective processes; the id, the ego and the superego (Davenport 1989, 112; Maier 1969, 24).

Davenport (1989, 12) indicates that Freudian psychoanalysis theory provides an explanation for the relationship between the childhood experiences and later personality characteristics. Freud's theory is a stage and ages approach; it links physiological maturation with psychological changes. It is argued that children do not just grow up quite independent of others, they respond to the things which are close and important to them. Hence parents could acquire a better understanding of their children's feelings and problems by playing a major role in their development

Freud's impact on the study of human development is diverse. His theories about the influence of infantile experiences on later behaviour led psychologists to study infants and young children intensively (Biehler and Hudson 1976, 59). Freud suggested that behaviour was often controlled by unconscious memories and his description of defence mechanisms contributed to understanding types of child and adult behaviour. Despite the differences in Erikson's and Freud's approaches, they are both concerned with social, moral and emotional development.

3.3.2 Learning theory

Learning theorists have shown little interest in the stages of development. According to them it is possible and profitable to interpret human development in terms of learning theory principles; this is done by concentrating on how behaviour is changed by

experiences (Biehler and Hudson 1976, 77). Ivan Pavlov, John B. Watson and B.F Skinner are all proponents of learning theory. For the purposes of this section, I will focus on Watson and Skinner's contributions. Watson studied infants. He exposed each baby in the nursery to the same series of experiences, holding their arms at their sides or tickling their feet and describing their overt physical reactions. As he was collecting data, Watson began to speculate how one experience comes to be associated with another. According to Skinner, when an organism emits behaviour, certain actions are reinforced and strengthened; therefore the behaving organism is controlled by reinforcing experiences. Skinner claims that parents and educators emulate the fictional child-rearing specialists of Walden Two by assuming that all behaviour is determined by experiences and by doing everything possible to shape the behaviour of children systematically (Biehler and Hudson 1976, 83).

3.3.3 Social-learning theory

Psychologists who endorsed the behaviourist position were dissatisfied with aspects of Skinner's view of learning and behaviour. Social learning theory is used in this chapter to look at how the interaction of participants in the study with their educators and their particular environments affected their behaviour. Bergan and Dunn (1976, 163) defined social development as that branch of developmental psychology concerned with development changes in the manner in which individuals interact with one another. Two theoretical positions were presented concerning the issue of how social development occurs. The trait-state view asserts that stable personality characteristics evolve as a result of hereditary and environmental factors. In contrast, socio-learning holds that stimulus conditions (rather than personality characteristics) influence behaviour in a social situation. I preferred to use social learning theory in my particular research because it looks at the system and settings within which an individual develops and functions. Dollard and Miller in Bergan and Dunn (1976, 136) suggest that social learning occurs when an individual is rewarded for matching the behaviour of another person. Bandura quoted in Bergan and Dunn (1976) also mentions that social learning occurs simply as a result of observing what others do – people imitating others. Bandura, in Biehler and Hudson (1976, 87) concludes that behaviourists overemphasised manipulative control

because they assumed that reinforcement influences behaviour without the conscious involvement of the individual. Bandura further suggests that human beings are capable of choosing how they will respond to many situations because many types of human behaviour are under **anticipatory control**, which implies that children and adults are capable of observing the effects of their actions, and they are also able to anticipate what will happen under certain conditions.

Within the social learning viewpoint, the primary role of innate factors is to govern the manner in which the environment affects behaviour (Bergan and Dunn 1976, 139). Educators interact on a daily basis with learners from a particular socio-economic environment. For teaching and learning to take place, learners are the recipients of education, and teachers should provide knowledge. Parents also play a major role in the education of their children; they are expected to co-operate with the educators and play an active role in school matters.

Social learning theorists acknowledge the validity of principles of operant conditioning, but they also stress the significance of observation and imitation. Robert Sears, a pioneer in social learning theory, quoted in Biehler and Hudson (1976, 85), began with the assumption that child behaviour is learned. He then reasoned that parents have control over many factors that influence childhood learning and that they have the primary responsibility for helping children move from dependency to independence. Sears, in Biehler and Hudson (1976), hoped to discover how associations established when a child was dependent on the parent might influence later behaviour. Sears goes on to say that the term **social learning theory** was chosen to refer to learning but that much of this learning is social in that it occurs when children interact with educators, parents and peers. What the child learns is also social in the sense that acquired forms of behaviour make it possible for one individual to interact in satisfying ways with others.

3.3.4 Bronfenbrenner's ecological model of human development

This ecological perspective stresses the importance of understanding the relationship between the organism and various environmental systems (Hetherington and Parker

1993, 19). Children are seen as active participants in creating their own environment. Bronfenbrenner's ecological model is multi-dimensional and it suggests that the level of interacting systems such as biological, psychological, social and cultural result in growth development and change (Smith *et al.* 2003, 9). Individuals and groups may be understood more clearly within different social contexts, as well as in terms of the way changes in the macro structures of the system influence those in the micro-systems (Swart and Pettipher 2005, 10).

The importance of Bronfenbrenner's ecological model is the premise that the ecology of the child is never static. Thus development involves the interaction of a changing child with a changing matrix of ecological systems (Hetherington and Parker 1993, 22). Bronfenbrenner is of the opinion that the ecological environment is a set of four nested systems. The most familiar is micro-system, that is what an individual experiences in a given setting. For a young child, a micro-system may consist of the school's environment with educators and learners; another micro-system may be the home environment with parents and siblings. The meso-system is the next level which is a link among settings in which the individual directly participates. A home environment for example might affect the child in its school performance or confidence with its peers. The exo-system is the third level. It forms a link to settings in which the individual does not participate directly. It does however affect the work environment and may influence learners. A parent's work environment can affect his children's behaviour. Bronfenbrenner claims that we view human development as the process of understanding our ecological environment. The child firstly understands his caregiver, then his home and later the school environment.

The ecosystems perspective as a meta-theory explains the interrelation of the organism with the physical environment which strives to maintain a balance. Donald, Lazarus & Lolwana (2002, 44-50) mentioned that eco-systematic perspective is concerned with how the individual and groups on different levels of the social context function within dynamic interdependent and interactive relationship.

3.3.5 Vygotsky's socio-cultural theory

None of the theories I have discussed thus far address the impact of the children's social and cultural worlds on their cognitive development. One theory that places a great deal of emphasis on culture is Lev Vygotsky's socio-cultural theory. The theory identifies an interaction between the child's social world and his cognitive development. Vygotsky places emphasis on culture in which the child develops. According to him development is as a product of social interaction between people who solve their problems together (Hetherington and Parkerr 1993, 332).

One form of instruction that is inspired by Vygotskian thinking that has received attention in recent years is termed scaffolding. Scaffolding is an instructional process by which the educator adjusts the amount and type of support offered to the child that is best suited to his level of development. According to Smith *et al.* (2003, 55), the norms of one culture can differ extensively from those of another and radically affect the ways in which children learn. One culture may place a high value on an individual achievement, while another may stress the achievement of the group.

3.3.6 Theories of moral development

Theories of moral development are relevant to this study because moral issues are related to human behaviour. Young children are highly dependent on adults for their ideas of right and wrong because they are particularly susceptible to basic moral principles such as honesty, trustworthiness and integrity..

Kohlberg submits that moral development goes beyond the process wherein a learner internalises society rules. Moral development is more than a process of social learning. . As learners learn to think more abstractly, so does their moral reasoning... Piaget as quoted in Kohleberg (1987 276) believes that it is by means of experiences of role-taking in the peer group that the child gradually transforms the basis for moral judgment from authoritarian commands to internal principles.. Kohlberg describes three main levels of moral development with each stage having two levels in the following table:

Table: 4 Kohlberg Six Moral Stages

Level and and stage	What is Right	Reasons for Doing Right	Social Perspective of stage
Level I: Preconventional Stage 1-Heteronomous morality	To avoid breaking rules backed by punishment, obedience for its own sake and avoiding physical damage to persons and property	Avoidance of punishment and the superior power of authorities.	<i>Egocentric point of view.</i> Does not consider the interest of others or recognize that they differ from the actor's; does not relate two points of view. Action are considered physically rather than in terms of psychological interests of others. Confusion of authority's perspective with one's own.
Stage 2-Individualism Instrumental, Purpose, and Exchange	Following rules only when it is to someone's immediate interest, acting to meet one's own interests and needs and letting others do the same.	To serve one's own needs or interests in a world where you have to recognize other people have their interest too.	<i>Concrete individualistic perspective.</i> Aware that everybody has his own interest to pursue and these conflict, so that right is relative-(In the concrete individualistic sense)
Level II: Conventional Stage 3-Mutual Interpersonal Expectations Relationships, and Interpersonal Conformity	Living up to what is expected by people close to you or what people generally expect of people in your role brother, friend etc.	The need to be a good person in your own eyes and those others. Your caring of others.	<i>Perspective of the individual relationship with other individuals.</i> Aware of shared feelings, agreements, and expectations which take primacy over individual interest
Stage 4-Social System and Conscience	Fulfilling the actual duties to which you have agreed. Right is also contributing to society, the group or institution.	To keep the institution going as a whole, to avoid the breakdown in system "If everyone did it" or the imperative of conscience to meet one's defined obligations	<i>Differentiates societal point of view from interpersonal agreement or motives</i> Takes the point of views of the system that defines roles and rules
Level III: Postconventional, or Principled Stage 5-Social Contract or Utility And Individual Rights	Some nonrelative values and rights like life and liberty must be upheld in any society and regardless of majority opinion	Concern that laws and duties be based on rational calculation of overall utility.	<i>Prior-to-society perspective</i> Considers moral and legal points of view, recognizes that they sometimes conflict and finds difficult to intergrate them
Stage 6- Universal Ethical Principles	Principles are universal principles of justice;the equality of human rights and respect for the dignity of human being as individual persons	Thebelief as a Rational person in the validity of universal moral principles and a sense of personal commitment to them	Perspective is that of any rational individual recognizing the nature of morality or the fact that persons are ends in themselves

(Source: Kohlberg 1984, 174-177)

For youngsters at Kohlberg's pre-conventional level, punishment and obedience still determines what is wrong and right. As their abstract abilities increase, youngsters begin to understand that if I do A, I will be punished, while B will bring something pleasant. At

this stage they are not concerned with moral correctness; they want to avoid the consequences of inappropriate behaviour (Travers *et al.* 1993, 109). At second level or stage two, learners' behaviour is influenced by external factors (Niewman & Niewman 1997, 469). Learners define right and wrong in terms of what authority figures say and they attempt to avoid punishment.

Davenport (1989, 180) also provides an assessment of Freudian theory with regard to his views on moral development. Despite the fact that he indicates that Freud's views are controversial in certain respects, Davenport feels they have merit and lists them as follows:

- (a) Freud offered one of the first and most complete explanations of moral development in children when he claimed that one of the three parts of personality, the superego, developed to guide the moral behaviour of children.
- (b) Freud claimed that three to four year-old children would be more likely to imitate the moral, attitudes and behaviour of the parent with whom they are identifying than anyone else.
- (c) That the children learn their moral values from the same sex parent.

Smith *et al.* (2003, 257) distinguish moral reasoning from moral behaviour. They describe moral reasoning as the way we reason, or judge, whether an action is right or wrong. It is different from moral behaviour because often we might reason that it is right to give money to charity but never actually do so. Piaget (1932), quoted by Smith *et al.* (2003, 257), identifies three stages of children's awareness of rules: in the early years (4 to 5 years) rules are understood while in the second stage (9 to 10 years), rules were seen as coming from a higher authority, for example from parents and educators and could not be changed. In the third stage (10 years and upward), rules were mutually agreed by the players and were seen as open to change. Smith *et al.* (2003, 258) deduced from Piaget's study (1932) that "as the child's conception of rules changes, from being absolutely fixed to their being mutually agreed, so a unilateral respect for adult or higher authority changes towards an equality with peers". Smith *et al.* conclude that this explains the increasing independence from parents and the growing interaction with same-aged peers.

In conclusion it is worth noting that school offers a rich social experience for learners and educators, it provides opportunities for activities that aid moral development. When educators show by example how discipline is to be maintained, this is one instance of promoting moral development.

3.4 HOW LIVED EXPERIENCES IMPACT ON CURRENT BEHAVIOUR

Levy (2001, 333) points out that while learners are young, their relationship with their parents in terms of understanding where the source of authority comes from is uncomplicated. But as learners enter adolescence and their logical and abstract reasoning skills increase, they begin to test the limits of new adolescent-adult roles. They are in daily confrontation with decisions that challenge the standing rules and provoke authority, for example by experimenting with drugs, sex and alcohol; challenging household chores; and defying decisions pertaining to personal appearance (Frankel 1998, 28; Levy 2001, 333).

Frankel (1998, 28) points out that this challenge on the part of the adolescent is an attempt to discover their own meanings, a search for someone worthy of authority, someone who will enrich their sense of being alive. But, at the same time, culture transmits forceful messages, both spoken and unspoken, to adolescents regarding their place in society and a willingness to tolerate their developing struggle to form an identity.

According to Plug *et al.* (1989, 93), experience refers to undergoing an activity and accumulating knowledge based on learning in authentic activities; in totality it refers to the direct observed content of the conscious mind at a specific and given time. Within the context of this study, this implies that the participants have shared their knowledge and meaning of their lived experiences. It is argued that as individuals we learn from our reflection on behaviour and from the examples modelled in our lives. We also tend to emulate the behaviour of significant others in our lives although we can decide either to choose or not to choose the behaviour modelled for us. Some experiences are significant

emotional events that we reflect upon and we take from them principles that will guide our behaviour in future.

If participants in this study were severely punished for something in a particular way, they may reflect on it as unjust, and decide never to act in the way the behaviour was modelled by the significant adult. Similarly, if they were punished in a way that they regarded as a positive experience, they will reflect on it and accommodate it in the way they behave in the future. Educators are active constructors of their own theory on how to deal with discipline in school. The wider the array of disciplinary methods to which they are exposed, the better equipped they will be to reflect on a range of measures to assist them in the development of a range of strategies to deal with different contingencies.

3.4.1 The impact of cultural influences

Many countries around the world have diverse cultures within their citizenry. This has come about as a result of people that have emigrated from their countries to settle elsewhere in the world. Various cultures brought together in such a manner inevitably influence one another, hence the processes of acculturation and enculturation (Baldauf, 1981, 3). The school is one such place where an encounter may play itself out, and in most cases with negative effects on learners who belong to a minority cultures. In order to highlight the impact of cultural influences in schools, an exposition of the problems experienced by the children of the Aborigines of Australia and the Afro-American and African-Caribbean children living in the USA, Britain and Canada is provided below.

In a study conducted by researchers in Australian schools that were known to be performing well, a number of learners, educators and parents were interviewed (<http://www.unisa.edu.au/hawkeinstitute/hpw/documents/sanderson-discipline.doc>). The focus of the study was to determine the influence of diversity on the implementation of discipline at school. The researchers wanted to investigate the causes of the over-representation of Aboriginal learners in suspension and /or expulsion figures, time-out and principal's office referrals. This concern was also raised by Munn *et al.* (1998, 11) who claims that expulsion can cause problems for indigenous children, including the

irritation and inconvenience that goes with it. In their report, the researchers documented serious inequalities and inconsistencies that were revealed by parent groups, educators and learners, regarding the punishment of learners from different cultural backgrounds. Aboriginal parents revealed that their children were the ones who were frequently locked out of the formal education system; institutional racism existed in schools; that there were differences in aboriginal parenting that caused conflict in the management of behaviour of aboriginal learners, that their children were over-represented in suspension statistics and office referrals, and that there was limited inclusion of aboriginal culture in the curriculum. Educators raised issues on culturally appropriate teaching practices and pedagogies. The indications are that there are many cultural differences; other cultures had different views on punishment and the effectiveness of suspension.

Furthermore, the researchers noted that the home and the school were two different worlds that were kept apart by race, poverty and gender. They also observed that although parents and learners made serious attempts to fit into a bi-cultural world, the school remained a mono-cultural institution which excluded the minority cultures. Some schools do not understand the world of indigenous learners and their parents and they make no attempt to come to terms with its complexities and practices. Finally, they indicate that unless such schools become culturally inclusive, their indigenous learners will continue to develop oppositional identities which are in conflict with mainstream educational practices. This implies that disciplinary problems will persist with no end in sight. This view is supported by Beresford and Omaji (1996, 54). The researchers highlighted the importance of the incorporation of aboriginal culture into the school curriculum by citing the work of Alfie Kohn (1994; 1996; 1999; compare also Morrison 2002), who argues for a curriculum that should be developed originally from real life interests and concerns of the students. This view is supported by Dewey (1934), available online at

<http://www.unisa.edu.au/hawkeinstitute/hpw/documents/sanderson-discipline.doc>).

Dewey contends that skilled teaching allows learners to grapple with real life situations and this brings the cultural content and implications into classroom. If day-to-day

experiences are allowed to be reflected in the classroom, they will promote culture circles, dialogue and peer interaction which will promote synergy in many other things. This will promote enculturation and the much needed understanding and tolerance of each others' culture.

Konn (1994 www.unisa.edu.au/hawkeinstitute/hpw/documents/sanderson-discipline.doc) emphasised the fact that culture is embodied in a people's language and a few customary practices which include particular ways of thinking about the world and how it is constructed. It is inevitable that children of every culture will bring with them to school particular sets of skills, knowledge and understanding. They in turn will take home a variety of information and meanings. The two sets of skills, knowledge and meanings may either converge, meet partially or may diverge. This may cause cognitive dissonance in the individual learner. Unfortunately schools are mainly mono-cultural and do not accommodate the smaller cultures, hence the disciplinary problems. The researchers contend that the relationship problems that exist between aboriginal children and schooling are a result of a range of issues and not only because of cultural differences. These issues include racism, gender, pedagogies, stereotyping as well as government policies and government agencies such as the police.

The researchers identified that one of the main cultural issues that affects school discipline is parenting practices. For example when there is death in the family, Aborigines take a week or longer to grieve. This practice negatively affects class attendance and leads to poor performance. Another problem is caused by the way the aboriginal community relate to their children. The moment their children are able to walk and talk they are involved in family discussions, problem-solving and decision-making processes. These children care for their siblings and are given responsibilities around the home. Aboriginal children feel that they are infantilised when they go to school and are treated like small children. Aborigines also accord great respect to first-born sons in their culture, whereas this is not acknowledged in the school culture. In bridging this divide between home and school, the researchers recommend that structured ways of dealing with racism; consultation with the families; support of the aboriginal identity;

acknowledgement of poverty-driven life-styles; the design of appropriate curricula and the creation of a warm and conducive learning environment, all receive attention.

Solomon and Palmer (2004, 1-14) provide a comprehensive overview of the problems the British, USA and Canadian education systems experience in dealing with the black youth. The problem arose as a result of the influence of African, Afro-American and Afro-Caribbean nations who settled in these countries in search of better economic prospects. The children of these new settlers had to be socialised into the norms, values, traditions, and languages of the dominant cultures (Owens 1976). As this new culture was forced on the black immigrants, schools became central institutions in a culture of oppression that dominated the socio-economic, political, legal and cultural life of the oppressed. Thus the school became both the agent and the agency of oppression; a place of struggle and contestation between school management and learners. The main thrust of Solomon and Palmer's research (2004, 1-14) focuses on how educational structures in the above-mentioned countries respond to black males in particular as a group constructed to be feared, monitored and pushed into restrictive learning environments. The researchers cite work done by scholars such as Carby (1982), Furlong (1984), Gillborn (1995) and Sewell (1997), who document continued negative attitudes and punitive behaviour of school administrators towards black males. The idea that black youth was characterised as oppressive, violent, disruptive and deviant grew out of fear as described by Sewell's study (1997). In support of this idea he indicates that the presence of fear and social distancing between white teachers and black youths creates a climate that is not conducive to teaching and learning. The power struggle between management and learners which is caused by mistrust and fear, and which is based on racism, is also well documented by Ferguson (2000), Hopkins (1997) and Kreisberg (1992).

Most of these researchers describe a black male culture of resistance and the system's coercive responses to it. As the black youth become alienated from school they begin to perceive it as not representing their interest. They develop a dynamic counter-school culture that is threatening existing authority structures. Zero tolerance policies implemented in the USA and Canada have not proved successful in producing safer

schools (Ayers *et al.* 2001, quoted in Solomon and Palmer 2004). Solomon and Palmer 2004, 4) have shown that emerging research indicates that the Zero Tolerance policy discriminates against blacks more than any other racial group.

Solomon and Palmer (2004, 4) discuss a study conducted in 1995-1996 at Hopeful Village Youth Centre (a pseudonym) where they interviewed 15 male African-Caribbean learners. The study provides valuable insight into the learner's lived-experiences in schools and communities and follows their incarceration in the centre. An important finding of this study is that the participants believed in the official's achievement ideology and upward mobility in Canadian society through schooling, but according to them, racial discrimination and negative authority relations hindered their academic achievement. The authors conclude that Western democratic societies have to turn schools into socialising, liberating and empowering institutions. According to Nonguera (2003), schools need to invest in youth and create a caring trusting environment that provides a feeling of belonging.

Pifer (2000) describes the lived experiences of three learners who attended an alternative school because they were labelled as "problem" learners in their previous schools. All participants accepted the idea that education is important but they all had equally negative feelings about school in general. This article describes their good and bad experiences; the unfairness they experienced including the relationships they had with their educators and learners. In summary, none of them had any experiences they valued at school; they found school boring and a waste of time. They could not effectively relate to other learners or their educators. They went to school to please others rather than for their own sake. They had a low self-esteem and did not aspire to achieve great heights in their academic careers. They were regarded by their educators as problem learners and lived up to this expectation (Pifer 2000, 2). Pifer goes on to indicate that several studies have looked at the ways in which and reasons why learners become estranged from school (Bryk & Thum 1989; Elliot & Voss 1974; Firestone, Rosenbaum & Webb 1987). The research confirms that dropping out, absenteeism, truancy, disruptive behaviour and delinquency may all be seen as the results of an earlier pattern of suspensions from class.

Furthermore the author points out that many researchers suggest that schools actually play a major role in learners feeling alienated (Calabrese 1987) and (Firestone *et al.* 1987).

Mussen *et al.* (1984, 521-522) cite a study by Simpson (1962) showing that boys from lower-class homes have higher educational and vocational aspirations they associate frequently with middle-class boys. They contend that this interaction with middle-class peers appears to foster “anticipatory socialization” into middle-class values. They go on to contend that upwardly mobile lower-class parents often choose their neighbourhood for its middle-class schools. This trend can also be observed in South Africa where the emerging black middle class increasingly buys homes in middle to high income neighbourhoods for social, economic and educational reasons.

Smith *et al.* (2003, 186-189) also discuss examples of sex roles as described by studies in the UK and USA done with children in non-Western countries such as Kenya, Japan, India and Mexico. In Western countries studies by Golombok and Holmes (2002) and Maccoby (1998; 2000) indicate that during infancy (up to 2 years) there are only slight differences in attitude between boys and girls. As the children grew older, the girls spoke much earlier than boys; preferred toys and engaged more in domestic play, while boys engaged more with kicking balls and other rough and tumble games than did the girls. At school-age the children tended to have same sex partners for play. Boys preferred outdoor and team games, while girls engaged more in indoor and sedentary activities (Smith *et al.* (2003, 189). From studies done by Whiting and Edwards (1973) and Whiting and Whiting (1975) in Kenya, Japan, India, the Philippines, Mexico and USA it was found that in the majority of these societies, girls were more nurturing, and tended to make more physical contact, while boys were inclined to be more aggressive and dominant. According to the study conducted by Smith *et al.* (2003, 189), girls were trained to be obedient and compliant while boys were generally urged to be more self-reliant and to focus on achievement.

The above findings relate to the study (as mentioned in chapter 5) that generally speaking boys are more difficult to discipline than girls. I also mentioned in chapter 5 (see content analysis) that boys who returned from the initiation school experience were reluctant to obey the rules – they saw themselves as men and they did not want to take instructions from female educators or male educators who had not undergone initiation. Their disobedience contributes to poor classroom discipline practices.

3.4.2 AFRICAN CULTURAL PRACTICES AND AFRICAN SELF

A number of social and cultural factors have a bearing on the self of Africans. Many young people give up their own education to take up jobs for sole purpose of being afraid of being punished at school or they want to assist their siblings. In polygamous home, children have different mothers but common father. Once the mother pass away, children face discrimination from remaining wife, this results in children running away from home and leaving school. Another factor is interdependence among Africans transcends death, while death terminates a person 's visible physical presence in given space of time, many Africans subscribe to the belief that it is still possible to communicate with those have passed on. This cultural practice affect school, learners will stay away from school claiming that they where talking to their forefathers. As an African educators you cannot question that.

As in many other cultures, the problem of discipline in African schools is not new. African learners often defy their educators' authority thus creating a plate of tension and hostility. Mwamwenda (2004, 275) contends that misbehaviour in school and the classroom may originate in the child him/herself, the school, society, parents and educators. He continues to indicate that learners may have been raised to behave in ways that are not congruent with the behaviour expected of them at school. He further points out that children who do not receive love and good care from their parents, they learn to disrespect their parents and then extend this perception of adults to other authority figures at school (Mwamwenda 2004, 275).

Society also has an influence on the level of discipline. What is happening at school is a reflection of what is going on in the society. In the African culture it was not essential to educate a girl child, those who go to school is for the sole purpose of securing good jobs. They view cultural practices such as circumcision and “Domba” the largest school of initiation for girls among the Venda with strong personal and cultural pride as compared to education.

In African culture there are parents who provide an autocratic family environment and those who provide protective interdependent family environment. Children coming from autocratic family environment are punished whenever they disobey the rules because they are expected to be totally obedient, according to their culture they are not allowed to question their parents. Children reared by such parents may develop obsessive compulsive behaviour and this may lead to behavioural problems and poor performance in school work. Children from protective interdependent family environment, parents wish that their children to achieve independently, they are afraid that they may fail, as a result they intervene thereby impeding their children from developing individuality. The children depend on their parents, this relationship extends to other situation, including learning. These learners are likely to be timid and quite in the classroom. It is therefore important that participants to understand African children if they are to succeed in their classroom discipline practices. They must understand the child as he/she exists in the home environment so that what he/she experiences at home can be linked with what he/she does and studies at school. Duroijaye 1976, as quoted by Mwamwenda (2004, 399) states that the childrearing practices of African are of educational values given the manner in which a child is received when he/she is born. Knowledge of African childrearing practice can make educators of African children sensitive to and aware of some of the values they have to shape children.

Gyekye (1997: 8) asserts that philosophical activity is universal and is common to all cultures of the world. He further indicates that every culture produces a philosophy and adopts a particular world view. He contends that to deny African peoples philosophical thought is to imply that they are unable to reflect on or to conceptualise their experience. He supports this view by indicating that African philosophical ideas and proverbs are the result of reflection on their experience in the world.

However, some other culture, notably those of Africa have not had the same exposure and treatment because they were not written. As a result they have remain part of the oral tradition which is captures in proverbs, aphorisms, or pithy philosophical sayings, myths, folk tales, folk songs, works of art, rituals, belief, customs and tradition of the people. These vehicles mirror rather accurately the ideas of people and their general outlook upon life. They also represent abstract thought and present ideason destiny, free choice and the Supreme Being.

Gyekye (1997: 24-25), strongly feels that the description of African philosophical thought as a collective is misnomer. Every thought has an originator. He states that what has become “collective” thought is nothing but the ideas of individual wise people that have become part of the pool of communal thought. The author asserts that we cannot divorce the philosophy of an individual from the beliefs and culture of his own people. This is because philosophy has its roots in the culture of the people where it originates. Also, he states that some philosophers have come to realise that as language communicates concepts that contain, a philosophical point of view they influence philosophical thought.

Coetzee and Roux (1998: 275-290) intertain two views, namely, community in relation to ethnicity, race, gender, culture and language as against its morality. They contend that morality is related to a person’s intellect. A human being is a rational being endowed with huma nature and human understanding. They contend that African philosophy is culture specific and it is a product of continuous cultural reconstruction. They further indicate that the moral domain admits a number of moral orders; no single moral order.

Finally they view culture as a resource of a social meanings used to manage our daily lives. For example, the elders in a community intervene in times of family conflict by using accepted moral principles adopted in the community.

Olusegun(1995 26-39) addresses the issue of self definition in Africa and how best Africans can achieve freedom and development without compromising their own identity. He argues against a European discourse which underestimates and despises African culture and identity. He wants to correct the myth that was designed to promote colonialism which states that Africans were inferior to the white race intellectually and morally. The author acknowledges African cultural peculiarities but indicates that this should not prevent them from interacting and communicating with the other cultures as this will promote dialogue and mutual understanding across cultures. He maintains that a culture can get rid of some of its characteristics and adopt new ones. What Africans need to do is to adopt those aspects that define their self identity while they avail themselves to other cultures especially in fields such as philosophy and science. This is the only way they can ensure that their intellectual future is not decided by other cultures and also is a way to ensure their effective participation in the quest for development alongside other nations of the world. They therefore urge that the problem of African identity in the modern world does not lie in cultural traditionalism but in critical and reconstructive self-evaluation.

3.5 CONCLUSION

It is my assumption that today's educators are more emotionally troubled when having to deal with classroom discipline. The overriding question that needs to be answered is whether or not the discovery of participants' lived experiences was painful (Bernard 2001, 35). To show some degree of understanding of the educators' lived, emotional experiences, it is important to take into consideration how the systems of the past have shaped their realities of today and the future (Leatham 2005, 68). The research findings will indicate whether the range of emotions and feelings that educators were faced with

encompasses anxiety, depression and sadness (Bernard 2001, 35). It is very likely that the emotions evoked by what they went through will be similar for all educators. A key question is how they coped with the painful and emotional moments of the past.

There is also a link from what I have presented above. Pifer (2000) mentioned that learners avoided being labelled and sometimes even changed schools to avoid this. In the interviews conducted in my study one participant admitted that he was labelled and called by nicknames – he confessed that he still thinks of these names and currently he discourages educators to call learners “fools”. What I have presented above will be confirmed by my research findings – whether life experiences affect current behaviour. A clear understanding of what to expect from our current educators and insight into why they behave in the manner they do when dealing with problematic learners, will be discussed in chapters 5 and 6.

From the literature presented it has emerged that school discipline presents a challenge to our educators and administrators and that currently our schools are facing uncertainty on how to proceed in the future as far as classroom discipline practices are concerned. I argue that unless we know what causes educators to behave the way they do, we will continue to experience disciplinary problems in our schools. I fully agree that this research cannot be the only solution but I feel it can certainly add to existing knowledge. The participants in this study experienced traumatic events that have affected them and the way they are currently managing classroom discipline. The way participants were disciplined by their parents and educators could also have an effect on their current behaviour. Of particular interest is whether participants have adopted methods of disciplining learners which are based on the discipline they themselves were subjected to by their parents or by their educators.

CHAPTER 4

RESEARCH DESIGN

4.1 INTRODUCTION

As discussed in Chapter 1, my knowledge of the schools in the region where my research was undertaken and my own eagerness to see the transformation of these schools was a primary motivation in my decision to undertake this research project. While on my support visits to the schools I observed that some had more disciplinary problems than others. For example, the manager of one school called me to intervene when a learner was clashing with an educator. On another occasion a learner was found using drugs at school. I also became very aware of the high failure rate of learners, especially that of grade 12 learners. In addition, attendance registers indicated that the rate of absenteeism among learners was unacceptably high and that learners often arrived late for schools. Although these schools started at 8h00, lessons normally began at 8h20.

What perplexed me is why these particular schools were plagued by disciplinary problems. How could this situation be explained and what role did educators play? Based on my experience of schools in the region, when three schools indicated their interest to be part of the study, this was a confirmation that disciplinary problems were rife. Prior to my involvement with these schools, two educators from one of them were dismissed because they had been guilty of sexual harassment of learners. Four learners from another school were suspended after they were reported to be using drugs. I also noticed that in recent months the number of educators who had resigned was unduly high and was informed that there was a decline in learner enrolment. When schools reopen at the start of the academic year, officials from the Department of Education and senior politicians visited several of the schools to check whether teaching and learning had indeed begun on the first official day of the school year. I realised that in most cases, the process of teaching and learning did not start as smoothly or promptly in the secondary schools as it did in the better-organised primary schools. These factors all contributed to my growing

interest in how secondary school educators in particular, go about the discipline of learners. Why, I wondered, are they using the various different approaches to school discipline? To answer this question, I had first to make an effort to understand the way educators think about and practice school discipline.

This chapter discusses the research design and methodology followed in undertaking the necessary qualitative research to explore how educators' lived experiences have impacted upon their classroom discipline practices. The chapter begins by dealing with qualitative narrative research as the approach of choice and then moves on to discuss research procedure; data collection techniques; the procedure for data collection; procedure for data analysis; data analysis; ethical considerations during qualitative research; credibility and trustworthiness and finally, triangulation and crystallisation.

4.2 QUALITATIVE RESEARCH

The word qualitative implies an emphasis on processes and meanings that are not rigorously examined or measured (Denzin and Lincoln 1994, 4). Research studies that investigate the quality of relationships, activities and situations are referred to as qualitative (Wallen and Fraenkel 2001, 432). Czarniawska (2004, 38) also states that narration (or a narrative approach) means telling – it refers to the way people engage in a dynamic process of incremental refinement of their stories. The stories are recounted and then compared to an unfolding story-line to keep the organisation concerned from repeating historically bad choices and inviting a repetition of the past. The focus in this study is on the influence of educators experiences on their current classroom disciplinary practices. My argument is that if participants' responses to the interview questions are analysed, the information obtained will highlight the extent to which their lived experiences impact on the way they currently discipline their learners.

As the study unfolded, data were collected and analysed. The qualitative research method used provided participants with the freedom to express themselves spontaneously about their life-world (Denzin and Lincoln 1994, 5). Holliday (2002, 4) adds that

qualitative research encourages the need to discover as much information as possible about the research topic. In this study participants were given an opportunity to talk about what happened to them when they were still learners.

Information regarding classroom discipline was collected from participating educators through semi-structured interviews, observation and the narratives on their experiences. I then analysed the data collected to make them meaningful so that I could address the research questions prepared for the study. I established a cordial, healthy relationship with the participants to make it easy for them to communicate their experiences on how they were disciplined at home and at school while they were of school-going age. Qualitative research involves fieldwork and employs an inductive research strategy. In qualitative research the focus is on process, meaning and understanding (Merriam 1998, 8). Emphasis was placed on understanding educators lived experiences and to investigate if this does indeed influence their current classroom discipline practices. Razavier *et al.* (2002) support Merriam when they indicate that “Qualitative inquirers argue that human behaviour is always bound to the context in which it occurs” (Razavier, *et al.* 2002, 422).

My argument in this study is that the way an educator disciplines learners today may be a reflection of the manner in which he/she was disciplined in the past. Qualitative researchers also believe that it is impossible to develop a meaningful understanding of human experience without taking into account the interplay of both the inquirers’ and participants’ values and beliefs (Razavier *et al.* 2002, 423). I took this to imply that for me to understand the nine educators’ lived experiences it would be necessary for me to interact freely with them to develop a deeper understanding of their norms, values and beliefs.

I visited three schools in order to gather responses to the research interviews I had compiled from data collection. In investigating whether their life experiences were influenced by their current practices in the classroom, qualitative data collection techniques such as narrative interviews and observation were used. The stories that were narrated by the educators were recorded in writing and electronically. There is no doubt

that a qualitative approach was the best method to research and understand the way educators behave today in their classrooms when they manage discipline.

The nature of the research problem lends itself to narrative research, specifically with regard to content and narrative data analysis. Participants in this study were asked to narrate their experiences, and in this research area quantitative research was not a feasible option.

According to Merriam (1998, 19), two important aspects of qualitative research that distinguishes it from quantitative work are qualitative description and induction. In the narrative interviews, participants described what happened to them when they were learners. From these narratives I was able to analyse the extent to which their lived experiences influenced their current classroom discipline practices. The narratives enabled me to investigate the opinions and perceptions of the participants towards classroom discipline practices. Hansen (1988) in his article *The Ethno-narrative Approach*, (1988, 995) claims that “we make sense of our lives by creating narratives that explain what happened in the past” (Hansen 1988, 995). Similarly, Monk and Winslade (1999, 2) write: “We live our lives according to the stories we tell ourselves and the stories that others tell about us”.

4.2.1 Choice of narrative qualitative approach

The nature of this particular study, because it investigates experiences and their impact on current behaviour and actions, dictated that qualitative narrative research be utilised. After taking this decision I compiled a semi-structured interview schedule based on the research problem. Proceeding from there I went to the schools to observe the educators in action and to collect data. I was able to portray with a high degree of accuracy what I observed and heard. The participants’ responses were recorded and interpreted; this enabled me to gain insight into how participants were punished or otherwise “disciplined” both at home and in the school environment.

This would not have succeeded as well as it did had the narrative method not been used. Both content and narrative analyses were made with the assistance of a tape recorder (with prior permission from the participants). This allowed me to listen to the responses again and again to capture the exact meaning and implications of the narratives.

Clandinin and Connelly (2000, 20) confirms that narrative inquiry is a valid method of understanding experience. By employing this type of research I was able to acquire a deeper understanding of the educators' lived stories and use these to determine whether or not what happened to the educators when they were learners had influenced their management of classroom discipline in the current teaching careers.

4.3 RESEARCH PROCEDURE

The research procedure utilised included purposive sampling, semi-structured interviews, narrative interviews and observations, as qualitative data collection techniques.

4.3.1 Sampling

According to Ary *et al.* (1996, 437), the main consideration when deciding on sample size is the degree of accuracy one wants to achieve in the estimation of population values. Traditionally, secondary schools are judged on their performance using grade 12 results. The performance of every school is also used to measure the effectiveness and functionality of the manager. As circuit manager, I am concerned about the performance of secondary schools in Nkangala Region, especially in the circuit where the research was conducted. These schools were not only performing poorly in terms of their grade 12 results; there were also disciplinary problems, and I was frequently called upon to intervene to resolve these problems. My situation therefore offered a good sample of secondary school educators whom I could study to investigate the influence of childhood experiences on educators' classroom discipline practices.

Educators who are currently teaching in secondary schools from one circuit in Nkangala Region; were requested to be part of the study, all were themselves learners during the 1970-1980. The question is whether what happened to them in the mid-1970s and the years of school unrest that followed, impacted upon the manner in which they manage classroom discipline today. These educators began their teaching careers in the period 1983. Initially seven schools from the four circuits in the Region were invited to participate. Only 15 educators came to the first meeting, which meant that they were interested. When the study unfolded a total of nine educators out of an initial sample of fifteen remained. Fortunately these educators were coming from one circuit. After the Regional Director had given written permission for the affected schools to participate in the study, I arranged to give a presentation on the purpose of the study to the affected participants of each participating school. These schools remained anonymous and were labelled school A, B and C. The nine educators coming from one circuit also remained anonymous in order to adhere to ethical requirements.

The sample was selected as follows:

- School A: Three educators
- School B: Three educators
- School C: Three educators

Educators who were willing to participate were requested to forward their names to the principal of their respective schools. Principals and Heads of Department (HODs) were encouraged to participate if they so wished. Note that pseudonyms have been used to protect the identity of the participants, whose profiles are shown in Table 4 below.

TABLE 5: PARTICIPANTS' PROFILES

EDUCATOR	EXPERIENCE	TEACHING QUALIFICATION	OTHER QUALIFICATIONS	GENDER
Mr Tau	10 years	STD	-	Male
Mr Nkwe	18 years	STD	-	Male
Ms Nare	19 years	STD	Higher Diploma	Female
Mr Phala	13 years	B.ED	-	Male
Ms Tlou	17 years	STD	Higher Diploma in Education Management	
Ms Tshukudu	17 years	STD	BA	Female
Mr Kwena	19 years	STD	BA Higher Diploma	Male
Mr Tholo	14 years	STD	BA	Male
Ms Phuti	14 years	STD	-	Female

Macmillan and Schumacher (1997, 378), describe purposeful sampling as selecting information-rich cases for an in-depth study. In Table 4 it can be seen that all that participants have for a number of years been exposed to the issues under discussion in this research problem. They were in a position to provide rich information that enabled me to achieve the objectives of my study.

4.4 DATA COLLECTION TECHNIQUES

4.4.1 Semi-structured and narrative interviews

Semi-structured interviews allowed participants to have their voice heard. I used interviews to glean information that I could not observe directly. During the interviews, participants were given an opportunity to explain their understanding of discipline; how

they themselves were disciplined as learners; and what lessons they felt they had learnt from the discipline they received at home and at school. They were also asked about the offences they were punished for; how discipline was maintained during extra-curricular activities and how problem learners were managed. These questions provided a framework within which participants shaped their accounts of their lived experiences. The relationship I enjoyed with the participants made my task an easy one. The maintenance of cordial relationship between researcher and participants is recommended by Czarniawska (2004, 49) when he defines narrative interviews as “an observation of an interaction between two people”. In my research project I interacted with nine participants on an individual basis.

During the first interview each participant was asked a series of pre-selected questions. I labelled this the semi-structured preliminary interview, which, apart from anything else, established the context within which I could proceed with the narrative interviews. The actual statements the educators made, including their observations and responses, provided the context of their lived experiences. All participants received the same set of questions and the semi-structured interviews covered nine aspects relating to discipline. All questions were of a probing nature and were asked in the same sequence on each occasion. The second set of interviews was different and depended on the responses obtained from participants during the first session. This allowed me to formulate a line of inquiry for each participant for the narrative interview. The data from the second interview were analysed before I proceeded with the next interviews and this process was sustained up to the point where there were no new insights emerging from the interviews.

A set of basic rules was observed during the interviews. I avoided long explanations of the study and was careful not to deviate from its main purpose. I also used the same sequence of questions (particularly in the first interview). I did not allow telephone or other interruptions that could sidetrack the participant. All interviews were conducted on a one-on-one basis as this eliminated the risk that others could suggest an answer on behalf of another participant, or agree or disagree with the answers that were provided. I kept the interview questions simple and straightforward and did not offer interpretations

on the meaning of the questions. This general pattern is the one recommended by Denzin and Lincoln (1994, 364). The structure of the sessions minimised the chances of giving any hints to educators about what I was looking for and thus reduced the risk of bias. Stories told by the participant educators were then scrutinised in relation to their current management of classroom discipline.

Participants allowed me to use a tape-recorder during the interviews. I was thus able to go back to the data at a later stage. All the interview data were transcribed and submitted to close analysis. While tape-recording and making notes, care was taken not to influence or disturb the participants in their responses.

4.4.2 Observation

Observation is the systematic process of recording the behavioural patterns of people. It can be defined as “the process by means of which researchers established a link between reality and their theoretical assumptions” (Mouton and Marias 1990, 156-157). The assumption in this study is that educators’ life experiences continue to influence the manner in which they conduct classroom discipline. While conducting the study I observed how participants established a link between what happened to them in the past and their current classroom disciplinary practices. I made use of participant observation in the study, which technique McMillan and Schumacher (1997, 516) describe as one conducted to “obtain and corroborate salient observation of different perspectives recorded in field notes and summary observation”. Gummensson (2000, 29-30) agrees with Johnson and Christensen (2000, 147) who affirm that “participant observation aims to reveal behavioural patterns of research participants that will enable the researcher to collect additional information about the participants”.

(a) Procedure of observation

During my first visit to the schools, participants were informed that I would also observe how the school as a whole and participants in particular managed the issue of discipline. Firstly, I requested the management of the school to provide me with a

timetable; the duty allocation; the number of learners in each grade; the number of periods per day; the time for teaching and time for breaks; the time-table for extra-curricular activities; the number of educators and the experience and qualifications of each; as well as the time book, attendance records and other information that could give me an overall picture of each school.

With the above-mentioned information I knew when the school began; the period attendance by educators; the time at which learners were due back from break; and absenteeism records of both learners and educators. When I arrived at the school, I would go to the office of the principal to inform him that I was about to begin a session with one of the participants and to fill in my details in the school journal. I then went to make observations outside. The template appearing in the appendices A on page 205 and B on page 206 were used. I was permitted to move around the school providing that I did not disturb teaching and learning. Sometimes I visited the school in the morning and on other days after lunch – not to interview the participants, but to observe punctuality, time spent on certain tasks and other indicators as mentioned above.

(b) Observation at the three schools

When visiting these schools I observed the following routine before beginning with the interviews.

(i) School environment

Because I usually arrived early, the School Management team allowed me into the staff-room and also to move around the school. At this time I observed the cleanliness of the classrooms and the surroundings, noted the provisions made for school safety and other indicators that would help me to meet the research objectives.

(ii) Time spent on learning and teaching

I noted on which day and at what time assembly was due to be held; the time at which lessons began and when breaks and a lunch period were due. I also observed how quickly

both educators and learners responded to the ringing of the school bell and the time taken for the change of periods. Other indicators related to time on task were also observed.

(iii) *School resources*

I noted if the sample schools had the necessary basic resources and how any lack of these impacted on classroom discipline practices. I focused on the availability of administrative space, libraries, laboratories and if there was an adequate number of toilets. In each case I checked whether available resources were adequately maintained.

(iv) *Discipline*

While at the participating schools I observed, in general terms, how the school was managing the issue of discipline. For example, the level of noise coming from classrooms was noted. I investigated what was happening in the noisy classes and checked whether there was an educator present. The rate of late-coming by both learners and educators was observed. Different types of misbehaviour and the reaction of educators towards problematic learners were also observed. The way in which learners were disciplined outside the class was also noted. I was aware of learners frequenting the staff-room, either sent by an educator or to fetch some books. Because I was moving around, I was able to see if any learners had been sent out of the class because of bad behaviour.

4.4.3 Educators' lived stories

I interacted well with the participants through conversation. Just as I did in the interviews, I asked their permission to use the tape-recorder which freed me to participate actively in the discussions. This affirms the view that “conversations are marked by equality among participants and by flexibility to allow participants to establish forms and topics appropriate to the group inquiry” (Clandinin and Connelly 2000, 109). Participants then responded to questions about their experiences. I listened to hear if any educator wished to repeat what he/she said in the interviews and if so, this was permitted. I also noted exactly what the participants were saying. In relating their stories the educators were requested to focus on several key issues:

- The impact of corporal punishment on participants' current classroom discipline practices
- Significant incidents experienced by each participant
- Current behaviour in terms of classroom discipline practices
- Aspiration for the future.

By way of introduction the educator was asked to relate in her/his own words what was understood about discipline and to indicate when he/she started teaching. All responses were compared with data from earlier interviews and my observations made when on school visits.

4.4.4 Field texts

Gay and Airasian (1992, 223) write that “field notes describe what the observer heard, experienced and thought about during observation”. Clandinin (2000, 93) adds that “field texts, in an important sense, also say much about what is not said and not noticed”, which indicates that not only what was observed during observation and heard during narrative interviews was recorded. During any interaction with participants I had my memo-pad on hand to compile my field notes. I also picked up on some participants' responses by responding with a smile and asking questions relating to the moment. In my field notes I described what I heard and saw from the nine participants and captured the essence of the evidence from the participants and the schools. If educators became emotional when asked certain questions I was able to read the non-verbal reactions of the participants from their facial expressions. The tone of their voices was also significant as an indication of their emotions as they told their stories. In other words, “both description (emic) data and reflection (etic) data will be used in recording field text but they should be separated” (Gay and Airasian 1992, 224).

Field texts helped me to involve other participants in the course of the interviews, my observation and the narration of the educators' stories. Recorded field notes also served

as data collected and were later transcribed and analysed. Before data can be analysed, it must be documented and edited. Data was documented in accordance with the three steps outlined by Flick (1998, 169): recording, transcribing and constructing. In Chapter 5 of this thesis transcripts of semi-structured interviews have been given and in Chapter 6 there are transcripts of the educators' narratives. (See appendices C,D and E).

4.5 PROCEDURE FOR DATA ANALYSIS

In analysing data, I focused on the four core questions associated with qualitative data, namely, “what I observed and noticed; why I noticed what I noticed; and how I interpreted what I noticed; how I knew that my interpretation was the right one” (Holloway and Jefferson 2000, 55). In this study I decided to make use of content and narrative analysis.

Participants in this study began by telling their stories chronologically from the time when they were children; how their parents disciplined them and for which offences; how their educators at primary and secondary school punished them. They related their bad memories and how these were still alive for them. They also told about the lessons they felt they had learnt from the discipline they received from their parents and educators. I was able to capture the meaning in their stories with comparative ease. Educators' stories appear in appendix F.

4.5.1 Data analysis

Data analysis involves categorising, synthesising and searching for patterns in the data collected (Patton 1990, 202). Similar responses gathered during interviews and the narrations of educators' lived experiences were grouped together to establish connections. In other words data collected were coded to create meaningful sequences that can be organised. I was guided by the following figure provided in Wellington (2000, 137).

**FIGURE 1: Constant comparative method and continuous method:
Refinement of categories**

1. Data divided into units of meaning
2. Units grouped/classified (assimilation and accommodation)
3. Search for similar categories (could two be merged into one)
4. Examine amorphous categories (could one be split into two)
5. Checking: (a) do the categories cover all data? (b) are they different, rather than overlapping?
6. Integrating: Looking for connections, contrast and comparison between categories

Source: Wellington 2000, 137

The table above served as guideline to analyse the data collected by means of interviews, observation, participants' lived stories and field texts. What participants said regarding the influence of their experiences on classroom discipline practices were analysed word by word, sentence by sentence and statement by statement. Data was analysed immediately after it was collected, that is, I moved back and forth during the collection/analysing processes; data collection and analysis was ongoing and data collected from the first interviews was compared with the responses of the second interviews. Repeated data and statements were grouped together and recorded appropriately. Similar information was grouped into categories and was merged again as was deemed necessary, taking due notice of connections; a thorough check was also made to see that the final categories covered all the data collected. The purpose of this entire process was to understand clearly what was said and to have a deeper understanding of participants' responses.

4.5.2 Transcribing data from narrative interviews

It has been authoritatively written that “in the narrative interview, the informant is asked to present the history of an area of interest in which the interviewee participated” (Hoyle *et al.* 2002, 19) and such interviews were the major source of data in this study. Indeed, the educators’ narratives became a way of understanding their lived experiences, which ties in with Trahar’s (2006) view that “narrative research focuses qualitatively on participants’ experiences and meaning given by them to those experiences” (Trahar 2006, 28).

In this study sample participants were able to give meaning to their lived experiences. The notion that experiences grow from other experience and lead, in turn to further experience has helped to investigate whether educators’ life experiences do in fact influence their classroom discipline practices, and whether they have learnt from these experiences. Each participant’s interview was transcribed and categorised as described above, and data were then coded and grouped according to the different sub-headings. (See appendix E)

4.5.3 Grouping of the qualitative data

After the observation and interview schedule, the data that was gathered from educators lived stories in the interviews were analysed; this implied engaging in some inductive analysis. I grouped the data in order to derive meaningful patterns from data gathered, as guided by Figure 1 above. All responses to the interviews questions were copied out and typed according to the different categories; this information is provided in Chapter 5. A careful study was made of this data to identify emerging themes and facts. Groups of responses were used for coding. This grouping was informed and guided by the relevant published literature and by my understanding of the raw data. It was assumed that accurate data analysis would give in-depth insight of the influence of educators’ lived experiences on classroom discipline practices and a summary of all the interviews, educators’ lived stories and observations was compiled to capture the essence of my

findings. However, I did not embark upon my research with any predetermined views on content analysis. In Chapters 5 and 6 I discuss narrative and content analysis in greater detail.

4.5.4 Coding and categorising

Interpretation of data is at the core of qualitative research. In this study categorising played a major role in understanding the influence of the participants' experiences on classroom discipline practices. Data was analysed immediately after the first interviews. Categorising of the information gleaned in the first interview included comparing concepts and cases (Wellington 2000, 136) and formulating questions in preparation for the second interviews.

4.6 ETHICAL CONSIDERATIONS

I treated what I observed and was told with the greatest confidentiality. To enhance participant ease, I gave the respondents my assurance of the complete confidentiality of their responses by using pseudonyms. In my first meeting with each participant I requested their cooperation; and the consent of each educator was secured after giving them a full explanation of the purpose of the study. During the interviews and observations care was taken not to invade the privacy of participants. Interviewees were also permitted to use pseudonyms to disguise the names of people directly involved in their responses.

It was emphasised that participation in the research was voluntary and free and that participants could opt to withdraw from the interviews or decide not to answer a specific question when required to narrate their experiences, with the result that they were made to feel at ease during every stage of the process. Official permission for the study, was granted by the Regional Director, the school governing body, the school management team and the educators themselves. My personal experience was invaluable in this research project. With my management skills and knowledge of the schools in Nkangala Region, especially those in the circuit from which the participants were drawn, I was in a good position to conduct the study. Schools selected are currently not performing well

and are plagued by disciplinary problems. Managers of these schools always refer disciplinary cases (those involving educators and/or learners) to the circuit and these therefore come to my attention. Although policies are in place on the management of discipline, they have thus far not been implemented. In their responses educator mentioned that there was a code of conduct for learners but that it was seldom used.

Because I am well aware of the situation in these schools I was able to build a non-oppressive relationship of trust with participants and promote good collaboration. I made sure they saw me as a researcher and not as their manager. From the very early stages of the project it was also made absolutely clear to the participants that there would be no monetary compensation, but participants were accorded respect and gratitude for their partnership role in the study. Appointments for interviews were set and agreed upon well in advance.

4.7 TRUSTWORTHINESS AND CREDIBILITY

According to Wellington (2000) trustworthiness is an alternative to the traditional reliability and validity. Trustworthiness is preferred over validity and reliability because of its four main components: credibility, transferability, dependability and conformability (Wellington 2000, 201).

The trustworthiness component of this study was achieved when a saturation point was reached. After the third round of interviews, all of which provided narratives of participants lived stories, perspectives and issues on the influence of educators' life experiences on classroom discipline, these began to reappear with greater frequency. Interviewees began to repeat important points; themes and patterns recurred. This created an awareness that a level of trustworthiness had been reached.

Credibility in qualitative research is concerned with the truthfulness of the enquiry's findings.

According to Gay and Airasian (1992), in checking the quality and credibility of the study the following questions should be addressed:

Are the data based on one's own observation or is it hearsay? Is the corroboration by others or of one's own observation? In what circumstances was an observation made and reported? How reliable are those providing data? What motivation might have influenced a participants' report? What biases might have influenced how an observation was made or reported? (Gay and Airasian 1992, 225).

In view of these guidelines and with establishing the credibility of the study in mind, the following points can be made. Data was collected using four different techniques, namely (i) Semi-structured interviews; (ii) Narrative interviews and lived stories; (iii) Observations and (iv) My own field notes. I visited the various sites personally to collect the data. Findings from interviews and observation revealed similar patterns. The follow-up narrative interviews allowed expansion to provide missing details and further exploration – and thus probed more deeply into participants' attitudes, beliefs and experience. As shown in Table 4, the profiles of the participants indicates that all nine educators have teaching experience of more than ten years and that all meet the requirements prescribed by the purposeful sampling; this implies that they are reliable participants.

Both the content and narrative analysis concurred as far as the themes that emerged from narrative interviews and narrations of participants' lived stories were concerned. Each participant's response was checked against responses of other participants. I also promoted credibility by spending adequate time with each participant – as much as 45 minutes for every interview session. Participants were interviewed more than once. Then too, a check was made as to whether there was consistency over time with regard to what I heard during interviews and what I saw during observation. Information gleaned during the second interviews also concurred with that provided in the third set of interviews. I was able to gain deeper insight into what the participants said during the first interviews when follow-up questions were asked in the second interviews. This is an indication of credibility.

The development of the initial semi-structured interview was done in collaboration with my supervisor, a senior colleague in the Nkangala Region. After the initial set of interviews, the transcribed data was presented to the supervisor who coded parts of it (independently of my own coding). The two sets of coded data were compared to ensure credibility of the codes allocated. The second round of interviews was planned in conjunction with my supervisor, who assisted me in the identification of the themes to be probed. The final set of transcribed data was again submitted to the same colleague for coding, to ensure inter-coder reliability.

Narrative and content analysis were promoted by the use of tape-recording; the recording of the interview was transcribed verbatim to analyse information collected. Rephrasing and repetition of questions during interviews was used to obtain credible information (Krefting 2003, 214-222).

The procedure that was followed is also a factor in the credibility of the study; content that had to be analysed was defined, words and themes were determined, superfluous data were eliminated, the meaning of the remaining units were determined, and participants' exact words were used as substantiation (Kerlinger 2000).

Furthermore, as I have been working in Nkangala Region for 15 years I am fully proficient in the languages used by the participants, including Isindebele and Northern Sotho. Although the interviews were conducted in English I had no difficulty in understanding any information that was imparted in either of these other locally-used languages.

The conclusions drawn have been based on my understanding of what I was able to glean from the participants' stories and I can safely say that there is every evidence of credibility in these findings. Data collected through narrative interviews, observation and educators' lived stories, using the techniques discussed above, supports the conclusion that the influence of educators' life experiences does indeed impact upon on classroom discipline practices.

4.8 TRIANGULATION AND CRYSTALLISATION

Published research findings indicate that triangulation is “the use of two methods of data collection” while crystallisation is defined as “scrutiny of both verbal and non-verbal gesture to elicit the participants meaning” (Cohen and Manion 1995, 233, 294). It is clear that in this particular study crystallisation is the more important concept of the two, because not only was the physical evidence important – so too were all the non-verbal gestures, emotional expressions and movements of the participants. All these assisted me in the conclusions I drew about the influence of the educators’ life experiences. As shown above my own experiences and my exposure to education management also contributed to the analysis of participants’ responses and ensured that the richness and complexity of the issue of school discipline can be enhanced by studying it from more than one standpoint.

I ensured that crystallisation was indeed achieved by following a specific procedure when analysing interview data (Cohen and Manion 1995, 292). The taped interviews were duly transcribed, noting not only the lateral statements but also the non-verbal conversation of participants. I was able to understand what the sample educators said rather than what I expected them to say. I listened to the tape-recording many times and went through my field notes repeatedly in order to correlate the findings and provide a context for the emergence of any specific meanings, themes and patterns.

Data was analysed on an ongoing basis, after each episode of data collection. All nine participants indicated that their lived experiences contributed to the manner in which they currently discipline learners. The study took place at three schools (A, B and C) and as a participant observer I was actively involved in the activities of each. Both content and narrative analysis revealed similar tendencies at all three schools.

4.9 CONCLUSION

In this chapter I have discussed the research method utilised, namely qualitative research. In addition, discussion has been presented on the reasons for the choice of narrative qualitative methodology, research procedure, sampling, data collection techniques, narrative interviews held, observations conducted and field work undertaken.

The design of this study project has been structured to provide the required research data to address the purpose of this study. I took time to visit the schools where the sample was taken to acquaint myself with the reality of the situation on the ground; this proved invaluable by facilitating the manner in which the research procedure was conducted.

The procedure utilised in the collection of data included a purposive selection of three schools with educators who were learners during the period 1974-1980, educators who began teaching in from 1983 to date. It is not within the scope of study to focus on all issues regarding the influence of educators' life experiences on classroom discipline practice.

CHAPTER 5

A CONTENT ANALYSIS OF THE INTERVIEWS CONDUCTED

5.1 INTRODUCTION

The purpose of this study is to explore the influence of educators' life experiences on current classroom discipline practices. Prior to the discussion on data analysis, an overview providing background information on issues affecting the communities in the vicinity of the schools, the school environment, school governance, school grading (level), class size and community involvement was provided. In analysing the data, I looked for indications of whether their lived experiences (i.e. how they were punished and the examples that were modelled) might have influenced the way in which they are currently practising school and classroom discipline. As indicated in Chapter 4 (on research design), it was deemed necessary to analyse the data at two levels. First, to do a content analysis of the data received from the responses of the nine participants, i.e. to perform a horizontal cross-section of all sets of data which is aimed at comparing the data from all nine participants. This should reveal the type/s of disciplinary actions the educators were exposed to as learners, as well as the range of disciplinary measures presently used by them. In addition, this should reveal the type/s of misdemeanours which the participants deemed as requiring disciplinary action. The second category of analysis undertaken, which is discussed in the next chapter, is the narrative analysis of participants lived experiences. This was done to establish the extent to which lived experiences influence current behaviour while at the same time acquiring a better understanding of participants lived experiences (Clandinin and Connelly 2000, 20).

5.2 BACKGROUND INFORMATION OF THE THREE SAMPLE SCHOOLS

5.2.1 School environment

Fuller (1987) reviewed more than 50 empirical studies on school environments that produce the most effective schools in Third World countries and came to the conclusion that:

The school institution exerts a greater influence on achievements within developing countries compared to industrialised nations, after accounting for the effect of pupil background (Fuller 1987, 255-256).

Some of his specific conclusions worth mentioning are that school achievement is influenced by the length of the instructional programme; pupil feeding schemes; school library activity; years of teacher training; textbooks and instructional materials.

Vulliamy (1987, 217) found persuasive quantitative evidence of the existence of certain factors that affect secondary school results in Papua New Guinea. These include quality of teaching; style of school administration; extra assistance for weak students; levels of staff morale; and the provision of basic facilities such as water and electricity. On the other hand, Levin and Lockheed (1991) maintain that flexibility appears to be significant in the achievement of effectiveness. They emphasise the importance of material inputs on achievements in economically impoverished schools and argue that there are three basic inputs which are critical in effecting change. These include a well-developed curriculum in terms of scope and sequence, adequate instructional materials, sufficient time for teaching and learning, and teaching practices that encourage participatory learning. According to them, facilitating factors of this process are community involvement, school-based professionalism and a flexible curriculum and organisation.

The above-mentioned research was used to some extent as a yardstick in determining the viability of the school environments where this study was conducted. The three schools which were involved in this research project are situated in the rural area of the former KwaNdebele homeland which is in the cultural heartland of Ndebele traditional practices. As is often the case in traditionally patriarchal African societies, Ndebele women do not

enjoy the same social status as their male counterparts. This fact is also evident in the school environment, where young girls are encouraged to leave school early in their lives to attend to family chores and to be prepared for motherhood by their family members.

Traditionally, parents do not invest in the education of their daughters because it is believed that they will be married during their adolescence and will then focus on raising a family. Young girls are also socialised into believing that males are born to be dominant over females and that they should not presume to compete with their male counterparts in any aspect of social life. As a result, in the school environment girls are inclined to drop out before their education is complete and because of this do not excel to the same extent as boys do – this is also true on the sports field. The practice of *iqude*¹ among the traditional Ndebele communities socialises young girls from the onset of puberty (about 10 to 12 years) onwards into adult practices such as good citizenship, child-bearing, raising a family and the acquisition of general family nurturing skills. Obviously these cultural practices affect school attendance and discipline.

Boys also practise their cultural customs. However, their initiation proceeds differently and is called *ingoma*.² *Ingoma* is an Ndebele cultural activity which is followed to initiate boys into manhood and is a highly esteemed practice among the Ndebele people. Boys between the ages of 18 to 21 years are taken out into the bush or nearby mountainous terrain for a period of two months. Before the initiation is due to begin, an entire month is devoted to *ukukhonga*,³ which involves the preparation of the initiates. During this period the youths spend time together at night, practising songs and psyching themselves up for the most important event of their lives which, among other things, will teach them how to live and behave as socially responsible men. At the end of the initiation period the families of the boys hold huge graduation celebrations called *ukuhlaba*⁴ which come after two months in the bush where the boys have been initiated into all their cultural customs, beliefs and practices. The celebration parties continue for another month and cattle are

¹ *Iqude* is a Ndebele cultural activity that initiates girls into womanhood and the responsibilities this entails.

² *Ingoma* is a Ndebele cultural activity which initiates boys into manhood.

³ *Ukukhonga* is a one-month preparation period during which initiates psyche themselves up in preparation for initiation.

⁴ *Ukuhlaba* is celebration after initiation. It signifies the completion of the traditional initiation ceremony.

slaughtered and presents given to the celebrants. These practices often have a disruptive effect on the boys' school discipline. They find it difficult to observe school rules during the *ukukhonga* period. Late-coming becomes rife because their initiation tutors are usually uneducated and unemployed men who have little regard for the boys' school commitments. Preparations for initiation often continue late into the night and this denies the boys enough time to rest and to do their school work.

The period of *ukuhlaba* is an acknowledgement of the manhood these boys have achieved. They are encouraged to behave like men rather than the boys they used to be before initiation. During these celebrations each youth has to announce his initiation or manhood names to his mother, sisters and younger brothers. These names are derived from a respected list of names used to identify men who are from the initiation school. Time is usually taken off from work and school for these celebrations by most family members.

This long period of absence from school has an adverse effect on school discipline. When boys return from the initiation school, the majority of them refuse to take instructions; especially from women and uninitiated men. They have a perception that they are now men who cannot be ordered around by "junior" members of their community, i.e., women (who make up the majority of educators) and those men who have not been to the initiation school. This period of uncertainty usually lasts for several months while the young men try to adjust to the realities of life that require them to be obedient to their leaders irrespective of their age, gender, and social standing as far as the *ingoma* is concerned.

In addition to the cultural activities mentioned above, there are various factors that contribute to poor discipline in schools. For example, young girls who are from initiation school become involved in unprotected sex and as a result they become pregnant. The government has introduced social grants for these young teenage mothers in terms of the Social Welfare Act, No. 59 of 1996. This provides them with a regular allowance as a poverty alleviation measure. Unfortunately this well-intended strategy is abused by some

young girls and their families who encourage them to become pregnant in the hope of accessing as many of these grants as possible. Furthermore, when they do get the money, they do not always use it for its intended purpose, namely that of taking care of the child. Instead it is sometimes used to buy drugs, cellular phones, liquor and to meet their other personal needs; little or none of the grant is used to feed the child. There are also disciplinary problems that have emerged when young girls access these grants. For example, on the day of the payouts many of the girls miss class because of the large number of teenage mothers who queue at pay stations to receive their money. These long queues are a result of inadequate and sometimes inefficient staff in the Department of Health and Social Development which is responsible for making these payments. The drugs they purchase with these funds may lead to poor attendance, poor performance, disrespect and other behavioural problems that manifest themselves in the school environment.

Another factor that affects discipline in schools, particularly in this part of the Mpumalanga Province is the poor economic state of the learners' families. In the poverty-stricken, disadvantaged rural communities where the three sample schools are situated, parents are often forced to stay near their workplace; this leaves the learners alone (or with elderly family-members) in their homes while the parents are at work. In some instances the parents send the families money to buy food or they come home once in a month. This may well encourage young boys and girls to get involved in sexual activities. The girls do this with the hope of getting money from their boyfriends; unfortunately some of them become pregnant and/or become infected with HIV/AIDS or other sexually transmitted diseases. Furthermore, these adolescents have a tendency of absenting themselves from school because they lack supervision at home. When they do attend school they tend to be arrogant and insolent towards their teachers and frustrate their educators with their constant misbehaviour. In most cases they are referred by their educators to the principal for disciplinary action and when the parents are called in to address these problems, they confess to the educators that they are unable to control their children. These learners become rebellious and do not seem to have any confidence in education; they lack the belief that it can indeed be a means of improving their lives. In

contrast, however, economically balanced families seem able to inspire respect for authority in their children. It is therefore noted that a combination of poverty at home and pressure within the school can be a contributory factor to ill-discipline.

5.2.2. School enrolment and class size

Schiefelbein and Simmons (1981, 10-11) found that *inter alia*, larger class size was related to higher performance, or did not affect it, in 9 of the 14 studies they conducted. This finding coincides with Fuller's (1987) conclusion that reduced class size constitutes an ineffective parameter when considering school achievement. He claims that "in most situations, lowering class size with the intent of raising achievements is not an efficient strategy" (Fuller 1987, 287).

In contrast however, research carried out in Wales by Reynolds *et al.* (1989) concluded that more effective schools had smaller class sizes and lower pupil-teacher ratios. These schools were also generally smaller in overall size.

Although it is apparent that the affect of school and class size on achievement have not yet been conclusively established, these issues were considered when the three schools in the sample were visited. All of them, it will be remembered, are secondary schools, offering classes from grades 10-12. Findings at the three schools indicate that School A has 16 classrooms with an enrolment of 483 learners (an average 30 learners per class). School B also has 16 classrooms with 430 learners (an average 27 learners per class). School C has 16 classrooms and 894 learners (average 56 learners per class). In two of the schools (A and B), the enrolment does not therefore pose any difficulty. But in school C, where there is an average of 56 learners per class, numbers may well impact upon achievement.

Since these three schools do not have adequate buildings to house facilities such as libraries and administrative blocks, some of the classrooms have had to be used as staffrooms, principals' offices and libraries. This means that there is a shortage of

classrooms and those that are available become overcrowded making it difficult for the educators to give individual attention to learners. This contributes to the high failure rate, which in turn keeps learners longer in the system. The learners that have failed then tend to overwhelm the schools because there are not enough educators, classrooms, and other facilities necessary to cater for them. These “repeaters” also pose serious disciplinary problems to the educators because they sometimes become unmanageable as far as discipline is concerned. They tend to feel that they know the syllabus and deceive themselves into thinking that they know what is being taught in class. They are reluctant to participate in school activities, often fail to do their home-work and are regularly absent from school.

The fact that all the three schools use classrooms as administrative offices implies that there is no privacy for teachers when teachers need to deal with troublesome learners on an individual basis. Sometimes learners are referred to the principal for punishment – as happened on one occasion when I was visiting the school to collect data for my study. It was made clear to me at all three schools that one of the factors that contributed to the difficulty of managing problematic learners was the lack of space. In addition, the area in which the three schools are situated has a very poor water supply; because of this the schools have erected several pit toilets. During my visit to these schools I observed learners queuing to use toilets and others were sent to draw water somewhere in the neighbourhood – this obviously has a negative affect on discipline because these learners should be in class doing their school work. Then too, after each break time lessons do not start on time because learners have a variety of excuses for being late.

5.2.3 School governance

In a summary of empirical research findings on effective schools, Haddad *et al.* (1990) note that:

Well managed, effective schools share several characteristics: they display an orderly environment, emphasise academic achievement, set high expectations for student achievement, and are run by teachers or principals who expend an enormous amount of effort to produce effective teaching and encourage pupils to

learn, no matter what their family background or gender. Few schools in developing countries display these features (Haddad *et al.* 1990, 57)

They also make the point that:

Many of those who have observed the schooling process in both developed and developing countries conclude that the most important factor in governing how well pupils do in school is school management ... several studies have identified headmaster education and experience as important variables that affect pupil's achievement (*ibid.*).

A summary of research findings in Riddell and Brown (1991, 24-25), provides a number of factors as being basic to effective secondary school management. According to Rutter *et al.* (1979) these are a pupil control system; an appropriate school environment for pupils; involvement of pupils in the management of the school; and the academic development of pupils.

In line with the above-mentioned findings in the literature, the South African Schools' Act (SASA), No. 84 of 1996, section 8 (3) entrusts school governing bodies with the responsibility of ensuring that every school has a code of conduct. A code of conduct is a statement that determines the rules that must be followed by members of the school community. The rules are negotiated with all affected parties such as parents, learners and educators and apply to particular conditions and problems in a specific school. They define what is acceptable and what is unacceptable; they also clarify the rights and responsibilities of all role players. In essence, a school code of conduct aims at developing a community of self-disciplined educators and learners who are responsible for their own behaviour and who respect the rights of others (Lotter *et al.* at www.kzneducation.gov.za/manuals/sgb/sgbmanual06.pdf).

Furthermore the SASA, No. 84 of 1996, section 16 devolves the power of school governance to school governing bodies (SGB's). Some of the duties of these SGB's are covered by section 20 of the act and they include developing the mission statement of the school; devising a code of conduct; defining school policies; determining school fees to be paid; and recommending the appointment of teachers (Thwebane 2001, 2-3).

SGB's are juristic persons and have a degree of autonomy (Bliss 1991, 169). The importance and authority of the SGB's cannot be overemphasised because the well being and survival of the school, in a sense, depends of the quality of the decisions taken by the SGB (Durman 1995, 62).

The three sample schools included in this research project all have a hierarchical structure which comprises a principal and the school management team (SMT) members (deputy principal and education specialists (ES's)) who receive minimal support from educators; and post level 1 educators. Decisions flow from top to bottom. This leaves the running of the schools in the hands of a few individuals who carry the blame when things go wrong – or wallow in glory if things go right. This structure affects discipline in the three schools under scrutiny because ordinary educators take no responsibility for the decisions made by their SMT's – hence the educators' habit of referring problematic learners to the principal.

According to the SASA, the SGBs, SMTs, the representative council of learners (RCLs), parents and educators are all collectively responsible for the maintenance of discipline in a school. The act stipulates the following roles for the above-mentioned structures:

- The role of the SGBs is to support implementation of the code of conduct for learners; to report any dissatisfaction or anomalies with implementation; they are also expected to take an active role in implementation of the code of conduct and to review the code of conduct annually.
- The role of the SMT's is to make inputs on the formulation of the code of conduct and to review it once a year.
- The role of educators is to contribute to the code of conduct when consulted to do so; to ensure implementation of the code of conduct; to refer serious misconduct to principal; to participate in mechanisms to handle discipline and to review it annually in consultation with other stakeholders. Educators have the same rights and responsibilities as SGBs in the control of discipline.

- It is the responsibility of the RCLs to create the opportunity for others to work without hindrance and to pay full attention; to respect the individuality, convictions and beliefs of others; to treat others in a fair and just manner, to uphold the honest behaviour and safety of the school, to respect and maintain school's facilities and property, to engender and to uphold school spirit by participating in and supporting cultural, sporting and academic activities; to respect the decisions made and react to them in a mature and sensitive manner; to maintain a clean and litter-free environment; to ask for help and advice at an appropriate time and in an appropriate manner. They should also give advice and help to other learners; be punctual in every part of school life; care for school books and return them in the condition in which they were received and to uphold the values of the school when out of school uniform.

(www.kzneducation.gov.za/manuals/sgb/sgbmanual06.pdf)

Lastly, it was noted while on my visits to the three sample schools that at the school level, as laid down above, that governance is indeed vested in the SGB's and management in the SMTs. Also, it was observed that SGB representation for every school depends on learner enrolment. The sample schools have their SGB representation as follows: School A = 11; School B = 13 and School C = 15. SMT representation also depends on the number of learners. School A has three SMT members, including the principal and two ES's; School B also has three, including the principal and two ES's; and School C has five including the principal, 1 deputy principal and three ES's. Staffing at schools is also determined by learner enrolment and subjects offered at a particular school according to the Personnel Administration Measures (PAM) document contained in the Employment of Educators' Act of 1998.

(i) Effectiveness of school structures

In the area where the sample schools are located, the effectiveness of the SGB's, SMT's and RCL's leave much to be desired. Inherent weaknesses of the SGB's include poor educational level of members, non-attendance of meetings and failure to implement policies and procedures. In terms of the Schools' Act, SGB's are required to discipline

learners in compliance with the code of conduct of learners. However, because many parents still believe that corporal punishment is the only effective method of disciplining learners, they find it difficult and challenging to implement the schools' code of conduct.

During my visit to the three sample schools, SGBs were found to be very ineffective. They cannot support the implementation of the code of conduct because it is simply non-existent. This is mainly because the majority of parents in the sample area are uneducated and are unable to point out any anomalies or express any dissatisfaction with regard to the implementation of the code of conduct or discipline in general. Due to their unfamiliarity with the requirements of the act, SGB members of the three schools have not drafted, amended or reviewed any code of conduct in their sphere of operation.

According to the SASA, the SMT is expected to make inputs in the formulation of the code of conduct. However, it was observed that in none of the three schools did the SMTs contribute towards the formulation of a single code of conduct. This implies that the SMTs are also failing in respect of formulating and implementing a code of conduct. It was also observed that some learners are frequently absent from school; come late to school and are not punctual in attending their classes, let alone doing their homework. The instances mentioned above are a clear indication that SMTs of the three sample schools are indeed entirely ineffective.

Furthermore it was noted that because there is no code of conduct, the RCLs cannot be involved in any formulation of its terms. In addition, the maintenance of discipline in the three sample schools rests squarely on the shoulders of the principals. The RCLs members thus play no significant role in the maintenance of discipline at their schools, for example, by discouraging late-coming, class absenteeism and the general observation of school rules and regulations.

As mentioned earlier in this chapter, the RCL's SMT's and SBB's have not accepted responsibility for discipline control and for compliance with a code of conduct. The educators are also inclined to criticise their institution and this contributes towards lax

school-discipline. Some educators seek favour with problematic learners instead of calling them to order. Another factor that certainly contributes to ill-discipline is the fact that some SMTs in the three sample schools became ES's because of their long service and not because they had particular knowledge and expertise in the subjects they are supervising. This means that they cannot take decisions and are prone to refer academic issues to their principals. There is sometimes finger-pointing and disillusionment when dealing with learner and educator disciplinary problems.

(ii) Community involvement

The Department of Education encourages parents to become involved in their children's education either by joining SGB's or by assisting their children individually at home. Parents and the community in general, as partners in education, should share with the educators the responsibility of educating their children. The school and the home both influence the manner in which children approach their learning tasks and this is why the continuity between home and school is vital, albeit difficult to achieve (Polland 1990).

Renwick (1989) found that if parents and educators of kindergarten children kept in touch with each other and communicated on a regular basis, the children adjusted far better to the new environment in the kindergarten. This sense of communication appeared to make a difference in the children's educational progress. Also, it was established that if parents and educators are part of the child's micro-system as identified by Bronfenbrenner (1998), then they directly influence each other and the child becomes involved in this relationship.

In contrast to the findings mentioned above, the communities where the sample schools for my study are situated have no contact at all with the educators or the governance structures of the schools. The result is negligible communication and lack of commitment to the educational process. The poverty levels are high and those parents who have found work in Gauteng often travel more than 160 kilometres to and from their workplaces, leaving their homes early in the morning and returning very late in the evening. Alternatively, they may stay near their workplaces and leave their children alone at home,

which means they spend little or no quality time with their children. In situations where learners do not attend school regularly because of lack of parental supervision, their parents are always reluctant to come to school to attend to the disciplinary issues that involve their children. They usually explain that they only come home once a month and cannot be present at such discussions. The problem of absent parents and learners left on their own is particularly prevalent in the communities where the three schools are located.

One educator commented that some learners absent themselves from school because they do not have school uniforms and lunch boxes, which highlights the extreme level of poverty levels that prevail in the community. The government's basic nutrition programme which is designed to address this problem only provides primary school children with food; the programme does not make provision for secondary schools. This means that some of the learners in the sample schools still attend school on an empty stomach. This matter needs to be revisited by the Department of Education as a hungry child usually lacks concentration and is therefore prone to be involved in disciplinary matters such as poor attendance, not doing homework, and the development of aggressive behaviour and stubbornness. However, the counter-argument is that this is not true for all learners because the behaviour of learners in the classroom also depends on other factors such as family background, stability and unity.

From the findings outlined above it can be concluded that the people of the communities served by the three sample schools are generally poor, travel to and from Gauteng for work that takes them away from their homes for long periods at a time and that they as a result cannot play a significant role in school activities. Also, that they leave their children at home alone which gives their adolescent children an undue amount of freedom in their lives because of lack of parental control. The community therefore has a large number of ill-disciplined learners who have become a problem to their educators. For their part, the educators are ill-equipped to deal with this situation and feel that they have not received sufficient guidance from the Department of Education in the use of alternative measures of disciplining learners. Overall, the school environment does not model good discipline.

Community practices that contribute to this situation include cultural practices such as the initiation of boys and girls; the system of social grants to pregnant girls; drug and alcohol abuse; lack of parental control; and very little community involvement in school matters. Education is not a priority in these communities because it is common practice to take initiates away from school for periods of up to three months. These communities have deeply ingrained traditional customs which interfere with the success of learners at school – and unfortunately parents do not seem to be bothered by the negative repercussions on the education of their children. Traditional practices are sacrosanct and parents frequently refuse to broach the subject with educators.

As mentioned above, boys and girls are taught at initiation school that once they have undergone initiation they are young men; and that women, in any frame of reference, are less worthy. As a result, non-Ndebele educators are regarded as immature “boys and girls” whose advice and counselling is not to be taken seriously. Initiation also exposes learners to intoxicating substances such as liquor and drugs, especially during the celebration period as boys are allowed to drink beer and are also given the freedom to have sexual relationships. It is thus clear that initiation practices are having an adverse effect on education. Educators who are not initiated are despised and closely monitored by the community lest they denigrate this highly regarded tradition. The authority of uninitiated educators is undermined to the detriment of all learners and thus negatively impacts upon the entire education system in the region.

5.3 THE RESEARCH PROCEDURE

Initially, semi-structured interviews were conducted at the three schools which were referred to as Schools A, B and C. During these interviews, educators’ responses were recorded electronically so that there was no interruption from others who might influence the views expressed. This procedure was followed by the observation of the participant educators in their respective work environments.

During the first interview participants were asked the same pre-formulated questions (see Appendix C) below. The responses obtained were then analysed and categorised to derive their significance as suggested by MacMillan and Schumacher (1997, 502). This information is reflected below in Appendix D. During the second interview, all relevant issues emerging from the previous interview were probed in terms of the participants lived experiences by allowing them to narrate their own individual stories, a portrayal of their lives (Flick 1998, 205). These narrations appear in Appendix F. At the third interview, I compared all responses received from participants with the observations I had made previously with regard to their handling of disciplinary problems.

I observed each of the nine educators, noting their attendance of classes and how they maintained discipline. I also observed them outside the classroom. My observation at the three sample schools focused on a number of aspects, namely: The school environment; time actually spent on teaching and learning (time on task); school resources; and school and classroom discipline practices.

5.3.1 Observation

(a) School environment

Overall, all three schools had an untidy appearance; school yards were strewn with papers and other litter. On one occasion when I visited a school at 8h05 a grade 12 class was still unattended and the learners were noisily sweeping out their classroom.

(b) Time spent on learning and teaching

During visits to the sample schools, I noted that according to the information provided by the respective principals, not all schools conduct assembly everyday. It seems the usual practice is to hold assembly on Mondays and Fridays. The one exception is School C, where assembly is conducted on Monday, Wednesday and Friday. In all three schools, the time set for the assembly to begin was not adhered to because learners and educators arrived late, thereby delaying the start of the school day. This same problem was experienced at break times. After break, learners and educators were slow in resuming

their classes. Under circumstances such as these the cumulative impact of the time lost in starting late could result in a massive loss in teaching and learning. In addition, it appeared that learners and educators were unconcerned about this. Such a *laissez-faire* approach to time consciousness carries with it the seed for spawning disciplinary problems and poor learner control.

During my visits to the three schools I also observed that educators seldom complete the syllabus, and this was influenced by time on task by educators.

(c) School resources

It is important to indicate that in terms of the official norms for staffing, all schools were correctly staffed, with education specialists, sufficient educators, administrative staff and general workers. This may be misleading as staff numbers are determined on the basis of total learner numbers, (PAM) but the curriculum in use may result in educators who teach Mathematics, Accounting and Physical Science being over-stretched, because educators in these subjects are in short supply. The result is that these educators have to be prepared to teach subjects from grades 10-12, which in some cases affected their performance.

I observed that in terms of provision of physical resources, all three schools had an inadequate number of toilets. This created disciplinary problems because learners were found queuing to use the toilets. In all the three sample schools the principals' office was a converted classroom, which poses a challenge because there is no privacy when disruptive learners and late-comers are brought to the principals' office to be disciplined. When asked how the lack of laboratories affected them, one educator indicated that subjects like Physical Science and Biology become difficult to handle when there are no facilities for practical work. Even if these educators try to comprise, learners tend to become bored and disciplinary problems again emerge. All three schools have sufficient classrooms but learners did not clean them and educators did not bother to monitor learners in this respect.

(d) Discipline

Numerous examples of a general lack of supervision and proper control of learners were observed and this resulted in poor discipline practices in the sample schools. For example, while I was waiting for my appointment with Mr Tlou at School B, I noted that there was noise coming from an adjacent class. Because I was allowed to move around, I went to that class and found the learners were alone. On checking where the educator was, I found the educator in the staff room marking books and not attending to her class. Experiences like this made me aware of the fact that educators are prone to leave their classes at random, leaving the learners unattended. The high rate of late-coming by both learners and educators was also observed. Although educators recorded the late-comers and sent the list to the principal, no action was taken against the offenders. From my observation of examples like this and the way educators were interacting in the classroom, I concluded that educators were unable to handle ill-disciplined learners effectively; even minor offences were referred to the principal. It was almost as if educators were abandoning their responsibility for effective classroom management and discipline thus leading to a situation where the principal was inundated with learners to be disciplined. To me it was a clear sign of poor classroom management which in turn affected overall discipline in the school. Then too, often learners who were told to report to the principal simply failed to do so, going to drink water or waste time elsewhere instead of going to the staff-room. In many schools educators and the principal punish learners for misdemeanors by instructing them to clean the toilets. At School B I observed that learners were cleaning toilets during teaching and learning time. I could not establish whether they were being punished, but the fact of the matter was that they were not with the other learners in class being taught.

I could not, from my observations, find any conclusive evidence that educators were still using corporal punishment, but incidents of corporal punishment are often reported to my office. What I did find during my visit to School B was that the principal had a stick in his hand while trying to control late-coming. When asked why he held the stick he said he was only brandishing it to make the learners afraid so that they would hurry to their

classes. Clearly he still believes that the stick can make a learner to change his or her behaviour.

5.3.2 Field texts

Other than recording what I saw and heard, I also observed the reaction of participants when responding to questions. Mr Tholo, when asked to tell how he was punished in the past, was highly emotional and said that even today he still remembers how his principal punished him while walking on the veranda. He also thinks of the humiliation he felt when he was called “*Ditsebe*”⁵ and “*Mosesane*”.⁶ Mr Tau seemed to be angry about the abolition of corporal punishment. He emphasised that he has achieved in life because of the punishment he received at the hands of his educators.

5.4 DATA ANALYSIS AND INTERPRETATION OF SEMI-STRUCTURED INTERVIEWS

5.4.1 Background information on the nine sample educators

Participants in this study were learners during the time when a culture of resistance against the apartheid government was the accepted norm. During that era the intention was to make schools unmanageable, to inculcate a climate of disrespect for human rights and to instil violence in public schools. As indicated in Chapter 4, all the participants had more than 10 years teaching experience. Table 5 gives additional background information on the nine sample educators with regard to their experience, when they started teaching, and where they were during 1976 unrest:

⁵ *Ditsebe* means ears.

⁶ *Mosesane* means thin. Both are personal remarks alluding to his physical appearance.

TABLE 6 : BACKGROUND INFORMATION ON THE

SAMPLE EDUCATORS

SCHOOL AND PARTICIPANTS	FIRST YEAR AS AN EDUCATOR	TEACHING EXPERIENCE	RESEARCH REMARKS
SCHOOL A			
Tau	1986	20 years	As indicated in Chapter 4, the participant has a three year educators' qualification, He confirmed that in 1976 he was doing grade 7 which in the past was known as standard 5.
Nkwe	1988	18 years	Nkwe holds a three year educators' qualification. In 1976 she was in grade 4, previously known as standard 3.
Nare	1986	20 years	This participant holds a three year educators' qualification. In 1976 he was a grade 6 (standard 4) learner.
SCHOOL B			
Phala	1993	14 years	This participant has a three year educators' qualification. In 1978 he was in grade 1 (sub A).
Tlou	1988	18 years	Similar to the other participants, Tlou also has a three year educators' qualification. In 1976 he was in grade 4, that is, standard 3.
Tholo	1993	14 years	In 1978 Tholo was still doing grade 1 (sub A). He has a three year educators' qualification.
SCHOOL C			
Tshukudu	1989	17 years	This participant has a three year educators' qualification. In 1976 she was in grade 3 (standard 2).
Kwena	1989	17 years	Similar to Tshukudu, Kwena was a learner in grade 3 in 1976. He is a qualified educator with a secondary educators' qualification which is a three year diploma.
Phuti	1993	14 years	She has a three year educators' qualification. In 1978 she was a grade 1 (sub A) learner.

The above table reveals that the majority of participants were at primary school during 1976. The unrest in the country affected all the schools including primary schools. During the period of unrest, learners were denied schooling and educators could not teach as both groups were forced to stage protest marches. Secondary school learners were the main target but even crèches were affected. In 1976 two of the participants were still at crèche level. It is noted from the above table that participants were punished as early as 1976; this is why when they started their teaching careers in the 1986-1993, they all saw corporal punishment as the only effective method of managing classroom discipline.

5.5 PARTICIPANTS' VIEWS ON SCHOOL DISCIPLINE

The initial interview was based on a semi-structured interview schedule which was mainly focused on exploring participants' views on school discipline. The questions explored their views on the definition of discipline, namely discipline versus punishment; how participants were disciplined at home and at school; lessons learnt from the discipline received at home and at school; infringements the participants were punished for at home and at school; and how the educators are currently dealing with problematic learners. These questions set the scene for the narrative interviews that were to follow. The preliminary analysis of their responses gave me the opportunity to define a line of inquiry for the narrative interviews that I utilised to explore educators' lived experiences and how they are dealing with the present and the future in their professional careers.

5.5.1 Definition of discipline

Participants understood discipline as way of correcting wrongs and a manner of bringing order to a troubled situation. They further indicated that discipline is monitoring of learners. According to the literature reviewed in Chapter 1, discipline is a teacher-directed activity whereby the teacher seeks to lead, guide, manage or confront a learner about behaviour that is disruptive to the rights of others (Rogers 1994, 11). According to Johnson & Johnson (1990, 5) and Jones (1987, 8) discipline should be viewed as a

corrective measure that will encourage learners to behave well, not to do so because they fear punishment, but because they realise the negative effects of their behaviour on other learners and the school in general.

Participants share the same sentiments about the definition of discipline. For example,

Mr Tau explained:

Discipline means bringing learners under control; it is about teaching them to manage themselves well. That is by doing their homework, being punctual at school and attending their classes. Ill-disciplined learners disrespect authority.

Mr Kwena shared this view and made the following statement:

According to me discipline has to do with the monitoring of learners so that they can be in line with school policies. Discipline must come naturally. One should discipline herself/himself. Discipline is to bring order to a situation.

Participants understood discipline as correcting behaviour that is unacceptable. **Mrs**

Nare, for example said:

Discipline is the way educators create order so that teaching can take place. Without discipline, there will be no proper teaching and learning. Corporal punishment is not discipline, because learners are made to feel pain as a way of keeping order. Discipline is a modern way of instilling responsibility in learners.

Similarly, **Mr Phala** claimed that:

Discipline is way of correcting a learner. This can be when a learner has not done his/her homework or when he/she is late at school or for class.

Participants knew what discipline meant and appeared to have a sound understanding to enable them to participate in a discussion about discipline.

5.5.2 Discipline versus punishment

All participants, when asked how they were disciplined as learners, indicated that they were spanked, lashed, smacked and whipped both at school and at home. It is apparent that for many parents (home) and educators (school), discipline was synonymous with corporal punishment.

Participants understood discipline to mean making someone feel pain; the educators who taught them when they were young made no differentiation between punishment and discipline. Their responses to questions on this issue were as follows:

Mr Tau: Yes, because to them discipline meant making me feel pain. Just like my educators, because corporal punishment was allowed, when they punished me they thought they were disciplining me.

Mrs Nare: When we were still learners, discipline to our educators and parents meant punitively punishing us.

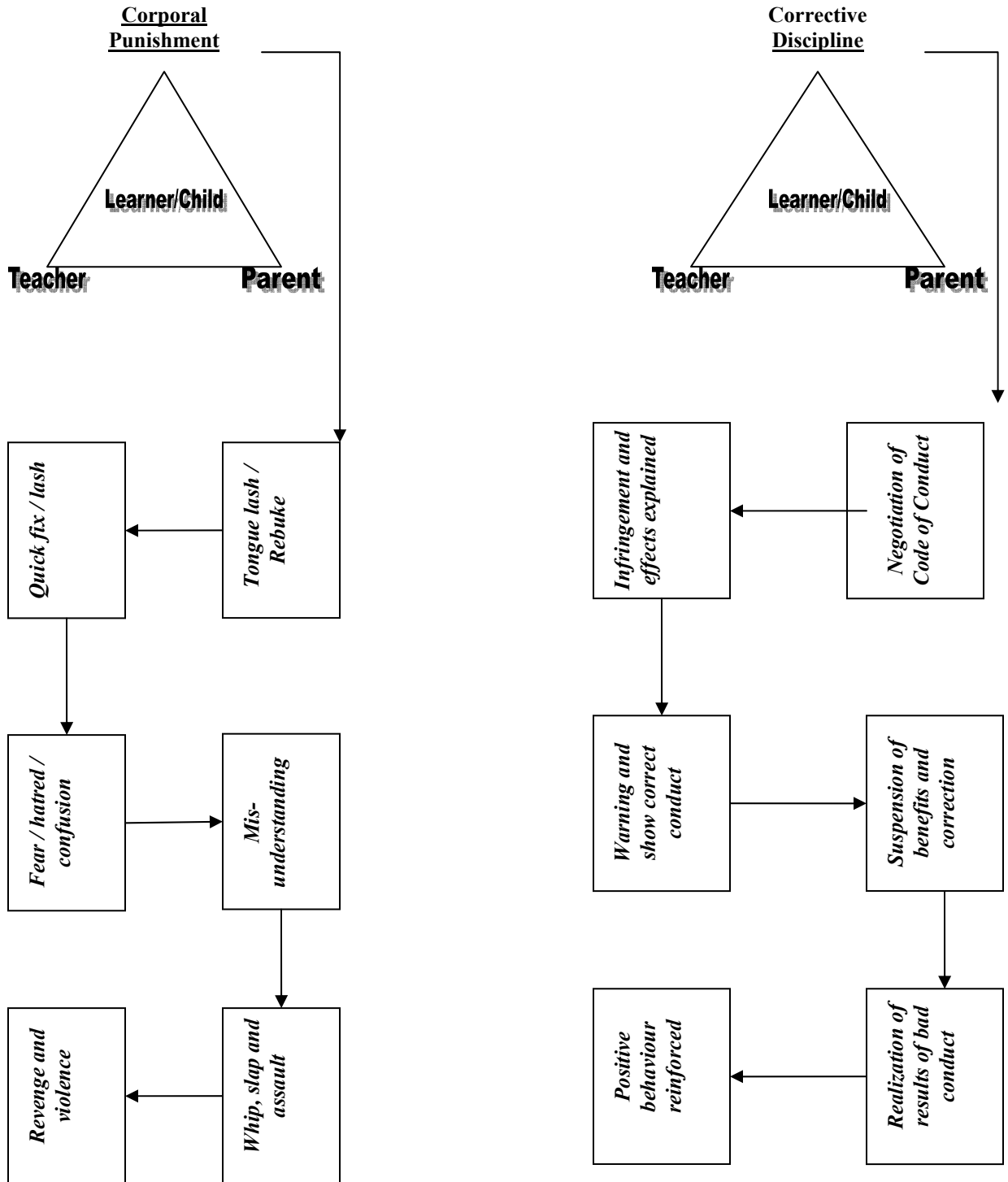
Mr Nkwe: To my parents and educators there was no difference between discipline and corporal punishment. Educators used corporal punishment as a form of discipline because they were afraid of losing control and of being terrorised by learners.

Mr Phala: Yes, I used the word “punish” interchangeably with “discipline” because when my educators and parents used the word discipline they meant punishment. To them corporal punishment was the only effective way of correcting wrongs. When educators used a lash they thought that they were disciplining me. It is only now that I realize that discipline is corrective and punishment punitive.

In these statements the participants’ understanding of the concept discipline and that of their parents is well captured. To their parents and educators, discipline categorically meant punishment. The meaning of discipline, as revealed in their experiences (Trahar 2006, 28), shows that they saw no difference between punishing and discipline. Educators would be heard to say, while selecting a cane: “I’m going to *discipline* that class”. Similarly, parents who were “grounding” (withdrawing benefits from) a child would tell the offender, “I’ll discipline you!” All the experienced educators who were interviewed believed that discipline and punishment were closely interlinked and this must certainly be reflected on their classroom discipline practices (Monk & Winslade 1999, 2)

Figure 2 below illustrates the perceived connections between the issue of “discipline” and that of “punishment”.

FIGURE 2: DISCIPLINE VERSUS PUNISHMENT



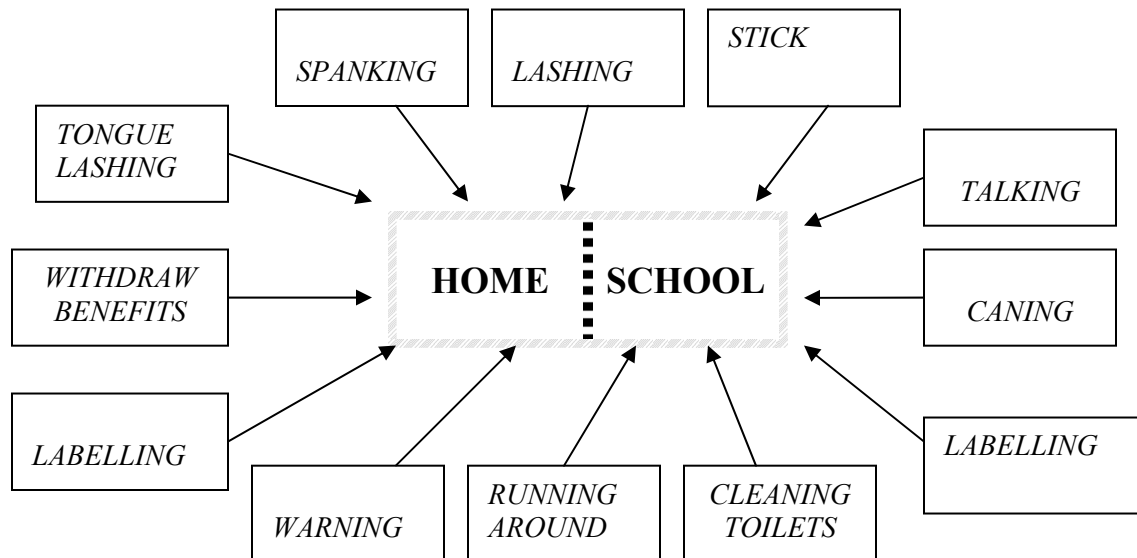
The above figure provides a number of words associated with punishment and others associated with discipline. Several of the participants used the words fear, lash, and tongue-lash in their responses and code of conduct.

Educators admitted that these days learners are difficult to handle and they expressed the opinion that educators were not provided with sufficient guidance to make the transition from physical punitive punishment to self-discipline of both learners and educators.

5.5.3 How educators were disciplined as learners

In analysing what the participants said use was made of the figure below.

FIGURE 3: FORMS OF DISCIPLINE AT HOME AND AT SCHOOL



Words indicated in the above diagram reveal that participants still associate discipline with punishment. Participants described how the use of physical force or emotional degradation would inflict pain (both at home and at school); this they saw as discipline.

This is well illustrated in the story related by **Mr Tholo**:

At home my parents used a stick. I was also tongue-lashed. My mother withdrew certain benefits, for example, if I did not do what she wanted me to do, she would leave me behind when she went to town. My mother called me names like “wena sekobo”⁷ meaning “you ugly one”. My sisters called me “ditsebe” because of my big ears.

Mr Tau said:

At home my parents used a lash to discipline me. At primary school my educators also used a stick to call me to order. At secondary school other educators would first indicate your mistake before giving you punishment.

Currently, many educators still feel that learners should be disciplined in a fashion similar to the way they themselves were disciplined in the past. This sentiment is captured by **Mr Nkwe**, who said:

According to me, discipline has to do with the monitoring of learners so that they can be in line with school policies. Currently we are having problems because corporal punishment has been abolished.

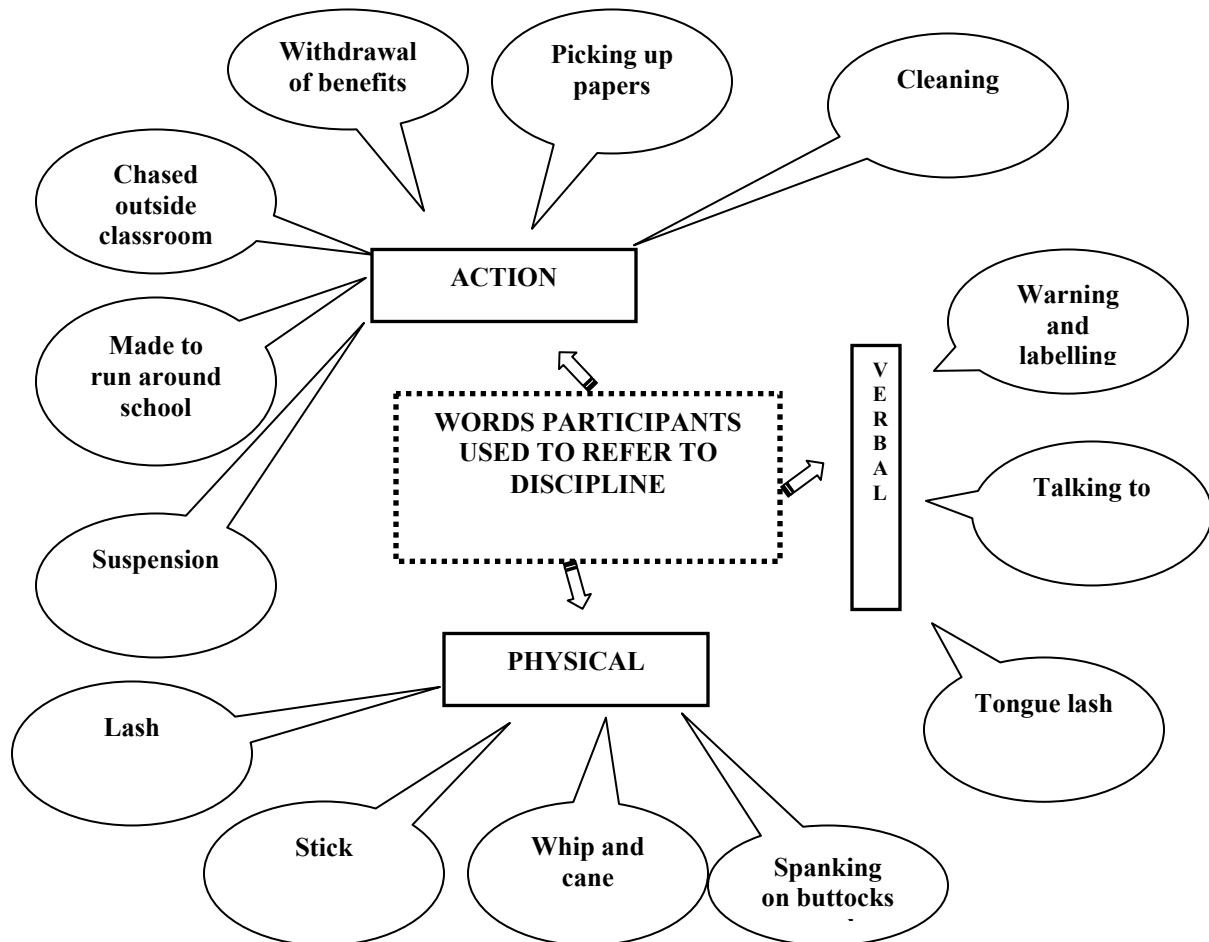
An analysis of the words participants associated with discipline reveals that they considered discipline to mean the use of physical force or the emotional degradation of learners. However, very often this process was combined with the parent or educator explaining to the child/learner the seriousness of the misdemeanour before punishing them. Here are two examples:

Mrs Nare: My parents lashed me. My parents indicated the wrong things I did before punishing me.

Ms Tshukudu: At home I was first warned for the wrong things I did. My parents gave us rules such as we mustn't come home late; we must not fight and that we must always wash the dishes before doing homework. Failure to obey these rules meant punishment.

In the figure below words used by participants referring to the “discipline” they received in the past have been categorised according to their physical, action and verbal nature.

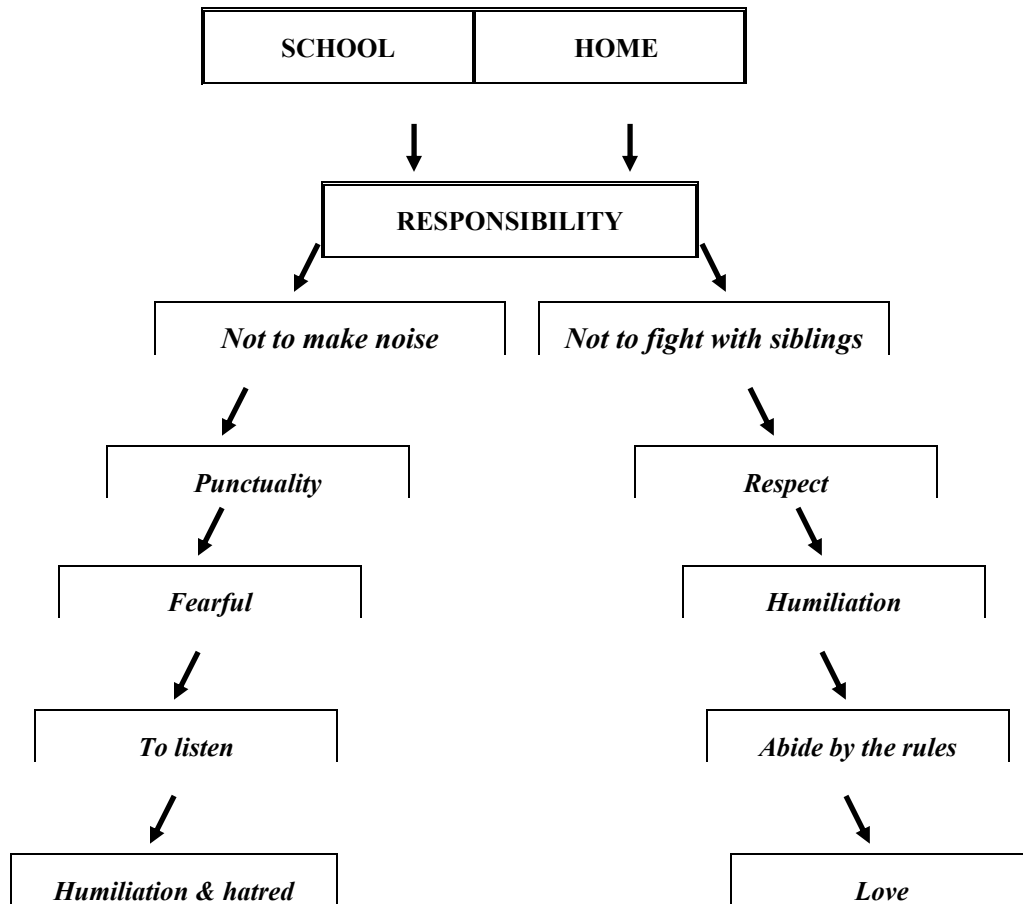
FIGURE 4: WORDS USED BY PARTICIPANTS WHEN DESCRIBING THE FORMS OF DISCIPLINE TO WHICH THEY WERE EXPOSED



5.5.4 Lessons learnt from the discipline they received at home and at school

The figure below represents lessons learnt from the discipline the participants received at home and at school.

FIGURE 5: LESSONS LEARNT FROM BEING DISCIPLINED AT HOME AND AT SCHOOL



Participants in their responses indicated that they were humiliated and learnt little from the discipline they received from home and at school. For example:

Mr Tholo: I learnt very little. I learnt that if you misbehave as a child, elders and parents will humiliate you by calling you names. Discipline was not explained to me.

Participants indicated that at home they learnt to be respectful. Three of the participants confirmed this by relating as follows:

Mr Phala: I learnt to respect authorities and that if I did not do my work I would be seriously punished.

Mrs Tlou: I learnt to fear my educators; at home I learnt to respect and abide by the rules set by my parents.

Mr Kwena: I learnt to listen and to obey rules. At home I also learnt love.

The feeling of humiliation and hatred was more prevalent in schools, hence participants believed that corporal punishment was the best way of bringing about responsibility. This was indicated by both Mr Nkwe and Mrs Nare:

Mr Nkwe: From being disciplined by my mother I learnt to be responsible; from my educators I learnt that I would be made to feel pain if I did not do my work.

Mrs Nare: At home I learnt that for me to grow and become a responsible person, I must not do wrong things and that if I did not listen, I would be made to feel pain. At primary school I only learnt that wrongdoing was associated with pain. At secondary school I learnt that punishment is the only way to make learners read and do their work.

Fighting at home and also at school, is unacceptable. Two participants recalled that they were punished for fighting with their siblings:

Mr Tau: I have learnt that there were certain things that I must not do at home. I learnt not to fight with my sisters. At school I learnt not to make noise in class and that I must always be early at school.

Mr Phala: I learnt to respect authority and that if I did not do my work I would be seriously punished.

Participants explained that the discipline they themselves had received when they were at school was humiliating and that it taught them to be fearful of authority. However, they had learnt responsibility from the discipline they received at home. Currently, the participant educators are faced with learners that are fearless and disrespectful. When they try to discipline them, they talk back. This reminds the educators of the way they were punished for similar behaviour. They conclude that the best way of disciplining learners is through corporal punishment because learners will fear them.

Mrs Nare was convinced that corporal punishment made her respect her educators because when she had talked back to her educators she had been severely punished. This is how she put it:

Mrs Nare: I used to call fellow learners names when my teacher was busy teaching. At secondary school I talked back to my educators. For all this I was severely punished.

5.5.5 Infringements for which participants were punished at home and at school

According to the evidence provided, at times the participants were punished for similar offences. They were punished for fighting either with their siblings or with other learners. Here are three examples:

Mr Tau: At home I was punished for breaking the rules; for example, not collecting wood after school. I was also punished for defying my elder sister and also for fighting with my younger sister.

Mr Nare: At home I was too stubborn; I used to fight with my brother.

Mrs Tlou: My parents set rules to be obeyed; if I and my siblings failed to obey them, we were punished. We were expected to clean our bedroom before going to school; fetch water from the river every afternoon and we were not supposed to fight with other children. At school I was punished for dodging study classes; for not writing tests and for defying the instructions of our educators.

At home participants were punished for not adhering to family rules but at school no participant indicated that he or she was punished for not obeying the code of conduct. Here are two examples:

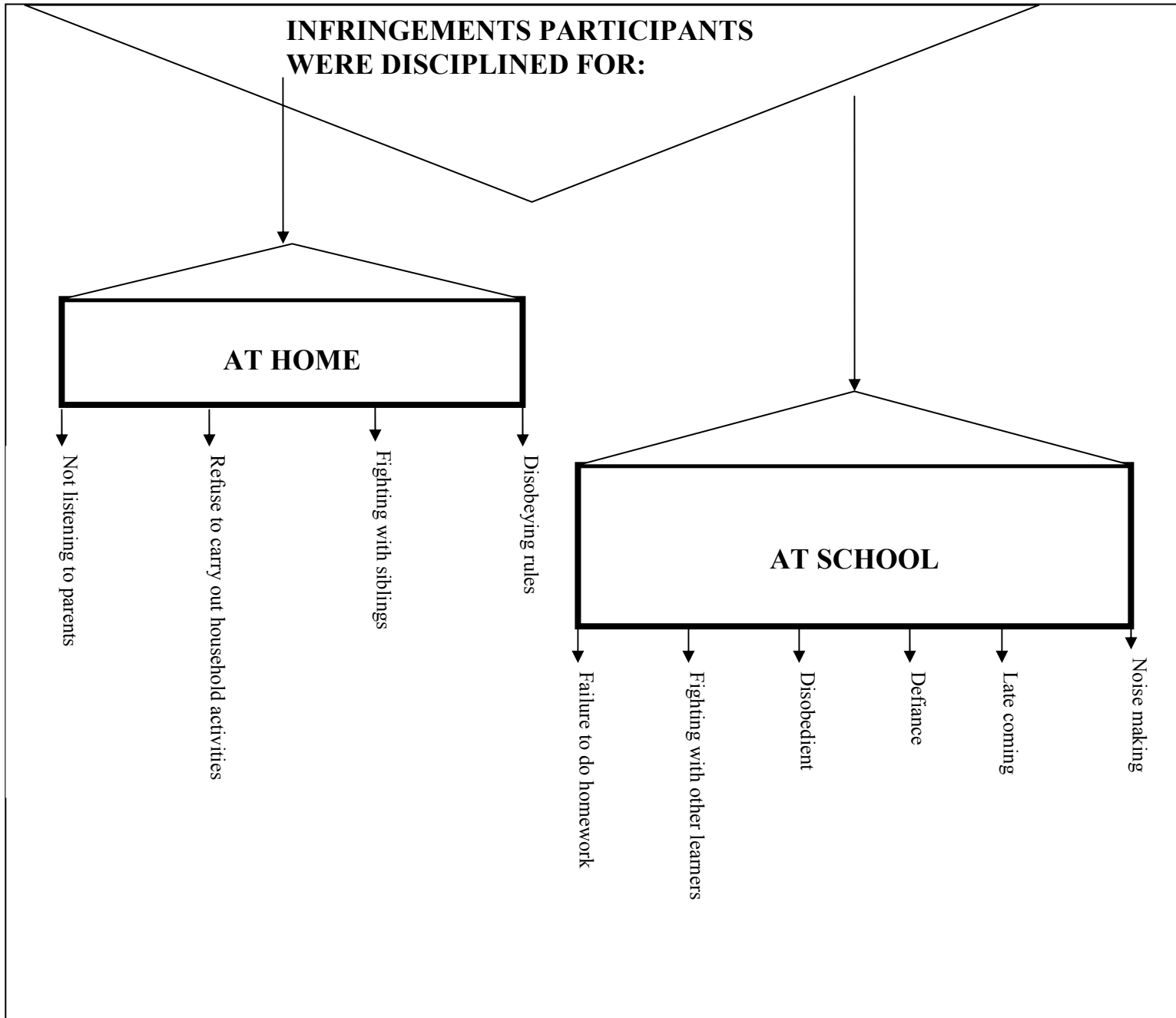
Mr Tau: At home I was punished for breaking a rule

Mrs Tlou: My parents set rules to be obeyed; if we failed to obey them we were punished.

It should be noted that the misdemeanours the educators remember committing in their youth are remarkably similar to those they now complain bitterly about in their learners; this could be an indication of lack of self-insight and reflection. They wish they could use the same strategies that were used by their parents and educators so they could punitively punish their learners for the same behaviours – without trying to come to terms with why learners behave in this manner. According to the cognitivist theory (discussed in Chapter 2), we need to understand the causes of behaviour rather than only focussing on suppressing deviant behaviour.

Participants were punished for different offences at home and at school. These offences are outlined in the figure below.

**Figure 6: INFRINGEMENTS FOR WHICH PARTICIPANTS WERE PUNITIVELY PUNISHED
AT HOME AND AT SCHOOL**



5.5.6 Dealing with problematic learners

In responding to the question in connection with problematic learners at their schools, all nine educators indicated that the large majority were boys, repeaters and older learners (above legal school age). Two participants indicated that they used the school code of conduct to manage them.

Mr Nkwe: I use the school code of conduct to discipline them. Sometimes they remain behind after school; this is, of course, determined by the nature and seriousness of the offences.

Ms Phuti: I use code of conduct to discipline them. I also request them to stay behind after school depending on the offence.

Seemingly participants believe that talking to these learners can instil some sense of propriety into their heads. This is what three participants had to say on the issue:

Mr Tau: I talk to them strongly by telling them that if they do not listen, we will suspend them from class. I firstly give them a warning. If they continue with their deviant behaviour, I then involve the SMT and the SGB. If there is no change, we suspend them.

Mrs Tlou: Most of the time I talk to them, showing them their mistakes and the possible consequences. Some of learners do change, like if, for example, they were not doing their work they now start doing it.

Mr Tholo: I talk strongly to them and indicate that they must not waste the time of other learners. I do not give them any room for misbehaviour.

One participant indicated that he refers problematic learners to the SMT; this is what Mr Phala had to say on the matter:

Mr Phala: I request them to remain behind for remedial work. Those who defy me I refer to the SMT. Parents are usually invited to come to school; but sometimes they do not come.

One participant, Mr Kwena, explained that he negotiates with problematic learners to remain behind and this is to their own benefit as many of them are repeaters:

Mr Kwena: I negotiate with them to remain behind. Then I explain to them that I want to assist them, and that for me to succeed in helping them I need their cooperation and commitment. As most of them are repeaters I will tell them that they have already wasted a year which will never come back to them. I will also tell them that they must set the pace for their fellow learners.

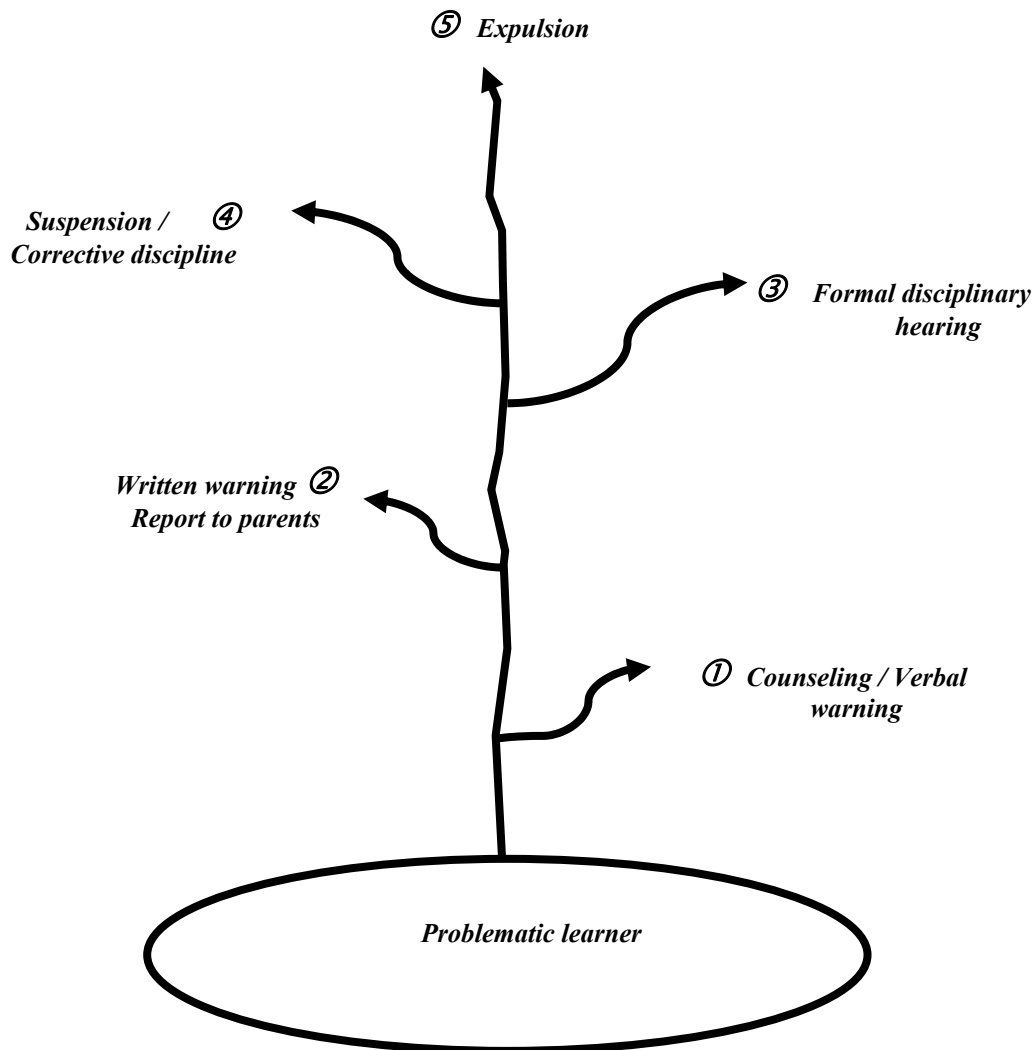
There was only one participant who declared that she had never experienced any trouble with problematic learners. This what she said:

Ms Tshukudu: I have never encountered a problematic learner because I give them clear instructions and I prepare my lessons. I know that teaching at a secondary school demands thorough class preparations.

Poorly-disciplined learners are prone to lose interest in their schoolwork and neglect their studies. As a result they destroy their healthy teacher-learner relationship. Mr Phala experienced this (see his evidence above) when he tried to assist learners and his efforts elicited a negative reaction.

Taking an overview of the participants' responses, there was only one educator of the nine who indicated that she has never had a problematic learner because she prepares her work thoroughly and her lessons are always interesting and inspiring. It was also noted that the active participation of SGB's in the disciplinary procedure was wanting. Four educators indicated that even if one calls parents to come and address their children's problems, they usually fail to arrive. It became evident to me that each teacher handled problematic learners differently. For example it was only Tau, Phuti and Nare who made use of a code of conduct to handle them, despite the fact that the South Africa Schools Act indicates that each school should have a code of conduct for learners. Figure 7 below explains the use of the code of conduct to discipline problematic learners.

FIGURE 7: DEALING WITH PROBLEMATIC LEARNERS



From the above figure one can deduce that learners must be made fully aware that all misdemeanours have consequences. This should instil a sense of responsibility rather than fear among learners and educators. A learner who becomes problematic is made aware of this on a number of occasions when his/her misbehaviour is dealt with. If the misdemeanours continue the disciplinary action gradually becomes more serious, leading to the apex of the tree (which is expulsion). At every stage (represented by a branch) it is essential that the learner be informed of the rising severity of his /her actions in an effort to warn and correct. This is a non-retributive approach which the SASA of 1996 recommends to every school and discipline should be handled by following the model above.

5.6 CONCLUSION

The central argument of this study is that lived experiences influence current behaviour. The qualitative content data analysis and interpretation revealed clearly that educators' life experiences do in fact influence their classroom discipline practices. It became evident to me that educators are still encountering disciplinary challenges in their classes and this can be attributed to the way they were disciplined as learners.

However, before a detailed analysis of the school environments of the three sample schools was undertaken, the educational background prevailing in the three communities was reviewed. The focus fell on a number of factors including the individual school environment; enrolment; class size; school governance; effectiveness of school structures; and community involvement. The "ideal" situations described in the literature were compared and contrasted with observations made at the three participating schools.

On analysing the data further, the study revealed that the way educators manage discipline today is related to the manner in which they were disciplined when they were learners. The apartheid education system continues to have a negative influence on learner discipline because it condoned the use of corporal punishment. Since the abolition of all corporal punishment in terms of SASA in 1996, the morale of the members of teaching profession has become an area of concern. This can be attributed to various factors which include the lack of orientation programmes on the use of alternatives to corporal punishment. A sudden shift from one well-known single method of restoring order in classrooms to modern ways of managing discipline needs gradual adaptation and re-orientation. It was also noted that educators learnt good practices from the disciplinary measures they were subjected to in the past; both at home and at school.

When referring to the similarities and differences between qualitative research results and literature study in Chapters 2 and 3, and relating these to the influence of educators' lived experiences on classroom discipline practices, I concluded that the participants interviewed adopted the disciplinary approaches of the people they interacted with in the past. This includes both their parents and former educators. One educator adopted his father's style, another educator adopted his former principal's method, and one educator still avoids labelling learners because his educators and his parents called him names.

Educators indicated that they are currently disciplining learners differently because of the various disciplinary measures they were subjected to as learners. This is apparent in the evidence of the four educators who maintain that the punitive punishment they received as learners has influenced the way they are disciplining learners today. The scars of the “discipline” they were subjected to still haunt them whenever they are faced with a disciplinary problem. Mr Kwena felt humiliated by the punishment he received from school but appreciated the way his father “disciplined” him and adopted his style. Ms Phuti’s finger is today deformed because of the punishment she received from a former primary school educator. She is simply not prepared to physically punish any learner – and would not do so even if it was allowed. In his youth Mr Tshukudu had a particularly strict principal and he has adopted his style. He disciplines learners by not saying anything to them, just as his principal did. He just stares at them and this makes them uncomfortable. As a result they immediately stop misbehaving.

CHAPTER 6

NARRATIVE ANALYSIS OF EDUCATORS' LIVED STORIES

6.1 INTRODUCTION

In this study the narratives of the participants became a way of understanding their lived experiences regarding discipline. Clandinin and Connelly (2000, 20) write that:

Narrative inquiry is a way of understanding experiences; it is collaboration between researcher and participants, over time in a place or in a series of places and in social interaction with the milieu.

In this chapter will provide an explanation of why educators practice school discipline the way they do. I argue that in understanding the lived experiences of educators it may be helpful to understand the motivation behind the way they act. Linking my argument with the quotation above, I worked collaboratively with the sample group of nine educators. The interviews conducted assisted in my understanding of their current behaviour. This chapter follows the line of reasoning expressed by Ana Radebe in her narration of reminiscences (available on the internet), which she calls 'Memories of the Old Struggle – Challenges to New Democracy'. One of her respondents wrote:

I was 10 years old when the Soweto uprising took place. I was a student at the primary school. I remember the morning of the 16 of June, we went to school, but we were told to go back to our homes. I was scared as my home and my school were very far from each other. Since that time every year that the uprising in Soweto is commemorated, my mother cries because she feels that many children died because of random gun shooting
(<http://www.ascd.org/readingroom/books/curwin99book.html>).

In interrogating the quotation cited above, the writer described emotional experiences of how he/she felt in the 1976 unrest and how this impacts upon present feelings and attitudes. The rationale for this chapter is therefore to intellectually interrogate the information provided by each participant. An earnest attempt will be made to identify the defining moments that led to his/her current views and practices on school discipline. However, as Grotevant (1998, 1103) explains, individuals may interpret and experience the same event differently. It is thus important to keep in mind that those who took part in the inquiry are just a sample of

educators from one circuit in the Nkangala Region of the Department of Education, Mpumalanga Province. The schools where these educators are currently teaching are experiencing problems in the maintenance of discipline. Some of the staff members may share similar childhood experiences; this may help me to begin to understand why they act the way they do. They do not, of course, necessarily represent the total experiences of all educators.

6.2 PROCEDURE IN ANALYSING PARTICIPANTS' LIVED EXPERIENCES

This chapter represents an account of nine sample educators' personal and practical experiences. I will therefore begin by discussing the exploration of their experiences in relation to classroom discipline practices and then follow (in the next section) by indicating significant incidents or events in each participant's past that has influenced the way they are currently acting. I will then analyse and interpret these events to establish how past occurrences and experiences have led to specific decision taking. The approach taken in this procedure is a narrative one (Clandinin 1989, 124), therefore the following themes will be used to discuss participants' lived experiences:

- The impact of corporal punishment on participants' current classroom discipline practices
- Significant incidents experienced by each participant
- Current behaviour in terms of classroom discipline practices
- Aspiration for the future.

In providing an account of their experiences, the participants began by giving the date at which they started teaching and proceeded to discuss their other experiences. In accordance with Creswell (2005), I found that the participants' presentation could be broken down into useful categories – a beginning, a central section leading up to a crisis point or watershed period, and an outcome. As Creswell puts it:

Stories in narrative research might include the elements typically found in a novel, namely time, place and scene, the sequence might be the development of a plot as this unfolds, the emergence of a crisis or turning point and conclusion or denouement (Creswell 2005, 480).

Questions asked during the interviews covered the themes mentioned above. A tape-recorder was used with the permission of the participants; it was then easy for me to go back to the recorded data. Before giving an account of participants' experiences using these themes it is

necessary to present some basic background information on each of the participants in the study.

6.2.1 Tau's lived experiences

Tau has been teaching since 1986 in secondary schools in Nkangala Region. Like all nine participants in the study he is permanently appointed. When he started teaching, he used corporal punishment as a method of restoring order in his class. He was punished by his parents at home and by his educators at school; they used a stick and lash respectively.

At home he was punished for refusing to perform his daily routine and at school he was punished for not doing his work, coming late and for making a noise. Taking the cue from his own secondary school educators he adopted the style of explaining to the learners what their offences are. Looking at how current learners behave, he feels that, if he had the opportunity to revert back to corporal punishment, he would make use of this. The highlights of my interviews with him follow below.

(i) The impact of corporal punishment on Tau's current classroom discipline practices

When asked how the use of corporal punishment impacted on his current behaviour, Tau responded by saying that the torture he and his fellow learners experienced is always on his mind when he sees learners behaving defiantly. In the past, learners were afraid of teachers and the corporal punishment they were able to inflict.

Tau explains:

The torture we were faced with, is always reflected back when I see learners defying authorities. In the past learners were afraid of teachers and corporal punishment.

Tau clearly wishes that he had the power of using physical punishment – he feels that this would induce the required response from the learners. He made it clear that when he was young he was afraid of educators who use corporal punishment.

(ii) Significant incidents experienced by Tau.

During my first interview with this participant, Tau told me that he hated his Mathematics teacher. In a follow-up interview I explored with him the reasons for this. Tau gave the following explanation:

Mathematics is a demanding and very difficult subject. My teacher used to come early in the morning to offer morning lessons. Because I had a younger sister to take to the pre-school every morning I was always late. He did not want to know why I was late and he chased me from his class and punished me. This incident influenced me to discourage my learners to take Mathematics in Grade 12.

This is an indication that Tau's educator was intolerant of his late-coming but did not take the trouble to find out the reasons why Tau was always late for his Mathematics class. The results of this incident were that Tau hated Mathematics, misdirected his anger and consequently discouraged his learners from taking Mathematics in Grade 12.

(iii) Tau's current behaviour in terms of classroom discipline practices

Tau shared his experiences by mentioning his current behaviour in relation to classroom discipline practices. He explained:

Each educator should formulate classroom rules with learners and when a learner contravenes a rule, the educator should ask him or her to read the rule and suggest ways to change the unacceptable behaviour. Educators must not shout learners, they must talk to them and show them their mistakes; together they should work out a plan on how to correct a bad behaviour.

He indicated that as a learner he was not told why he was punished. He feels that this is why it is difficult to cope with the new methods of managing discipline. He is of the opinion that if he begins by telling learners their mistakes, they would think he was condoning their bad behaviour. One can interpret Tau's statements to mean that each educator should ensure that the rules in his/her class are laid in consultation with learners. Together they should come up with a plan to deal with misbehaviour. In a nutshell, Tau was emphasising that if educators and learners work together they will succeed in managing classroom discipline.

(iv) Aspiration for the future.

During my third interview with Tau, when asked about his aspirations for future he replied: "I want to see myself out of the teaching fraternity, perhaps owning a business".

This indicates that Tau is displaying great frustration; he would rather leave the teaching profession completely and take on a very different venture. The cause of this frustration lies in the fact that Tau has ran out of options; he thinks that corporal punishment is the only solution to lack of discipline.

(v) Synopsis of Tau's lived experiences

From the foregoing discussion it is apparent that Tau sees corporal punishment as giving educators power over learners; he views this as a measure to curb learner defiance. The intolerant and impatient behaviour of his own educators (one in particular) led to his anger and frustration and he misdirected his anger and concluded by saying that leaving the profession was the best option open to him.

6.2.2 NKWE'S LIVED EXPERIENCES

He started teaching 19 years ago. He taught at a primary school before coming to secondary school. When he started teaching, corporal punishment was regarded as an effective method of disciplining learners. He also joined other educators in using it. As a learner he was subjected to corporal punishment mainly for defying his educators. To his educators and parents punishment meant discipline. Even at home he was punished but his mother first informed him exactly why she was punishing him.

Although his educators punished him, he admired them because they were doing their work, and the result was that the learners passed their exams well. According to him today's educators do not make themselves very available to the learners; nor do they prepare their lessons with enough care. Many learners even prefer to be disciplined (sent out of the class) rather than being in the classroom for the lessons. Methods used by educators, according to him, are not effective. As a youngster he learnt to be responsible because he was punished by his educators and parents. He mentions that his female educators talked to him. Currently he uses a code of conduct to discipline learners.

(i) The impact of corporal punishment on Nkwe's current classroom discipline practices

In his response to how corporal punishment affected him as a child, Mr Nkwe replied that he has noted that corporal punishment is the last resort in dealing with learner discipline. When he was a learner, educators were harsh and the system at the time allowed educators to punish learners physically. Many learners grew stubborn; others left school because they could not cope with the punishment they received. Today learners are allowed to make choices; if they do not listen they will fail. If they do not do their homework, educators send badly behaved

learners outside – some of them enjoy this and at the end of the year they fail the examinations. As an educator he has learnt that talking to learners is more effective, although it takes time.

(ii) Significant incidents experienced by Nkwe

During the follow-up interview Mr Nkwe emphasised that he has learnt that it is best to talk to learners first, before disciplining them, although there are those who will not listen. It is vital for the learner to know his or her mistakes before receiving a punishment or being disciplined. Currently Mr Nkwe talks to his learners before disciplining them. Learners accept the discipline and promise not to repeat the mistake again. This is what he said in the interview:

I have learnt that it is best to talk to learners first before disciplining them, although others refuse to listen. It is vital for the learner to know his/her mistakes before receiving a punishment or being subjected to disciplinary measures. Currently I also talk to my learners before disciplining them – they usually accept the discipline and promise not to repeat the mistake again.

Mr Nkwe emphasises the importance of talking to learners before disciplining them. By so doing their mistakes are highlighted and the discussions enhance acceptance of guilt and promote correcting and improving classroom discipline practices

(iii) Nkwe's current behaviour in terms of classroom discipline practices

In sharing his current classroom discipline practices, Mr Nkwe mentions that he uses a code of conduct to discipline learners. He explained by saying:

Our school code of conduct clearly indicates that a learner who abuses drugs, who comes late to school, who victimizes other learners, who disrupts the school, should be disciplined, meaning school management and the school governing body will talk to this learner. If he/she continues behaving in this unacceptable manner, he/she will appear in front of a disciplinary committee; if found guilty, he/she will be given a sanction, it can be final warning, detention nor suspension depending on the offence.

From this explanation Nkwe feels that a learner who violates the code of conduct should be disciplined by SGB. He gives all the steps of the code of conduct that can be implemented, depending on the seriousness of the offence. Nkwe is therefore aware of other alternatives to corporal punishment.

(iv) Aspiration for the future

In the final interview held with him, Mr Nkwe said that he wanted to see himself reformed in terms of the way he disciplines learners. In the past discipline and corporal punishment were one and the same. He now knows that pain is not the solution, although he himself was a product of the corporal punishment system. Mr Nkwe wants to reform and move away from the way he has been managing discipline in the past. He has come to appreciate that pain and fear are not the solution, despite the fact that he has experienced corporal punishment. Needless to say Mr Nkwe supports the abolition of corporal punishment by the South African Schools' Act (SASA 1996, 84).

This is how he puts it:

I want to see myself reformed in terms of the way I discipline learners. In the past discipline and corporal punishment was the same. I now know that pain is not the solution, although I am the product of corporal punishment.

(v) Synopsis of Nkwe's lived experiences

It can be deduced from the foregoing discussion, that Mr Nkwe acknowledges that corporal punishment was harsh and led to learners being stubborn. Currently learners have options regarding their school career. Like other participants Mr Nkwe encourages discussing disciplinary problems with learners so that they can be encouraged to acceptance of guilt and a change of behaviour. He also believed that a code of conduct can be helpful in addressing learner misbehaviour.

6.2.3 NARE'S LIVED EXPERIENCES

Nare is a qualified teacher who has 20 years teaching experience. It goes without saying that she is a permanent educator. She joined the teaching fraternity when the use of corporal punishment was rife. She, like many others, made wide use of corporal punishment in the past. As a learner she was punitively punished both at home and at school. At school she was punished for shouting at other learners, defying educators and talking back at educators. However, she now feels that a conducive environment is a prerequisite for proper teaching and learning.

She has learnt that if you are not doing your work, you will feel pain. She indicates that her parents wanted her to become something in life. She saw no difference in the way her parents and her educators disciplined her. Her parents laid down rules which she was supposed to obey and at school there was a code of conduct to observe. Her parents also used to tongue-lash her. She is very receptive to any new methods of disciplining. She indicates in her view corporal punishment made her what she is today. If she was allowed to do so she would gladly go back to using corporal punishment to control poorly-disciplined learners.

Her experience is that excessive control at home creates disciplinary problems at school. When she was a child her parents came to school to instruct educators to punish all the children in the family. This experience has encouraged her to visit learners at their homes to meet the parents and keep them in touch about the learners' school performance. Some parents even demanded that she punitively punish their children, but often these learners would become stubborn and refuse to take punishment. The abolition of corporal punishment came as a blow to her. Currently she allows the learners to make choices – to choose whether they want to learn or not. She makes sure that she is very well prepared for all her lessons because this is a way of making her lessons attractive to her learners.

Since the abolition of corporal punishment she has also started tongue-lashing learners. She was influenced in this by her parents. Tongue-lashing certainly has an impact; most of her learners, she says, start doing their work because they do not want to be embarrassed. The way her parents tongue lashed her has influenced her to use the same strategy when disciplining learners.

(i) The impact of corporal punishment on Nare's current classroom discipline practices

During the first semi-structured interview with Mrs Nare she explained that her parents lashed her and they indicated the wrong things she had done before punishing her. This is what she said:

My parents lashed me. They indicated the wrong things I had done before punishing me. At primary school most educators used a stick to discipline me. At secondary school most male educators use a cane but female teachers used a stick very minimally.

From the discussions with Mrs Nare she used words such as “lash”, “cane” and “stick” quite freely. It became clear that when she was a child she was corporally punished both by her

parents and her educators. She singled out female educators as those who used corporal punishment minimally.

(ii) Significant incidents experienced by Nare.

In outlining any significant incident she had experienced Mrs Nare alluded to the fact that she had learnt at home that if she was to develop as a responsible adult, she should not misbehave. If she disobeyed pain would be inflicted. At primary school this idea was reinforced. At secondary school she learnt that punishment is the only way to make learners read and do their work diligently.

Mrs Nare's responses highlighted the fact that corporal punishment was the order of the day when she began her teaching career. Pain was inflicted on learners at both primary and secondary school. She felt that she had benefited from the corporal punishment she received at home and at school. The punishment she had received at home had matured her but at school she only experienced fear and pain

(iii) Nare's current behaviour in terms of classroom discipline practices

During the interview with Mrs Nare she indicated that currently a Code of Conduct is used to discipline learners. Learners' parents are also called to school if necessary. If they do not react in any way then their children are prohibited from attending lessons. By way of explanation, she said:

A code of conduct is used to discipline learners. Their parents are called to school, if they do not honour the invitation, learners are suspended from classes".

Mrs Nare also emphasises the importance of having a code of conduct and maintains that the involvement of parents is critical in disciplining learners.

(iv) Aspiration for the future

Mrs Nare concluded our interviews by saying that she wanted to see herself implementing new methods of discipline but she reiterated that we should not forget that corporal punishment had been a formative aspect of her childhood and made her generation what they are today, although it was painful. If present policies remain she will abide by the book and discipline learners by using modern approaches to classroom discipline practices – always being aware of new improvements

She explained:

If policies are still the same I think I will discipline learners the way I am disciplining them today, perhaps with some improvements.

Although she acknowledged the painful experiences of corporal punishment she had suffered, she had learnt to be punctual. She also feels that if disciplinary policies were to be reversed, she would continue using improved new methods, in other words internalizing current new ways of classroom discipline practices.

(iv) Synopsis of Nare's lived experiences

In summarising Mrs Nare's evidence, one concludes that the extent of the punishment she received at home and at school were an important influence in her life. She admits this was a painful and fearful experience, but she feels that the punishment she received at home has made her a more mature person. Despite the trauma of corporal punishment, she learnt to become a reliable member of society. Thus, although there were negative consequences there were also positive things that she learnt from both the school and home environment. She would be willing to use a code of conduct or any other innovative way of managing classroom discipline.

6.2.4 PHALA'S LIVED EXPERIENCES

Phala, similar to the other participants, is a permanent educator who has taught for more than ten years. As a qualified educator he has been teaching Grade 12 learners for the past four years. Mr Phala was punished by both his parents and his educators at primary as well as secondary school. To his educators and parents, corporal punishment and discipline, he says, both meant the same thing. When he started teaching he corrected learners' bad behaviour by corporal punishment. He says he believes he is what he is today because of corporal punishment. He was punished for not doing his school work, for being late and for not abiding by the rules. His parents withdrew certain benefits, for example they left him at home when they went into town.

According to Phala sometimes educators themselves cause disciplinary problems, because they do not master their subject matter and this tends to make their lessons boring. As a result

learners begin to skip classes and neglect their work. He makes sure that his learners have plenty of work to keep them busy. He has also noticed that in the past learners were afraid of educators, they respected them, and every learner wanted to become an educator. He puts this down to the use of corporal punishment, because very few learners want to become educators. Learners do not have respect for educators, nor do they fear them. If given a chance again Mr Phala would appreciate being allowed to use corporal punishment to punish poorly disciplined learners.

He argues that at home parents are still using corporal punishment and because educators are also acting on behalf of parents, they too should be allowed to use corporal punishment to reinforce the physical punishment children receive at home. Because of the punishment he received as a child he learnt that for effective teaching and learning to take place, there should be respect. Previously learners were afraid of their educators and respected them. When disciplining learners, he currently makes sure that learners are aware of their mistakes. He also prepares his lessons carefully and finds that no learner wants to miss his classes.

(i) The impact of corporal punishment on Phala's current classroom discipline practices

During the interview with Mr Phala it was noted that he spoke of the word "whip" and that he was corporally punished. He explained:

My educators at primary school and my parents at home both used a whip. At secondary school they also punished me. I was punished there too, but not in the same way as my educators in primary school.

Mr Phala was very negative about the punishment he received at school. According to him it was acceptable to be punished at home by his parents but wrong to be punished by educators at school.

(ii) Significant incidents experienced by Phala.

Sharing some significant incidents that he has experienced, Mr Phala explained that his experience had taught him that for effective teaching and learning to take place, there should be respect between learners and educators. He felt that in the past, when he was at school learners respected their educators, whereas this was no longer the case and this has a negative affect on discipline. In the past educators were responsible and willing to sacrifice their time

for the learners, and educators were apt to punish the learners far more readily. From the foregoing responses and the emphasis on respect, I am tempted to say that Mr Phala appears to feel that respect, sacrifices and being responsible gives educators the justification to restore order in the class through the use of corporal punishment.

(iii) Phala's current behaviour in terms of classroom discipline practices

When Mr Phala was asked to share with me how he is currently dealing with classroom discipline he explained:

Disciplining learners differently will pose a management problem. When disciplining learners we are guided by rules, hence we discipline them the same.

His explanation implies that the use of a code of conduct can help solve classroom discipline. Furthermore, he condemns discrimination when disciplining learners. SASA (1996) has laid down certain measures to manage discipline effectively.

(iv) Aspiration for the future

In concluding our interview, Mr Phala indicated that unless there are changes of policy in the education system, he will continue to comply with SASA regulations. In his own words he said:

It will depend, if there are no changes in our education system, I will use approaches prescribed by the Act.

I saw this as meaning that he also accepts that realistically speaking there will be no return to the use of corporal punishment.

(v) Synopsis of Phala's lived experiences

In my discussions with Mr Phala it became apparent that he felt differently about the corporal punishment he received at home and school. The corporal punishment received from his educators was viewed as negative. He cherished the view that mutual respect between the learner and the educator is critical for effective teaching and learning to take place.

6.2.5 TLOU'S LIVED EXPERIENCES

Tlou is a permanently appointed educator. She has been teaching for the past 18 years. She is an Educational Specialist tasked with the responsibility of assisting educators in the Commerce department. Tlou is also very active in netball at the school.

Ms Tlou was exposed to corporal punishment when she was a learner, and also at home as a child. The corporal punishment she received from her educators has made her fear her educators. At secondary school, female educators chased her outside the classroom for not doing her work; male educators also punished her. When started teaching she used corporal punishment because it was the only effective method of correcting bad behaviour. Although she used corporal punishment when she started teaching, she later changed and now sends poorly-disciplined learners outside for not doing their work. Just like her parents did to her, she usually talks to the learners and admonishes them before disciplining them. Whenever a learner in her class misbehaves, she remembers how she was punished. The scars of the past have made had an effect on her; she no longer wants to use corporal punishment, and opts instead to send learners outside if they misbehave.

Ms Tlou was punished for disobeying rules, defying educators, fighting with other learners and dodging classes. She believes that learners in the past were not given a chance to explain why they were behaving in an unbecoming manner. She has therefore made it her business to talk to the learners first and explain to them why she is disciplining them. She went on to say that it was impossible to change bad behaviour without entering into a discussion and involving the learners.

(i) The impact of corporal punishment on Tlou's current classroom discipline practices

Ms Tlou explained during the first interview:

When I was a learner I was severely punished by my educators. I would really like to implement new approaches to discipline because the punishment I received from my educators when I was at school still torments me when I feel I must discipline my learners.

From her responses it is noted that she regrets the manner in which she was punished. She is saying that the punishment she received at school is still haunting her. So much so that she is

prepared to accept and experiment with new methods of disciplining learners. She wants to make learners realise that to feel pain is not an option.

(ii) Significant incidents experienced by Tlou

In the interview with Ms Tlou she explained that experience had taught her that mutual respect is very necessary in the classroom:

My experience has taught me that for effective teaching and learning to take place, there should be respect between a learner and the educator. In my youth I was sometimes punished for mistakes I did not even make, and even now I still hate the educator who punished me unjustly.

The above discussion simply meant that a healthy relationship is a condition for effective teaching and learning. She was not happy that she had been punished unjustly and this had affected her negatively.

(iii) Tlou's current behaviour in terms of classroom discipline practices

During a follow-up interview, Ms Tlou responded by saying that she does not believe there will ever be a time when it can be said that all aspects on discipline have been covered.

She said:

Although the department has introduced new ways of managing discipline, we are still clinging to the past. Unless we are all taken on board and told how to implement new approaches, we will always prefer corporal punishment. Today's learners are very difficult to handle.

Ms Tlou blames the education authorities for poor management of classroom discipline. She also feels that classroom discipline is a wide problem and will continue to be a debatable issue.

(iv) Aspiration for the future

In concluding the interviews with Ms Tlou she added:

Things change every now and then. If we still have the same basic education system, where corporal punishment is prohibited, I will use modern approaches.

Like four of the other participants she is willing to accept change and implement the new approaches to discipline, but she will never forget what happened to her in her past.

(v) Synopsis of Tlou's lived experiences

Although haunted by her past experiences, Ms Tlou is eager to use modern approaches to discipline. To her too, mutual respect is necessary to assure learners of the educators' support, thus enhancing trust and a sound learner-educator relationship. The fact that educators are still clinging to the past is an indication of their resistance to change. As far as she is concerned, there is no turning back to the use of corporal punishment.

6.2.6 THOLO'S LIVED EXPERIENCES

Tholo started teaching in 1993 (in the same school where she now teaches) a year before South Africa became a democracy. He only used corporal punishment for two years; thereafter he had to exercise discipline over learners in accordance with SASA (1996).

As a child he was punished punitively at home and at school. He hated the manner in which he was humiliated by his mother, sister and primary school educators. At home his mother called him *sekobo*, meaning ugly; his sisters called him *ditsebe*, meaning ears, and primary school his female teacher called him *mosesane*, meaning thin. All these names influenced him when he started teaching. He learnt from this experience that nicknaming and labelling humiliates learners, and has therefore always avoided calling learners by such names.

At secondary school Mr Tholo was also punished, but he always remembered his primary school educator who called him *mosesane*. He was not happy at secondary school because he was not given a chance to lodge his concerns or explain before receiving punishment. His father whipped him and so did his secondary school educators.

Mr Tholo indicated that he will never forget his secondary school principal, who slapped him for walking on the school veranda – and this when he was unaware that it was a not allowed. Even today when he speaks of this principal, he remembers the pain and wishes that he could resolve the matter and receive an apology. He swears that he will not so much as slap learners even if he is angry. He hates any educator who calls the learners names like “stupid”, or “lazy”. He is currently discouraging learners not to sing in the choir because he was also

punished during choir practice for something that he was not guilty of. He encourages learners to indicate their preferences on a sporting code of their choice at the beginning of the year. It is very rare that he disciplines learners. He prefers to talk to the culprits himself but in serious cases he sometimes refers them to the principal.

(i) The impact of corporal punishment on Tholo's current classroom discipline practices

The impact of his corporal punishment as a child on Tholo's current classroom discipline practices was revealed as follows:

I would like to share with you my experience of being slapped for walking on the veranda by my secondary school principal. I was new at the school and no one told me that we were not allowed to walk on the veranda. I did not see him coming. I only saw myself kneeling down, I thought I was fainting. This incident always brings bad past memories of my secondary school years. The first thing that comes into my mind is this principal. Even now when my learners make me angry, I start to wonder if I can do the same. The fear of this principal haunted me for the rest of my school years.

From what Mr Tholo said, the fear of the unjust treatment and humiliation he suffered at the hands of his principal has never been forgotten and it plagued him for the rest of his school years. Even now he is aware of it to the extent that he does not want to see anything similar happening to his learners. Mr Tholo clearly objects to the indiscriminate use of corporal punishment he received in the hands of his former secondary school principal. He particularly objects that no warnings were issued before the corporal punishment was meted out. The message to be derived from his statement is that learners should be kept informed of all new school regulations and procedures. .

(ii) Significant incidents experienced by Tholo

In the second interview Mr Tholo exposed the following significant incident from his school days:

There was a female educator who called me *Mosesane* because I was very thin. The teacher reminded me of my mother and my sisters who called me names. I hated this educator. Because of this I never call the learners by nicknames. My father whipped me just as my educators did at secondary school.

From what Mr Tholo has said labelling causes humiliation and is degrading of one's self image. He hates any educators who call learners by peculiar or insulting names.

(iii) Tholo's current behaviour in terms of classroom discipline practices

In a follow-up interview Mr Tholo explained:

The punishment I was given by the principal makes me hate music. I do not encourage learners to sing, and I influence them to participate either in soccer or netball. I realise that the principal did not even consider my interest. As an educator now, I discuss the available choices with my learners first before allowing them to choose the sporting code of their interest.

From the foregoing discussions it is noted that Mr Tholo has certainly been influenced by what happened to him when he was a learner. As an educator now, he discusses matters with his learners first before they choose what they are interested in doing in the line of sports and other extra-curricular activity. He also feels that educators should not decide on behalf of learners – they should be given opportunity to make their own choices.

(iv) Aspiration for the future

During the third interview Mr Tholo saw his future in relation to classroom discipline practices by saying:

I want to see myself managing discipline effectively. I would not like to revert back to the use of corporal punishment.

This statement above appears to imply that he has learnt that corporal punishment is not the solution to current classroom discipline practices – and that trying other methods will be the best option.

(v) Synopsis of Tholo's lived experiences

Mr Tholo is categorically against the indiscriminate use of corporal punishment by educators, especially if no warning is given to learners. He expresses concern about the domination by educators – where they take matters into their own hands and decide on the future of the learners without involving them. Another serious concern was calling learners by unacceptable names. Tholo felt this had a negative impact on teaching and learning and hampers a sound educator-learner relationship. Like other participants he is of the opinion that there should not be any talk of reverting to the use of corporal punishment.

6.2.7 TSHUKUDU'S LIVED EXPERIENCES

Tshukudu is a permanently appointed educator with a three-year qualification. Her interviews indicated that she too had been corporally punished when she was a child at home, at primary and at secondary school. At home she was warned first and at school her educators used a cane without any warning. When she started teaching in 1989, corporal punishment was the major disciplinary method, so she had no option but to use it.

Ms Tshukudu is convinced that she is what she is today because of corporal punishment. Due to the use of corporal punishment at home, she learnt to respect her parents and accept their decisions about acceptable behaviour. At school she learnt to fear her educators who were very strict. When she was a learner, it was very rare to find learners talking back to educators. If they did, they were taken to the principal's office and punished. Today, in contrast, learners do as they wish. After the abolition of corporal punishment she adopted her parents' style – that of warning learners before disciplining them. She punishes poorly-disciplined learners by giving them more work after school, especially if they come to school late. She also uses a code of conduct to discipline learners. According to her, a disciplined educator seldom has disciplinary problems in the classroom. If she/he is late for her/his classes, learners also tend to be late. She likes to set an example and feels that this makes learners easier to control.

She explains that she will not forget her secondary school principal who used to stand on the veranda watching learners as they arrived in the morning. All learners would start running as if someone had ordered them to run. When he approached the gate, every learner made sure that he/she was inside the yard to avoid punishment from the principal. When corporal punishment was abolished, she adopted her principal's style. If she went to class and found learners making noise, she would stand at the door and look sternly at those making the noise. Without saying a word, the culprits will then keep quiet. She then asks the monitors to make a list of the offenders. After school those learners are told to remain behind. The manner in which she was disciplined by her principal has influenced her to manage discipline differently.

(i) The impact of corporal punishment on Tshukudu's current classroom discipline practices

During her interview Ms Tshukudu explained that it is difficult to say which disciplinary method is the most effective, but because things normally change for the good, she feels that the new approaches are the best ones to follow. She explains the above by saying:

The past is gone but the past shapes the future and the past influences the future. We were punished and tortured but we did not learn to be responsible.

From the above evidence I conclude that Tshukudu feels that one will not necessarily become responsible simply because one has been disciplined by the use of corporal punishment. Ms Tshukudu acknowledges the past, and believes that she is what she is today because of what happened in the past.

(ii) Significant incidents experienced by Tshukudu

Ms Tshukudu outlined some incidents that she feels were significant:

At home I was warned first for the wrong things I had done. My parents told us rules such as we should not come home late, we must not fight, and we should always wash dishes before doing our homework. Failure to obey these rules meant punishment. At school a cane was used to punish us and we were not told why we were given a particular punishment.

From the above it would seem that Ms Tshukudu appreciates the punishment she received at home, and obeyed the house rules. But she feels that the punishment she received at school was negative. One could further say that she learnt from the punishment she received at home, and would approve of making class rules that should be obeyed if discipline is to be avoided.

(iii) Tshukudu's current behaviour in terms of classroom discipline practices

During the second interview Ms Tshukudu explained:

We are guided by the code of conduct. All learners are disciplined in the same manner. Looking at the nature of the misbehaviour, privacy will be awarded to the affected learner.

It is apparent from the foregoing statements that the participant was concerned about the matter of uniformity in disciplining learners, and this can only be achieved by using a code of

conduct. She is also aware of allowing a learner some privacy when the offence is discussed with the educator. She accepts that multiple methods will be helpful in maintaining classroom discipline.

(iv) Aspiration for the future

In the third interview, where I wanted to know about her future, Ms Tshukudu was quick to explain that she thinks there will be no turning back to corporal punishment. If the law still dictates that no learner should be punitively punished then there will, she hopes, be new improved ways to discipline learners.

(v) Synopsis of Tshukudu's lived experiences

Although Ms Tshukudu was punished and tortured by what she went through, she claims not to have learnt to be responsible in the process. She compares the punishment by her parents and that by her educators. According to her, punishment meted out by her parents was because she failed to obey the rules laid down by her parents. She recommended the use of code of conduct to promote uniformity. Punishment for a misdemeanour should be in accordance with its severity. Like four of the other participants she does not wish to go back to the use of corporal punishment.

6.2.8 KWENA'S LIVED EXPERIENCES

Kwena began his teaching career at a secondary school. He is a qualified educator with REQV 15. According to him a conducive environment, one where learners and educators are self-disciplined, is important. He also maintains that educators too (not only learners) should be self-disciplined.

As a learner and a child he experienced discipline that instilled fear. To his parents and educators, disciplining meant punitively punishing. Mr Kwena claims that at school he was whipped and at home he was also lashed, but his father first took the time to talk to him before he was punished.

When Kwena began teaching in 1989, he also used corporal punishment, but minimally. He says that he will never forget that as a learner his choirmaster punished him for an offence of which he was innocent. Even today he still has those emotional scars. His educator was convinced that he was making noise but this was not so. Currently, because of this, he is not encouraging learners to sing in the choir. When he thinks of the day he was punished, he wishes that educator could come and apologize to him. His grievance lies in the fact that he was not given a chance to give his side of the story when the presumed offence was discussed in the presence of his mother.

As an educator he currently he uses modern methods of punishing both disciplined and poorly-disciplined learners. He hopes to imprint on the children's minds only good things so that they can remember him by. Mr Kwena learnt not to make any negative impression on learners because these tend to leave scars in their minds for the rest of their lives.

As a youngster his father warned him for not doing his work so he apologised and promised not to repeat the mistake. Currently, Mr Kwena has adopted his father's style but has gone further by allowing learners to declare in writing that they will never repeat their mistakes again. He also talks to offenders, issues warnings and gives detention when disciplining learners.

(i) The impact of corporal punishment on Kwena's current classroom discipline practices

Like all other participants Mr Kwena was asked to respond on how corporal punishment has affected his current classroom discipline practices. To this he replied:

I would like to disagree with those educators who want corporal punishment back. It is time that educators become self-disciplined. If an educator is not preparing lessons well, learners will challenge them in class and they will feel embarrassed. We know we cannot forget that as educators we were previously humiliated by the system. Our parents used to instruct our educators to punitively punish us for the offences we did at home. We must accept change although what happened in the past will always haunt us.

It is apparent from these statements that Mr Kwena discourages the use of corporal punishment and stresses that self-discipline must be shown by both learners and educators. He mentions that when educators prepare their lessons well, disciplinary problems will be minimised, learners will be challenged and they will actively participate in the classroom.

The fact that parents are instructing educators to punish learners makes it clear that these parents are unable to control their children, and the noble idea of working collaboratively as stakeholders in education is defeated. He feels that current educators are apt to think that learners are challenging the authorities but that this is often untrue. Discipline to him mean team work – parents, educators and learners should all be equally responsible for classroom discipline.

(ii) Significant incidents experienced by Kwena

During the second interview, Mr. Kwena in his response to questions posed to him stated that

As a learner I will never forget my choir master, he punished me for something I had not done. Even now, I still have an emotional scar from that incident. The educator was convinced that I was making noise. As a result, currently I do not encourage learners to join the school choir.

Mr Kwena thus confirmed that he was influenced by his choirmaster and now discourages learners not to participate in music. This shows too that there are no rules laying down acceptable and unacceptable behaviour of the choristers during choir practice. Although Kwena claimed that he was not making noise, there was apparently no rule in force that prohibited noise-making during choir practice. He claims that the emotional scar of this incident has led to his negative attitude towards singing as an extra curricular activity.

(iii) Kwena's current behaviour in terms of classroom discipline practices

Kwena's responses regarding his current classroom discipline practices are as follows:

At home we are five boys and two girls, my father had herd of cattle. As an elder son, it was my responsibility to make sure that we had milk the cows before going to school. One Monday I had a morning class. I woke up late and I requested my brother to milk the cows. Unfortunately my brother did not do what I had asked. He simply went to school and so there was no milk. During break we went home as usual and there was no milk, so we could not eat. My father wanted me to explain why there was no milk. I failed to give him the answer. My father then warned me that if he gave me work to do I should not delegate the tasks assigned to me. He also said that if I was unable to do the task I should inform him. He told me to apologise for what I had done and I did so and promised not to repeat the mistake. As an educator I adopted my father's style. When a learner misbehaves, I call him/her, show him/her the mistake, warn him/her and ask him/her to apologise and make a commitment not to repeat the mistake again.

From the evidence above I noted that Mr Kwena focuses on the value of explaining and discussing the nature of the learners' misbehaviour. This procedure should be followed because the process affords the learner the opportunity to apologize for the mistake and commit himself/herself not to repeat the same mistake again. The consultative process is important to reveal any tension that might prevail between and educator and the learner who misbehaved.

(iv) Aspiration for the future

During the final stage of the interview Mr Kwena's responses revealed that despite the negative and positive experiences of his past experiences, he is willing to proceed with life and his career in a spirit of adapting to change. He therefore said:

I do not want to go back to corporal punishment if the law still dictates that no learner should be punitively punished, I will use the code of conduct.

(v) Synopsis of Kwena's lived experiences

Mr Kwena appreciated the manner in which his father talked to him. He was also willing to apologize. The incident influenced him and this resulted in using a similar approach with his learners. According to Mr Kwena education is cooperative process, in order to have an effective classroom discipline practice, learners must be consulted. Mr Kwena sees the code of conduct as a way of replacing harsh corporal punishment. He says that he will never revert back to the use of corporal punishment even if he is allowed to do so.

6.2.9 PHUTI'S LIVED EXPERIENCES

Phuti, similar to the other participants, is an experienced teacher. She has been teaching for more than 6 years. She began teaching at a secondary school in 1993, three years before the abolition of corporal punishment. As a child she was punished by her primary educators as well as her parents. Currently she still thinks of her grade 2 educator who punished her with a ruler. One of her fingers is deformed because of this punishment, and because of this, when she started teaching she believed that an educator should not strike out in anger at a learner. She believes that learners should be self-disciplined. She always talks to learners and challenges them about important behavioural and moral issues.

According to Ms Phuti, discipline should come naturally. People should discipline themselves. She said that discipline has to do with putting order to a disorderly situation.

(i) The impact of corporal punishment on Phuti's current classroom discipline practices

When asked to comment about the use of corporal punishment and its impact on current classroom discipline practices, Ms Phuti explained:

I felt bad about the punishment I got from my primary educator. My finger is deformed, and when I look at my finger I swear to God that I will never punished learners who misbehaved or make them feel pain, especially when you are angry.

From what Ms Phuti says here, she has learnt that disciplining learners requires one to be sober minded. Learners will trust you if you tell them their mistakes, with experience she will make sure that she is not imprinting bad memories in children's minds.

(ii) Significant incidents experienced by Phuti.

During the follow-up interview Ms Phuti, mentioned of her learners:

I want to develop trust before disciplining them. Currently when I look at my finger I picture a bad memory of my educator.

From Ms Phuti's experiences, it is evident that she will always have the disturbing memory of the unfortunate incident at the hands of her primary educator. Ms Phuti will always be reminded of the punishment she received at school. Moreover she is resentful than no one even apologised for causing her disability. She also sees anger as a contributory factor in the cruel incident. She points out that a negative experience such as this could well undermine the sound relationship between educator and learner – a relationship which is critical to teaching and learning.

(iii) Phuti's current behaviour in terms of classroom discipline practices

During the second interview Ms Phuti explained that she uses different approaches to manage her classroom discipline:

My approach differs. It will depend upon the situation I found myself in. If an older child misbehaves in front of the class, I go out and discontinue teaching. I know the class will deal with the offender.

From her evidence it is clear that Ms Phuti encourages the class to become part of the disciplinary process and in so doing teach other learners to become responsible. Her approach in this regard was different from those mentioned by other participants.

(iv) Aspiration for the future

In the last interview, the participant Phuti explained:

I see myself as able to inculcate self-discipline in learners, although it takes time I hope to achieve this.

This indicates that Ms Phuti is confident that she will not have a problem in disciplining learners, especially with her background of a negative experience – the incident that left her with a deformed finger. This memory lives with her and has influenced her decision not to inflict pain, but rather inculcate self-discipline.

(v) Synopsis of Phuti's lived experiences

The discussions with Ms Phuti revealed that anger is not necessary to maintain classroom discipline. Indeed, it may well lead to learners being injured. She also emphasised the importance of trust between the learner and the educator. This trust can be built up when an educator almost sees the learners as his/her own children. Discipline should never be vindictive and acrimonious. Ms Phuti alluded to the fact that the application of discipline is primarily determined by the situation that caused the problem, and that the solution is derived from the circumstances surrounding it. One particular method of managing classroom discipline, as practiced by Ms Phuti, is making a discipline programme a classroom project.

6.3. ANALYSIS AND INTERPRETATION OF PARTICIPANTS' CLASSROOM DISCIPLINE PRACTICES AND EXPERIENCES

In this section I will analyse the data gathered and presented in the previous section with the aim of determining whether the lived experiences of educators did, in some shape or form, influence their perceptions, approaches to and strategies adopted for coping with classroom discipline.

6.3.1 The impact of corporal punishment on participants' current classroom discipline practices

A common thread that runs through this study is that participants have all been exposed to corporal punishment in their homes and schools as learners. The question that I will now address is whether this experience has in any way changed their own perceptions about corporal punishment. Discipline includes the rules that are set for behaviour as well as the punishment meted out if these rules are broken. The smacking of children has been encouraged and condoned during the time when participants were learners. The findings of the study suggest that an educator who has become accustomed to powerful and traumatic punishment finds it difficult to control learners with diplomatic reasoning or appeal to logic (Yeats 1990, 49). However, participants in the study are aware of modern ways of dealing with classroom problems. In the past corporal punishment had its role in maintaining discipline in the class. Currently, it is important that participants to put more emphasis on reinforcing positive behaviour and ignoring bad behaviour. They must draw the attention of the misbehaving learner to that of a learner who is behaving appropriately. (Mwamwenda 2004, 279).

The current culture of defiance of authority by learners reminded participants of the punishment they were faced with as learners. The negative experience of being abused often does not result in refraining from child abuse as adults. Typically such children who are abused, neglected by their family or traumatised by their circumstances, are at risk of underachieving academically, have poor school attendance and may drop out of school more frequently (Garson 2003, 2). Parents of participants did not adhere to the call of the school when called to address disciplinary problems. Currently participants as educators are also experiencing the same challenge. This trend was confirmed in this study. Parents who avoid working with the school do so because they feel they will be “put down” (Hunter 1990, 112).

In chapter 4 cultural practices of learners in sample schools were mentioned, it was therefore assumed that these cultural practices affected classroom discipline practices. Educators should therefore make value judgements as what is good or bad behaviour because of their training and background. Participants in the study emphasised on blaming the past. Living in a new democratic climate, participants should strive towards using techniques that are directed towards definite desired changes (Bany & Johnson 1965, 24

Five participants who were subjected to beating and corporal punishment as children wished that they could have the power to avenge themselves by using corporal punishment. They felt that inflicting pain would induce the required response from learners – acceptable behaviour. All participants mentioned that corporal punishment was used both at home and at school when they were young. They highlighted that the education system of their time encouraged corporal punishment which was harshly meted out; they observed that this tended to make learners stubborn but also helped to restore order. Although the memories of the pain and humiliation conjured up negative emotions, they have taken some positive lessons from the experience and still believe that the aim of the punishment (restoring order and maintaining control over learners) justifies the method. Two of the participants specifically stated that they would welcome a return to using corporal punishment if this was permitted again at some time in the future. One respondent declared that if he was not allowed to use corporal punishment again he would seriously consider leaving the teaching profession. This raises the question whether he is perhaps still meting out corporal punishment.

In some of the narratives participants' experiences with corporal punishment clearly reveal associated elements of sadness, pain, vulnerability and fear. These elements may be indicative of at least some degree of trauma being linked to corporal punishment. In cases where participants did experience these emotions they sought help (counselling) from their friends or parents. It is interesting therefore that despite this, a number of the participants were still in favour of the use of corporal punishment.

The nine participants mentioned that currently learners are given an opportunity to choose the form of sanctions that they would prefer in cases where they are misbehaving. To some of the participants, this implies that the learners are given responsibility for deciding about their future, but often they misuse the opportunity and misbehave. According to four participants, female educators in the past used corporal punishment less often than their male counterparts, but that did not alter their belief about the value of corporal punishment.

Four of the participants held a different opinion on the value of corporal punishment. They expressed strong negative connotations to the corporal punishment they had received at school. To them it was acceptable for parents to punish their own children at home, but they did not think this should be permitted at school. The manner in which they were punitively

punished made them change their views on whether there was anything to recommend using corporal punishment. Their memories of the humiliation and pain that they suffered converted them to the use of alternative forms of discipline and they have indicated that they would like to use modern ways of managing classroom discipline, including the use of the code of conduct. They have no wish to revert back to the use of corporal punishment. It thus appears that being subjected to corporal punishment as a child does not automatically mean that the same people, as adult educators, would choose to use it. What seems to be of greater importance is the range of strategies modelled to educators when they were young. If children are exposed to a range of disciplinary strategies it affords them the opportunity to reflect on the alternatives and choose what they feel aligns best with their own values and convictions.

All the participants indicated that as learners they were given no warning at school before the corporal punishment was meted out, whereas at home their parents did discuss the misdemeanours and warn them about behaving badly. But at school the rules according to which they had to live were compiled by those in authority and seldom discussed. One participant mentioned that at school, especially in secondary school, no one explained the school procedures and rules, and hence he became the victim of being punished for merely walking on the veranda.

This line of reasoning is in direct opposition to the ideas discussed in Chapter 2 (Theories of Discipline) on the behaviourist approach to discipline. It seems to be more aligned to the cognitive school of thinking – thereby indicating the value of discussing rules and discipline with learners.

Reflecting on their lived experiences, two participants said that even though they were subjected to harsh disciplinary methods as learners, it inculcated a sense of being self-disciplined and promoted responsibility for one's own actions. It could be inferred from this line of reasoning that educators may justify harsh disciplinary methods as serving a higher order goal, namely that of teaching learners self-discipline.

From the narratives it has also emerged that some parents who cannot control their children at times referred their children to educators for punishment, thus shifting their responsibility to educators. Because corporal punishment has been abolished in schools, educators find themselves in a predicament. This appears to be an indication that parents are under the

misapprehension that the school is a centre where pain can be inflicted on a learner in order to change her/his unacceptable behaviour.

6.3.2 Significant incidents in participants' past

All of the participants cited important events in their lives that were associated with some form of physical punishment. The legacy of these experiences and how they gave meaning to this differs from person to person. It was clear from one participant that his educator was intolerant of late-coming and punished him without trying to establish the reason for this behaviour. Instead of condemning the punishment he has projected his frustration and anger towards the subject and thus discourages learners to take Mathematics in grade 12. Another participant's finger was deformed as a result of being beaten with a ruler and she has taken the decision not to use any physical punishment on her learners, but rather to discuss the misbehaviour with them. It was noted from the responses made by six of the participants that talking to learners enhanced acceptance of guilt and promoted improved learner behaviour. Three participants indicated that they benefited more from the physical punishment received at home than at school. For them the goal of achieving a well-behaved class through the use of corporal punishment justifies the method. Some of the participants even justified deeds of labelling, belittling and humiliation as serving the greater cause.

What emerged vividly is the fact that significant events in the past did have an influence on how teachers think about discipline (for example associating it with fear and pain) and how they are dealing with discipline in class.

This can be summarised as follows:

Table 7: **Significant incidents in participants' past**

INCIDENTS OF THE PAST

*My mother tongue-lashed me as a child
I was beaten and lashed*

*I was warned before I was punished
My father talked to me and showed me how
to behave*

CURRENT PRACTICES

*I tongue-lashed my learners
I want to see myself managing discipline effectively. I would not like to revert
back to the use of corporal punishment. I prefer talking to learners;
sometimes I refer them to the principal
I hope to use talking through warning
I discipline learners by talking to them and show them the important values
in life*

6.3.3 CURRENT BEHAVIOUR IN TERMS OF CLASSROOM DISCIPLINE PRACTICES

(a) Negative reflections

Negative reflections of participants' experiences were revealed by the use of these words and statements:

"I also think that the **torture** we were faced with is reflected back when I see learners **defying** authorities. In the past learners were **afraid** of teachers and corporal punishment."

"He **slapped** me for something I was not guilty of."

"My fingers **were red**. After school I went home **crying**."

"**Pain** forced learners to do their work."

"Corporal punishment is different because learners are made to **feel pain** as a way of keeping order enforced the culture of commitment by the stick."

"I **used a stick** to try to change a **bad** behaviour."

"When teachers **used a lash** they thought that they were disciplining me."

"From teachers, I learnt that I will **feel pain** if I do not do my work."

"At home my parents used a **lash** to discipline me. At primary school my teachers also used a **stick** to call me to order."

"Corporal punishment is different because learners are made to **feel pain** as a way of keeping order enforced the culture of commitment by the stick."

My mother called me **sekobo** (ugly), my sister called me **ditsebe** (ears), my educator called me **Mosesane** (thin).

The punishment they received as learners left emotional scars on the participants and shaped their current behaviour and attitude towards discipline. Participants perceived that currently learners are uncontrollable. While they feel that corporal punishment forced them to live in fear and thus observe all authority to avoid punishment, this did not heal the hurt they felt and anger they developed. If the current educators were allowed to use corporal punishment, this would only bring an image of order, while hatred, fear, pain, anger and all manner of negative feelings will develop, which would culminate in more violence. Corporal punishment is therefore an ineffective shortcut to the inculcation of long-term self-discipline. One participant was influenced by his principals who stood in front of the school to watch learners

as they rushed to classes. The sight of the principal was a symbol of torture and pain. With fear dominating their lives learners will never be able to express themselves freely and cultivate creativity.

(b) Positive reflections

From what the nine participants said in their interviews I was able to identify the following statements, as positive reflections on classroom discipline:

“Discipline maintains order.”

“I am what I am because of corporal punishment.”

“Corporal punishment made learners responsible.”

“Educators’ control tactics were reflective of the times.”

“Discipline meant creating an environment conducive for teaching and learning.”

“Educators were respected people.”

“Educators in the past were responsible and willing to sacrifice their time for learners, therefore it was very easy to punish learners.”

“Educators in the past continuously analysed their teaching methods, although they were punishing us they were doing their work and teachers were always accessible.”

“I will use corporal punishment because parents at home are still punishing their children.”

“We have lost their respect; using corporal punishment will bring back our respect.”

“The effectiveness of corporal punishment is seen in the fact that learners are afraid of you.”

“Today learners are allowed to make choices, if they do not listen, they will fail.”

“My parents set rules to be obeyed. If we failed to obey them we were punished.”

My interpretation of the statements above is that educators currently cannot maintain order in their classroom. They feel that they need a stick or lash to help to create an orderly teaching and learning environment. The participants appear to view discipline as a way of maintaining order, and say that this is a prerequisite for effective teaching and learning. This is also confirmed by Oosthuizen *et al.* (1994, 59) who write: “Discipline protects the pupil”. In an orderly environment, discipline protects a pupil against the unruly and undisciplined behaviour of his fellow pupils. Van der Westhuizen (1994, 223) says that if one has to act in a disciplinary way, it can be negative or positive. Negative discipline entails punishment while

positive discipline aims at influencing the person to behave differently. It is clear that the nine participants in my study are aware of their failure to create order in their classrooms. I interpret this as calling for help.

According to SASA, to achieve good discipline every school should have written code of conduct (SASA 1996, 60), participants mentioned that when using a code of conduct RCLs (for learners), SMT (for management), SGB (for both parents and educators) should be involved but in their schools this was not available. I regard this as positive because they know what to do and they know that a code of conduct can create a well organised and good school. One participant mentioned that he condemns the discrimination between learners when disciplining learners. The use of a code of conduct will remove the danger of discriminatory punishment.

The notion of spare the rod and spoil the child comes to mind when interpreting the findings of my research – particularly so when certain participants claimed to have achieved success today because they were punished corporally as children. To them it is best for learners to feel pain by using the stick because they will benefit, they will become something in life. From what the participants said I noted that there was a comparison made between current educators and the previous generation of educators. According to these participants corporal punishment was justified in the past because educators were doing their work; learners did not want to miss classes; they came early to school. They compare this to the current situation where learners dodge classes and educators fail to call them to order. One is also tempted to say that with the punishment they received at home, learners were moulded and taught to be responsible. Oosthuizen *et al.* also confirmed this by seeing discipline as a scripturally based principle (1994, 59). They feel that the scripture sanctions the right of an educator to mould the child, thereby placing him on the right path (Bayliss 1991, 8)

It is evident from the positive reflections mentioned above, that educators are paternal/maternal figures. They should always be accessible and sacrifice their time for learners, because they should have the interest of learners at heart. One positive reflection noted from one of the participants (in the light of the fact that corporal punishment cannot be used) is that of making classroom discipline a classroom project by allowing learners to censure offenders. Learners must be taught to be responsible to get the most out of their education. They must always be given the opportunity to explain why they behave the way they do. This is

confirmed by Wolk (2002), when he says bad behaviour can be prevented by establishing a shared value system in the classroom that encourages students to monitor their own behaviour. The point I also want to make in relation to positive reflections is the link between the home and the school, and the contrast thereof. At home participants mentioned that parents set rules, if one disobeyed these rules he/she was to be punished. Informal education in the home cannot be translated into formal education at school, because in the three sample schools there was no code of conduct or school rules. These schools were unaware that a clearly drafted set of school rules serves as a reciprocal code of conduct between pupils themselves and pupils and teachers (Oosthuizen *et al.* 1994, 27). The participants in this study are currently warning learners not to misbehave. They are being made aware of what is expected of them and what actions will be taken against them if they are disobedient. Participants know that corporal punishment is a thing of the past but some have regrets that it cannot be used again.

From what participants said it is clear that both negative and positive incidents have contributed to the manner in which learners are being disciplined. When I analysed participants' experiences there was an indication that although they were punished as children, there were positive reflections that affected the manner in which they are managing classroom discipline currently.

6.3.4 Aspiration for the future

In this study participants' lived experiences informed the importance of classroom discipline practices. It appears that some had no hope that they will ever manage discipline effectively without corporal punishment. One participant even indicated that if he is not allowed to use corporal punishment in the near future, he would rather leave the teaching profession. He saw himself failing in future. As was mentioned in chapter 4, I am frequently called in to intervene in the three sample schools, especially on issues of classroom discipline. At times, parents complained that the SMT has not been assertive enough in dealing with learner discipline. Unfortunately it is true to say that several participants were not eager to develop an environment that is caring, pleasant, relaxed, friendly, yet orderly and productive. They still believe in making learners feel pain and be in fear of their educators.

Participants recognised that the current classroom discipline practices offer great challenges. It was noted that participants wanted to move away from the punishment to an approach

which is clearly focused on building and sustaining a positive relationship in our school community. Because the only means that they know of controlling learners (i.e. corporal punishment) has been taken away, they have lost all hope of maintaining classroom discipline. It was also mentioned by two participants that although their educators punished them, they behaved responsibly, did their work and helped the learners pass. In other words these educators subscribe to the statement:

“Be responsible for yourself and allow kids to take responsibility for themselves” (<http://www.ascd.org/readingroom/books/curwin99book.html>). Current educators seem discouraged to go to class, they are never on time for their periods. This makes their future regarding classroom discipline bound to fail, despite all the efforts by the Department of Education to provide alternatives to corporal punishment. It is not that the alternatives offered by the department are without merit – it is probably more a case that these suggestions are new and untested and the educators are hesitant to use them.

Seven participants (although not in the same words or statements) wished to improve on the old way of disciplining learners and use alternative methods. They did mention that talking to the learners might be the best method of disciplining them. These participants were influenced by their parents and female educators to use talking as a disciplinary measure, but in my observation of the participants they were not very successful in implementing this strategy and their classes were often unruly. Two participants were willing to inculcate self-discipline in learners, and saw the necessity of educators also being dedicated to self-discipline. Self-discipline does not come easily, but is only achieved through concerted efforts. Participants, however, found themselves in somewhat of an unwieldy situation. Many of the learners currently in the secondary schools were in primary school at a time when corporal punishment was still practised. These learners have not been exposed to situations where educators discuss learners’ misbehaviour with them and may regard it as a sign of educator weakness. Participants realise that they cannot turn back the clock, but they are experiencing severe difficulty in dealing with current disciplinary problems through the avenue of discussion of problems with learners. The only option open to them is to implement current policies or leave the profession. Participants saw their situation as totally disempowering.

The feeling of disempowerment does not deter participants from trying to use other strategies. The following two statements summarize their attitude:

This experience left a mark in my life and I realised that sometimes educators can punish you for a mistake you did not do. Currently before I discipline a learner, I make sure that I communicate to them the mistake they did and then together agree on the form of discipline.

My finger is deformed because of the punishment I got from my primary school educator. The punishment made me to develop new ways of disciplining learners rather than relying on old methods. I discipline learners by talking to them and show them the important values in life.

6.4 CONCLUSION

From the data presented there are many points that reflect the educators' awareness of approaches to achieve good and positive discipline. In analysing and interpreting participants' lived experiences elements that are associated with ineffective disciplinary practices also emerged:

- Vague or unenforceable rules; sometimes no rules at school. The importance of a set of clear rules became very obvious to me when I was observing at the schools.
- Inconsistent educator responses to misbehaviour; when educators are inconsistent in their enforcement of rules, classroom discipline is generally poor (see also Gottfredson 1989).
- Punishment which is excessive or meted out without support. Docking 1982; Doyle 1989; Maurer and Wallerstein 1984 have found that the results of corporal punishment are unpredictable, even when it is successful at inhibiting inappropriate behaviour, corporal punishment still does not foster appropriate behaviour.
- There was lack of commitment on the part of educators to establish and maintain appropriate learner behaviour as an essential precondition of teaching and learning.
- Lack of warm school climate characterised by concern for learners as individuals. This was lacking in the three sample schools. Educators did not support learners in their academic and extracurricular activities.
- Educators referred problematic learners to principal instead of principals mainly dealing with serious infractions. This confirms that educators failed to handle routine classroom disciplinary problems.
- Educators did not explain the connection between learners' misbehaviour and their imposed sanctions.
- Educators viewed discipline as something imposed from outside the classroom.

The participants presented their lived experiences, mainly those dealing with classroom discipline practices. However they did also mention other contextual factors that affected discipline at school. Focus areas in this chapter were the analysis and interpretation of the impact of corporal punishment on current classroom discipline practice, significant incidents of participants' past, and current behaviour in terms of classroom discipline practices, including their aspiration for future. There were reflections on how their behaviour was influenced by their constructed meanings especially in relation to their current classroom discipline practices.

It was revealed from what the participants said that they were influenced by their lived experiences. All nine educators had something to relate about their experience of the disciplinary action they were subjected to. This is captured in the rubric: *“The past is always part of me, especially when learners make me angry”*

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

In the opening chapter the purpose of this study was outlined, indicating that it is an investigation of the influence of educators' life experiences on classroom discipline practices. A number of significant questions were then formulated on key issues and an attempt was made to arrive at answers to these questions using the research techniques discussed in chapters 2-6. Many of the current educators grew up during the years of the liberation struggle and were harshly chastised as learners in schools. For many learners corporal punishment was the sole means that adults and educators could use to maintain control and discipline in the school environment. The research findings confirmed that the participants' own parents and educators used corporal punishment to control them, and that when they themselves began their teaching careers they employed the same method of discipline in the classroom. Control was therefore exercised by making their learners obey for fear of pain being inflicted upon them if they did not behave in an acceptable manner. The educators felt that following the same disciplinary method that their own parents and educators had used, with a stick or cane, was an effective disciplinary technique. This is clearly articulated in chapter 5, which provides a content analysis, and chapter 6 in which a narrative analysis is provided of the interviews conducted.

The banning of corporal punishment in terms of section 10 of the South African Schools Act, 84 of 1996 was perceived by some educators as taking away the only effective means at their disposal for maintaining classroom discipline. This new regulation left some educators with feelings of disempowerment as they feared that a culture of disrespect and disregard of authority might well develop (Hardin 2004, 129).

Van Wyk (2000), in his study entitled "Positive Discipline: New Approach to Discipline", suggests that while the post-1994 democracy has its advantages, there are also negative implications for the school education system. His study supports the evidence of the nine participants who made it clear that the suggested alternatives to corporal punishment are not proving satisfactory in practice, and yet these, says Van Wyk, are the invention of our new

democratic government. Phatlane (2001) in her study “The Impact of Corporal Punishment on Disadvantaged Urban Secondary Schools” still sees punishment as an effective method of discipline, and she says that “parents of many children are still punishing their children and pass the habit on to the school”. To participants, as revealed by my findings, the crux of the matter is not whether one is for corporal punishment or against it, but how educators can maintain order in the classroom. In their article Joubert, De Waal and Rossouw indicated that the concepts “discipline” and “punishment” have different meanings although they are sometimes used interchangeably (2004: 78). Participants in this study admitted that at times they tend to imitate the people from their past whom they respect. This implies that participants feel justified in using corporal punishment because they themselves have been subjected to these disciplinary measures by their parents and educators.

In her study Rosa (1994) reveals that the father as the authority figure in the home, may well resort to punitive and forceful measures and this is linked to my research findings. Participants indicated that when they were at school their male educators used forceful and harsh methods more frequently than female educators. Furthermore, Dzivhani (2000) agrees with Phatlane (2001) and Van Wyk (2000) that educators feel that the abolition of corporal punishment has resulted in a collapse of discipline in many schools. As a researcher I too was motivated to undertake this study because I am aware that there are many schools where the management of classroom discipline has broken down. Minnaar (2002) in her study “Educators Views on the Influence of Classroom Management on Quality Education”, mentions that what happens in the classroom has a significant impact on the school as a whole. It was observed in this study that late-coming by both educators and learners in the three sample schools led to a situation where the teaching and learning process began late, and this tended to affected discipline in the entire school.

7.1.1 Statement of the problem

Studies conducted in South Africa on school discipline indicate that learner discipline lies at the centre of a culture of teaching and learning (Mukhumo 2002; Phatlane 2001; Rice 1987; Rosa 1994; Sihlangu 1992; Van Wyk 2000). My own experience supports this claim. The major point of concern in this study is: **The influence of educators’ life experiences on classroom discipline practices.**

7.1.2 Delimitation of the study

The study is limited to educators employed at three secondary schools in one circuit of Nkangala region of the Mpumalanga Department of Education. The Nkangala region is in the former Kwandebele homeland. Therefore, any conclusions drawn from the study apply only to the above population, but the research has the potential to be of great value in advancing a reasonably uncharted look at how the life experiences of educators influence their teaching practice.

7.1.3 Research objectives

The following objectives guided the study:

- To understand and interpret the life stories of educators
- To examine the influence of educators' life experience on classroom discipline practices
- To examine how educators' past experiences influence their current behaviour
- To examine whether impressions gained from educators' life experiences can contribute to positive classroom discipline practices.

The study has reviewed and explored literature that relates to the field of investigation to ascertain whether the life experiences of educators can influence their current behaviour. It was revealed in an examination of the published findings reviewed in chapter 2 that despite access to these theoretical approaches, there are still educators who try to maintain discipline by out-shouting their learners, speaking sarcastically and treating learners disrespectfully. This implies that participants are not taking the time and making the effort to reflect on the way they maintain classroom discipline. Kounin's theory (1971) defines effective managers as those educators whose classrooms are orderly, have a minimum of learner-misbehaviour and a high level of time on task. In chapter 5 it is shown that in the three sample schools the time set aside for teaching was not strictly adhered to; and the educators and learners alike were always late for their classes. Thus, in terms of Kounin's dictum, the participants are not effective managers. The methods they used to deal with disruption led me to conclude that they are unskilled in this aspect of classroom management.

I identified specific behaviours that are unacceptable. One participant left learners alone in the classroom; learners were left to loiter around and frequented the staff room; some learners were referred to the principal, indicating that participants had been unable to keep learners focused on the learning process. The concept of “withit-ness”, as coined by Kounin (1971), was clearly lacking. The educator who left the learners before the end of the period had no knowledge of what was happening back in the classroom. Curwin and Mendler (1980) support the widely held theory that good discipline begins by keeping learner/educator dignity intact. It was found that the participant educators had lost the respect and dignity as learners, their educators had used sarcastic names and punished them for mistakes and misdemeanours they had not in fact committed. This also influenced the efficacy of the educators’ classroom discipline practice.

7.1.4 Method

Information on participants’ classroom discipline practices and their life experiences was collected using semi-structured, narrative interviews, field notes and observation.

7.1.5 Research findings

Conclusions reached are derived from literature findings. The conclusions drawn indicate that educators still feel that corporal punishment can change the unacceptable behaviour of learners. Participants acknowledged the changes that have been made in the education system but are hankering for the power they possessed prior to 1996. The research findings revealed that the nine participants did not make use of a set of rules that are clear, written and communicated, as emphasised in Glasser’s (1969) Reality Therapy. Positive Approach to Discipline (PAD), advocates that educators should respect learners and instil responsibility. This was not seen to be the case. Participants indicated that their parents’ punishment was aimed at making them responsible – my reaction to this was to point out that this made it acceptable (according to the participants) for learners to be punished by their parents – but that this did not give educators the same right. And yet the educators claim in the same breath that they still punish learners because they themselves received punishment from both their parents and educators. Glasser; Ginott; Canter; and Kounin all focus on the right of educator to define and enforce standards for learner behaviour. I found that although participants

talked of using a code of conduct in order to ensure uniformity in correcting behaviour, this was not the case. As can clearly be seen in Figure 8 (see chapter 5), there was no code of conduct in any of the three sample schools.

It became clear both from what I observed and also from the responses participants gave, that they were modelling punitive behaviour. This is in line with moral development theorists (as discussed in chapter 3), who claim that often the use of corporal punishment is an attempt by educators to regain the power they have lost. Eron, Wallen and Leftkowitz (1970) disagree with the proponents of corporal punishment and show in their study that this disciplinary measure in fact encourages rather than inhibits aggressive behaviour in children. Nevertheless, several of the participants in my study maintain that they believe that they are what they are today because of the punishment they received – that corporal punishment made them behave in a manner that was socially acceptable. Suffice to say that what is captured in chapters 5 and 6 is that participants are living testimony that the use of corporal punishment is not necessarily harmful. Miller (1988, 58) supports the content analysis that is presented in chapter 5 and the narrative analysis in chapter 6 when he maintains:

Almost everywhere we find the effort, marked by varying degrees, to intensify and the use of various coercive measures to rid ourselves as quickly as possible of the child within us ... in our children we persecute it with the same measure once used on ourselves and this what we are accustomed to call child-rearing.

I see the quotation above as supporting what participants say in chapters 5 and 6, and using this evidence have compiled a list of classroom discipline practices associated with poorly disciplined classrooms. Needless to say these chapters identified approaches that are effective and others that are ineffective in establishing and maintaining an orderly classroom environment. These have been of assistance in answering the research question, namely whether classroom discipline practices are influenced by educators' lived experiences.

Ineffective approaches noted from participants' responses include:

- Participants not believing in their own ability to restore classroom discipline; always referring problematic learners to others; blaming the government
- Participants failing to apply disciplinary steps when confronting classroom discipline; wanting to imitate their own parents and educators

- Modelling self-monitoring was also lacking; one participant left learners alone and there was noise coming from the class that caught my attention.

Effective approaches noted from participants' responses include:

- One participant talked of making classroom discipline practices a class project, implying that learners would discipline the offenders. The idea is linked to peer tutoring structures (Greenwood, Carta & Hall 1988); these structures lower the incidence of misbehaviour in the classroom.
- Most participants mentioned that discussion with the offender is an acceptable method of correcting behaviour. It is by talking that certain aspects of a school's ethos are made known, including the communication of a school's rules.

Interpreting what participants said about tongue-lashing, as shown in chapter 6, conforms with the theories of discipline put forward in chapter 3. Remediation is undertaken by educators who talk to the offenders about their mistakes. The elements of discussion also emphasise the five basic needs outlined by Glasser (1969):

Learners feel a sense of belonging to a particular class by participating in the formulation of class rules. They also believe they have the power to control their own lives when they participate in making choices and decisions that affect them. This results in teaching and learning becoming enjoyable and fun. In addition, when learners are allowed to make choices, they tend to assume responsibility and became self-directing and free. Although talking/discussion in this section of the study is regarded as an effective approach, narrative interviews also revealed that the talking technique could be used negatively, and participants mentioned that in certain instances the psychological damage caused by what their educators said to them in anger, still affects them. This is supported by certain theories discussed in chapter 3. In concluding, it is worth noting that there is a measure of inter-connection between chapters, adding new insight on the influence of educators' life experiences on classroom discipline

Before presenting recommendations it is important to mention the following findings:

(a) Participants' understanding of discipline

All the research participants understood discipline as a way of correcting unacceptable behaviour; they further saw discipline as providing order to a situation. This implies the realisation that for effective teaching and learning to take place, there should be order in the classroom. This correlates with the findings of discipline theorists Rogers (1998, 11); Johnson (1990); Walsh (1991, 127); Good (1973, 186) and Oosthuizen *et al.* (1994, 60).

(b) Discipline versus punishment

It was noted during the interviews that there was some confusion between discipline and corporal punishment. All research participants maintained that as far as their educators and parents were concerned, corporal punishment and discipline were synonymous. When they were asked to explain their understanding of discipline, nothing was mentioned which related to corporal punishment. However, when asked how they were disciplined as learners at home and at school, all of them responded with words like stick, slap, lash – which to me was an indication that currently there is still confusion between discipline and corporal punishment.

(c) Lessons learnt from discipline received at home and at school

It was indicated by all participants that discipline taught them fear rather than respect for authority figures. They knew that their educators were capable of inflicting pain on their fellow human beings. Participants indicated that they have learnt to reason with the learners before punishing them. One participant claimed that because of the humiliation he experienced as a learner, he now avoids labelling (the use of unflattering names) to address learners, names such as “stupid” and “fool”. At home, parents set rules to be obeyed by their children. These rules made it clear to them what is expected of them, so that they can adapt their behaviour accordingly (Oosthuizen *et al.* 1994, 26). Participants mentioned that they also learnt to be responsible and adhere to set rules. It was, however, observed that compiling classroom rules presented a great challenge. If rules are there, they are not followed.

(d) Infractions for which they were punished

It was clear that all participants were punished for late-coming, not doing their home-works, noise making, intimidation, defiance and failure to obey the rules set by their parents. Although participants indicated that they were punished for these offences in the past there were no set rules laid down in the school procedures to the effect that failure to obey the rules was punishable. Currently the situation is different. SASA of 1996, insists that each school must have a Code of Conduct, a set of classroom rules to which all learners must comply. Two participants mentioned that some parents do not respond when called to witness disciplinary action against their children.

(e) Dealing with problematic learners

All research participants echoed the same sentiments that it is usually repeaters, boys and older learners who cause disciplinary problems. They also mentioned that they discipline learners by warning them, followed by detention, suspension and ultimately recommending for their expulsion. It was clear from the responses that none of the participants has gone as far as recommending the suspension of a learner, which to me indicates the likelihood that these three sample schools have never used a code of conduct, although they have had to deal with highly disruptive learners. One participant mentioned that she gave learners additional work, requested them to remain behind, and then helped them to do their work.

(f) The impact of corporal punishment on participants' current classroom disciplinary practices

Participants viewed punishment they received at home differently from that imposed at school. The notion "discipline is a scripturally-based principle" (Oosthuizen *et al.* 1994, 60) comes to my mind. Educators, just like parents, are sanctioned by the scriptures to mould children, they argued. Why now is punishment only justifiable by parents? Even corporal punishment, they argue, which is the most severe form of discipline, is sanctioned by the book of Proverbs. This to me implies that it is acceptable, even desirable, that children be disciplined by their parents rather than their educators. The two participants who are in favour of reverting to the use of corporal punishment argue that educators are acting on

behalf of the parents; they base their argument on the fact that in their own case the punishment they received as learners has been a formative influence in their lives.

(g) Significant incidents in the participants' past

It was established in the interviews conducted with participating educators that certain of them were intolerant, and that this encouraged them to misdirect their anger. Participants' educators did not take the trouble to inform them why they were being punished, and some of these unfortunate incidents remained indelibly imprinted on their memory. One outcome of this is that the participants all indicated that currently, before disciplining learners, they inform the offenders why they are being disciplined. When they themselves were learners they were indoctrinated into accepting that pain was the only effective disciplinary measure. Today some of the same educators, when asked not to use a stick, run out of options – there was even one participant who said that he could not cope with ill-disciplined learners and has decided to leave the teaching profession. Another participant indicated that he experienced cruelty in and outside the school throughout his school-life, and that when he started teaching corporal punishment was still legal, so he had made wide use of it. While several of the interviewees said that when they began teaching they were afraid of corporal punishment, they nevertheless used it because it appeared to be the only way of bringing order to the classroom and ensuring that learners toe the line.

Participants who had previously used corporal punishment all indicated that they had been forced to adjust their classroom discipline practices. When SASA abolished corporal punishment in 1996, they were frustrated in their efforts to maintain good discipline in their schools. Poor matric results and generally inadequate learner competencies persuaded them that physical punishment is the only means of ensuring that learners work hard and pass well.

(h) Current behaviour in terms of classroom discipline practices

The research conducted revealed that there were both positive and negative reflections of participants' experiences. This was evidenced by the use of certain words and statements by educators when they labelled learners (negative), such as *sekobo* (ugly) and *mosesane* (thin). Positive reflections were contained in such words, as "I am what I am because of corporal punishment". It also became apparent from participants that the manner in which their parents

and educators punished them influenced the way in which they are currently dealing with classroom discipline.

The participants grew up understanding coercion and therefore persuaded themselves that coercion is the only way to keep order. They also said that in their youth they had to live with fear of harassment, torture, detention and even the threat of being killed. They admitted that sometimes they gave their learners homework they were sure was not going to be done. As educators today, they are frustrated if learners do not do their homework. All research participants mentioned that the lack of educator efficiency in the classroom contributed towards ill discipline.

During the interviews I held with participants they revealed their experiences, both negative and positive. These have clearly contributed to the manner in which they discipline learners today. They indicated that they are currently using ‘talking’ (meaning explaining to the learner where he or she has gone wrong) as a form of discipline. It was revealed during interviews that in the past their parents and female educators tongue-lashed them. Labelling was also used by their educators and this has discouraged them from calling learners “stupid” or “fools”.

(i) Aspirations for the future

The educational future of some of the participants is not promising. They are still clinging to the past and one of them is even considering exiting the system if not allowed to revert to the use of corporal punishment. This means that they have lost hope and have given up trying to manage their learners. Four of the research participants mentioned that if the SASA regulation on discipline is to be retained, they would have no option but to use the new approaches of discipline. They have come to realise that they have no option but to abide by the new laws or exit the system. Seemingly, their unionisation and political awakening did not prepare them for the advent of the transition from corporal punishment to self-discipline.

The findings gleaned from the data that have been analysed and interpreted in this study are provided briefly in the table below.

TABLE 8: RESEARCH FINDINGS

ANALYSED AND INTERPRETED DATA	FINDINGS
(a) Participants' understanding of discipline	All participants saw discipline as an attempt to create an orderly environment that will enable teaching and learning to take place.
(b) Discipline versus punishment	Participants still see discipline as punishment.
(c) Lessons learnt from discipline received at home and at school	Words such as fear, humiliation, slap and stick dominated the discussions. This was interpreted that learners were afraid of their educators and the stick. That is why they obeyed the rules.
(d) Infractions for which they were punished	Participants were punished for similar offences.
(e) Dealing with problematic learners	All participants mentioned that generally boys and learners who are repeating their classes were problematic.
(f) The impact of corporal punishment on participants' current classroom discipline practices	Educators reflected on both positive and negative incidents of the current classroom discipline practices.
(g) Significant incidents of participants' past	It was indicated by all participants that there are incidents in their past that are still affecting them currently, especially when managing classroom discipline.
(h) Current behaviour in terms of classroom discipline Practices	The current behaviour of all participants as regards classroom discipline has been influenced by what happened to them in the past.
(i) Aspirations for the future	Participants revealed that they could not change what is currently happening in their schools in terms of classroom discipline practices. Unless corporal punishment is reintroduced, they have an option but to live with the situation.

Considering these findings, the observations I have made and the analysis based on published theoretical research, I conclude that educators' lived experiences have had a varying impact on their current classroom behaviour.

This study has attempted to show that the educators' lived experiences have an influence on their classroom discipline practices. Overall, as expected, the evidence provided by the educators revealed that their lived experiences have indeed impacted upon the way in which

they are currently teaching. However, these findings require further investigation with a broader sample size.

7.2 A possible way forward

In response to the problem formulated in chapter 1, I will now attempt to chart a possible way forward.

Findings cited in this study include what ten research documents have revealed about corporal punishment and discipline. Of these, three are published articles in academic journals; one is a PhD thesis; and there are six MEd. dissertations. Four of these studies are concerned with corporal punishment while six are concerned with school discipline. Three of the studies focus on secondary learners; two discuss rural secondary schools. All seven, including the PhD thesis, were conducted among South African learners. From these studies a list of elements that corroborate my research findings has been compiled, including the following points.

There was commitment on the part of educators to establish and maintain appropriate student behaviour as an essential pre-condition of learning. There was also a lack of clear and specified rules known to everyone in the school and poor parental involvement. These elements assisted in answering the research problem and addressing research objectives.

There was correlation with theories mentioned in chapter 2 and 3 about current discipline methods; talking; and peer tutoring. The study revealed that none of the three schools had clear, written school rules, (chapter 2) and this allowed educators to express their emotions in a way that attacked learners' sense of self (chapters 3 and 5). Democratic discipline in the classroom as outlined by Dreikurs' model (chapter 3) was lacking; learners were unaware of punishable offences, because no platform was created by their educators to talk about what is expected of them. In chapters 5 and 6 all participants expressed a desire for better ways of managing classroom discipline and for the involvement of parents in supporting the school. Wayson and Lasley (1984, 419-421) also support this notion and say that rather than relying on power and enforcing a punitive model of behaviour control, staff should share decision-making power widely in order to maintain a school climate in which everyone wants to be self-disciplined.

The notion of “one size fits all” is related to the conclusion mentioned by three participants (chapter 5), as they felt that corporal punishment is the most effective method for all disruptive behaviour, and this is not the case. This was revealed by theories of discipline in chapter 2. The findings have both theoretical and practical implications. From a practical perspective, learners, educators and school administrators may find several important lessons here. Since classroom discipline is associated with teaching and learning, schools that wish to enhance the commitment of educators and learners should strive towards making the education enterprise a cooperative business, where parents, learners and educators work together to eradicate disciplinary problems in schools. This vision is also supported by Cotton who maintains that “School personnel, students and parents call attention to the high incidence of related problems in the school environment, problems such as drug use, cheating, insubordination, truancy and intimidation” (Harvard Education letter, 1987) available online at <http://www.nwrel.org/scpd/sirs/5/cu9.html>.

Despite the limitations previously indicated, the findings offer perspectives that education administrators, educators and other stakeholders could use to improve classroom discipline.

(a) *For parents*

A model of home/school collaboration to be designed in order to increase parental involvement in the school and to improve communication between educators, learners and parents.

There should be training of School Governing Bodies, as representative of parents, on positive behaviour management.

Parents should not shift their responsibility to educators.

It is recommended that the SGB be capacitated on the role of parents within the school environment.

(b) ***For the school management team***

Effective schools have principals who are, in fact the instructional leaders of staff. It is recommended that the principal, as the head of SMT, encourage educators to handle all classroom discipline problems that they can reasonably manage and that support will be given to educators' decisions. The principals should be active and involve with all parts of their educational community

The principal should enhance educators' skills as classroom managers and disciplinarians by arranging for appropriate staff development training.

It is recommended that the SMT and SGB to take their rightful position with regard to formulation and adoption of school rules and a code of conduct.

It is recommended that the SMT be trained continuously on general management skills.

(c) ***For educators***

Effective schools have an atmosphere that is orderly without being rigid, quite without being oppressive, it is recommended that educators create the climate that is warm and responsive, emphasizes cognitive development, innovative and provides a learner support system.

It is recommended that educators emphasize more on time on task. The more time spent in instruction, the greater the learning that takes place, the lesser classroom discipline problems.

It is recommended that implications should exist for improved use of time and curriculum content.

It is recommended that learners be informed on the consequences of misbehaviour.

Educators should also create chances for learners, particularly those with behavioural problems, to experience success in their learning.

(d) ***For the Department of Education***

It is recommended that the Department of Education with the help of social workers and psychologists, consider providing counselling to educators who have suffered traumatic experiences. Educators should be equipped with coping mechanisms that they can implement in the future.

Making “ Self Discipline” more probable is a goal of effective and artistic teaching (Hunter 199, 5), it is recommended that Department of Education continuously monitor effective classroom teaching through their curriculum implementers, this will promote self discipline of both learners and educators.

It is recommended that Department of Education, through their Human Resource Development (HRD) section should provide guidance to educators on the alternatives to corporal punishment.

7.3 CONCLUSION

This study was qualitative and narrative in nature, it provided insight into educators’ life experiences specifically on classroom discipline practices. At the same time, it raised many questions that suggest a need for further research. It must be acknowledged that many aspects of this study could be replicated with other participants to determine whether the themes identified here hold true for educators in other settings.

Because it was revealed that classroom rules and disciplinary procedures (the use of a code of conduct in particular) were lacking in the three sample schools, the following topics might well be explored to good effect:

- (i) An investigation on whether classroom rules can improve classroom discipline practices.
- (ii) Stakeholders’ attitude with reference to educators, parents and learners towards discipline policies.

One of the positive research findings is that life experiences, either positive or negative, affect classroom discipline practices. Although this finding is assumed, the study appears to

be one of the first to confirm this assumption. Further research using qualitative methods would help to either confirm or refute this assertion.

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APPENDIX A: OBSERVATION TEMPLATE

INDICATORS	NAME OF CLASS	PERIOD	DAY IN WEEK	NO. EDUCATORS	NO. LEARNERS	RESEARCHER'S COMMENTS
1. Late-coming 1.1. At School 1.2. In Class						
2. Loitering						
3. Noise in Class						
4. Bullying 4.1. By Girls 4.2. By Boys						
5. Class Disruptions 5.1. By Girls 5.2. By Boys						

APPENDIX B:

OBSERVING SCHOOL ENVIRONMENT, TIME SPENT FOR TEACHING TEACHING AND LEARNING, SCHOOL RESOURCES AND DISCIPLINE

INDICATOR	SCHOOL	DAY	TIME	RESEARCH COMMENTS
School environment	SCHOOL A			
	SCHOOL B			
	SCHOOL C			
Time spent on teaching and learning	SCHOOL A			
	SCHOOL B			
	SCHOOL C			
School resources	SCHOOL A			
	SCHOOL B			
	SCHOOL C			
Discipline	SCHOOL A			
	SCHOOL B			
	SCHOOL C			

APPENDIX C: LIST OF QUESTIONS ASKED OF THE NINE PARTICIPANTS DURING INTERVIEWS

1. I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this I would like you to tell me about your understanding of discipline.
2. Let us start talking about your own experiences of discipline. We can begin by discussing how you were disciplined as a child, at home and at school.
3. What lessons have you learnt from being disciplined as a child? Provide some examples and tell me about the lessons you learnt.
4. Thinking back to your childhood years, do you think you were disciplined differently when you were small compared to when you were in high school?
5. If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain, giving examples.
6. Now let us talk about you as an educator. In what year did you begin teaching?
7. Do you think that the way you discipline children now is different from the methods you used when you first began your career?

8. Can you explain to me why you have changed the way you discipline learners?
9. Which approach do you think was the most effective?
10. Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the older ones?
17. Do you discipline boys differently from girls?
19. Often educators say that some classes or groups of learners are more difficult to deal with. What is your experience?
20. How do you deal with these differences?
20. As educators we must sometimes perform duties that involve learners outside normal school hours. For example, accompanying them on excursions, choir practices and at soccer and netball practices. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?
21. Let us now look at the future. Where do you see yourself in your profession in five years time?

22. If you think of yourself in the future, do you think that you will discipline learners differently from the way you are currently disciplining them?

23. Is there anything else you would like to tell me about school discipline that you feel we have not covered? This may include your past experiences of classroom discipline.

APPENDIX D: TRANSCRIPT OF FOLLOW-UP INTERVIEWS CONDUCTED

Researcher: In the previous interview you defined discipline as bringing learners under control, what did you mean by this?

Mr Tau: I meant making learners accept responsibility for their actions. If they do not listen to educators or if they do not come to school on time, they will not cope with the school work and at the end of the year they will fail the examination.

Researcher: You also indicated that your parents used a lash when they were disciplining you, do you refer to corporal punishment when you say they were disciplining you?

Mr Tau: Yes, because to them discipline was making me feel pain. It was the same with my educators, because corporal punishment was allowed in those days; when they punished me they thought they were disciplining me.

Researcher: Do you agree with your parents and educators that punishing refers to discipline?

Mr Tau: With my limited experience, no, I do not agree with them. Discipline is different from corporal punishment; discipline is correcting and making sure that one conducts himself/herself in an appropriate manner. This creates an environment conducive to teaching and learning.

Researcher: Please share with me the kind of offences for which you were punished both at home and at school.

Mr Tau: At home I was punished for breaking a rule, for example not collecting wood after school. I

was also punished for defying my sister and for fighting with my younger sister. At school my standard 1 teacher punished me because I used to take other learners' books and I was always late back to the class after break. I use to intimidate girls. In secondary school I was punished for not doing my homework. I used to do my home work in class and this angered my educators, because when they were teaching I was busy with my homework and was not listening to the lesson.

Researcher: In the previous interviews you indicated that if the system of managing discipline today is not changed, you hope to improve on the strategies you are currently using. Share with me one strategy you are using now which is more effective and can be recommended to other educators.

Mr Tau: Each teacher should formulate classroom rules with learners and when a learner contravenes a rule, the teacher should ask him or her to read the rule and suggest ways to change unacceptable behaviour. Educators must not shout at learners; they must talk to them and show them their mistakes. Together they must work out a plan to correct the behaviour. As a learner I was not told why I was punished, that is why it is difficult to cope with the new method of managing discipline. I thought if I explained their mistakes the learners might think I was condoning their behaviour.

Researcher: Is there anything you can share with me regarding discipline of the past and the methods in use today?

Mr Tau: When I was still a learner there was, for the most part, a single method of discipline, one that was forceful and demanding, often harsh and punitive. Those educators were not evil, they had good intentions and were doing the best they could to help us learners. Their control tactics were reflective of the times. Today learners are very difficult to handle. The way I was punished makes me think that today's system does not aim to make the learners accomplish something significant in the future. If learners do not do their work and there is nothing an educator can do about it; learners defy authority. In the past learners were afraid of educators and corporal punishment. Educators were the most respected people in the community; children wanted to become teachers; today no learner wants to be a

teacher.

Researcher: In our first interview you indicated that you hated your Mathematics teacher. Please share with me why you felt this way about him.

Mr Tau: Mathematics is a demanding and very difficult subject. My teacher used to come early in the morning to offer morning lessons. Because I had a younger sister to take to pre-school every morning I was always late for the morning lessons. My educator was not interested in hearing my reasons and he chased me from his class and punished me. This made me discourage my learners from taking maths in grade 12, and this was wrong because nowadays Mathematics is a compulsory subject. Through this incident I learnt that before disciplining a learner I should allow him or her to tell me the reasons behind their misbehaviour.

Researcher: During the interviews that we held you defined discipline as monitoring learners so that they could be in line with school code of conduct. Can you paint picture of a learner who does not behave within the school code of conduct?

Mr Nkwe: Our school code of conduct clearly indicates that a learner who abuses drugs; comes late to school; victimizes other learners; or disrupts the school, should be disciplined, meaning school management and the school governing body will talk to this learner. If the learner continues behaving in this unacceptable manner, he/she will appear before a disciplinary committee. If found guilty, the learner will be given a sanction. This can be a final warning, detention or suspension depending on the offence.

Researcher: You mentioned during our previous interview that you were punished at home and at school. What did you mean when you used the word “punished”?

Mr Nkwe: To my parents and educators there was no difference between discipline and corporal

punishment. Educators used corporal punishment as a form of discipline because they were afraid of losing control and of being terrorized by the learners.

Researcher: Please indicate the offences you were punished for at school and at home.

Mr Nkwe: I intimidated girls; I moved around in the class when the teacher was busy at her desk. I was defiant, especially at secondary school. When educators demanded our books I was the last one to hand mine in because I would take other learners' books to check if my answers were correct. At home my father punished me for not washing before going to sleep and if I refused to go to the shop in the evening.

Researcher: You also indicated that your parents and female educators at secondary school talked to you instead of punishing you. What impact did this have on you in the way you discipline learners today when you think back to the way your educators and parents talked to you?

Mr Nkwe: I learnt that it is best to talk to learners before disciplining them, although there are some that will not listen. It is vital for the learner to know his/her mistakes before being punished in some way or being subjected to discipline. Currently I also talk to my learners before disciplining them they accept the discipline and promise not to repeat the mistake again.

Researcher: What have you learnt from the punishment used by your teacher when you were a learner? How does this affect the discipline you now apply as a teacher?

Mr Nkwe: I have noted that corporal punishment is the last resort in dealing with learner discipline. When I was a learner educators were harsh; the system at the time allowed them to punish us physically. Learners became stubborn; others left school because they could not stand the punishment they received. Today learners are allowed to make choices; if they do not listen they will fail. If they do

not do their homework, educators send them outside; some learners enjoy this and at the end of the year they fail the examinations. As a teacher I have learnt that talking to learners is more effective although it takes time.

Researcher: In our previous interviews you defined discipline as maintaining the correct order. Sometimes there will be order but learners still misbehave; please elaborate further on your definition.

Mrs Nare: Discipline includes preventing misbehaviour, supporting learner self-control and correcting misbehaviour.

Researcher: In your responses you mention “punishing”. Are you referring to discipline?

Mrs Nare: When I myself was still a learner, my educators and parents thought that discipline was the same thing as punishing us punitively.

Researcher: Please indicate the offences for which you were punished at home and at school.

Mrs Nare: I called other learners names when my teacher was busy teaching. At secondary school I talked back to my educators and refused to do as requested. I also lied, especially on Mondays because I knew that I had not done my homework. At home I was very stubborn; I fought with my brother.

Researcher: Share with me your experiences and the highlights of how discipline was managed when you were a learner; how do those experiences impact upon your teaching today?

Mrs Nare: In the past our educators were always analysing their teaching methods. Even though they were punishing they were doing their work. They stayed behind after school to help us; we therefore

managed to pass very well. As learners we were afraid to miss their classes. Educators were always accessible. Today educators cannot sacrifice their time; nor are they well prepared, and hence you will find learners talking while the educator is teaching. We were afraid of our educators because they punished us. Today learners are not afraid of educators; they know they will never touch them even if they are late or make noise in the class. The methods they use to discipline learners are not effective.

Researcher: In your responses in our first interview, you said discipline means correcting learners. In a school do you think only the learners need to be disciplined?

Mr Phala: Educators also need to be discipline. Successful discipline also depends on how well educators manage various classroom activities and the ability to establish a positive relationship with their learners. Positive learner-teacher interaction depends on how well educators can relate to a diverse learner-population. Educators should create an appropriate learning environment because learning is what schools are about. Some educators fail to master to their subject content and this may create disciplinary problems, with learners rebelling against the teacher. Educators who fail to perform as expected need to be disciplined.

Researcher: You responded to questions using the word “punished”. Were you referring to “discipline”?

Mr Phala: Yes I used the word “punish” interchangeably with discipline because when I was a learner my educators and parents used the word discipline to mean punishment. To them corporal punishment was the effective way of correcting the wrong. When educators used a lash they thought that they were disciplining me. It is only now that I realize that discipline is corrective and punishment is punitive.

Researcher: You also alluded to the fact that you feel you have made a success of your life because of

corporal punishment. If you were allowed to use it again in the classroom would you do so?

Mr Phala: Yes, I would use it, because learners are sometimes not unwilling to do their work, or come late to class and disturb other learners knowing that the teacher can do nothing. I would use it because parents at home are still punishing their children; as educators we are also parents from Monday to Friday, and are able to use punishment. Educators have lost the respect of learners. Using corporal punishment would restore the respect we deserve.

Researcher: Is your previous experience of being disciplined affecting you in the manner you are disciplining learners today?

Mr Phala: My experience has taught me that for effective teaching and learning to take place, there should be respect between a learner, as a receiver of education, and the teacher, the imparter of education. We are not equals; learners must listen in order for teaching to take place. In the past learners respected educators, but this is no longer the case. Learners do not respect their educators and this affects discipline. The teacher-learner relationship in the class is affected. In the past educators were responsible and willing to sacrifice their time for the learners. It was much easier for the teacher to punish learners.

Researcher: In our previous interviews you defined discipline as an indication that an offence had been committed. According to you, does discipline only focus on learners?

Mrs Tlou: Educators can be disciplined in terms of the Educators Employment Act if they misbehave. They must also behave in line with code of conduct of the South Africa Education Council.

Researcher: In our previous interviews I asked you how where you disciplined as a child at home and at school. You indicated that your parents spanked you. Can you give me more background to this?

Mrs Tlou: Discipline and punishment to my parents meant the same thing. Even my educators, when they spoke of discipline, were referring to punishment.

Researcher: Why were you punished at home and at school?

Mrs Tlou: My parents set rules to be obeyed; if we failed to obey them we were punished. We were supposed to clean our bedroom before going to school; fetch water from the river every afternoon; we were not supposed to fight with other children. At school I was punished for dodging study; for not writing tests and for defiance.

Researcher: You indicated that talking to learners is effective but needs to be used with corporal punishment. Is this because you yourself were corporally punished?

Mrs Tlou: Yes, but I do not recommend it always. Corporal punishment was effective in the past because it was the only method that made learners to do their work. Educators need to talk to learners first before either punishing or disciplining them. In the past learners were not given a chance to explain why they were misbehaving.

Researcher: In our previous interviews you defined discipline as putting a behavioural problem right. As a teacher do you feel you can change the behaviour of a learner without involving him/her?

Mr Tholo: No, that is not possible. In the past educators used a stick to try to change bad behaviour. They did so without consulting us as learners. We were only afraid of the stick. It is important to involve learners when correcting a bad behaviour.

Researcher: You indicated that corporal punishment is more effective as compared to the new approaches. Can you explain its effectiveness?

Mr Tholo: I said it is more effective because I saw the way my educators used it so widely. When I started teaching I felt it was acceptable to use corporal punishment. The effectiveness of corporal punishment is that learners will be afraid of you, they will do their work and make sure that they are punctual.

Researcher: What happened to you in the past that had an influence in the way you are managing discipline?

Mr Tholo: I cannot forget how my principal punished me. He punished me on my buttocks, because I did not want to sing in the choir. I did not know how to sing. Singing is an extra curriculum activity, so a learner should be able to choose to participate. I was forced to sing and did not even enjoy it. Because of this incident I make sure that every January learners in my class register for the activity they want to take part in. The punishment I received from the principal makes me hate music; I do not encourage singing, and I influence them to participate either in soccer or netball. I realise that my principal did not even consider my interest. As a teacher now I discuss with my learners first before allowing them to select the sporting code of their choice.

Researcher: In the previous interviews we had you said that your father disciplined you by talking to you. Can you share with me offences that made your father to talk to you?

Mr Kwena: At home we are five boys and two girls; my father had a herd of cattle. As an elder son, it was my responsibility to make sure that we milked the cows before going to school. One Monday when I had a morning class, I woke up late and I requested my brother to milk the cows. Unfortunately my

brother let me down. He went to school and there was no milk at home. During break we went home as usual and there was no milk, so we could not eat. My father wanted me to explain why there was no milk. My father then warned me that if he gave me work I should not delegate my duties.. He also said if I was unable to do the task I was supposed to inform him. He told me to apologise for what I did and I did so and promised not to repeat the mistake. As a teacher I adopted my father style; when a learner misbehaves, I call him/her, show what mistake has been made. I warn the learner and ask him/her not only to apologise but also to make a commitment not to repeat the mistake again.

Researcher: I am interested in the teacher who slapped you as you mentioned in our previous interview. After this incident how did you feel? Did you report him the principal or your parents? What was their response?

Mr Kwena: As a secondary learner I felt humiliated, I wanted to avenge myself but my friend advised me to report it to the principal. The teacher slapped me for not listening to him during choir practice; he indicated that I was talking and I was not. Suffice to say he punished me for the mistake that I did not do. After school I went home and told my mother what happened, because my father was not home. I told her that unless she went to the school to address the matter with the teacher I would not attend school any more. At school my mother started by apologising and indicated that I should not have been punished unjustly. I told my mother that there was no need for her to apologise because I had done nothing wrong. In fact I really felt the teacher should apologise. After explaining everything the principal indicated that I should go out and he remained with the teacher and my mother. My mother later told me that the teacher had apologised. From that day I left the choir and I hated music, even now I do not attend any music competition. This experience left a mark in my life and I realise that sometimes educators punish learners for mistakes they did not make. With this in mind, before I discipline a learner I make sure that I have communicated to her or him the mistake they have made and agree on the form of discipline.

Researcher: In our first interview you said discipline should be natural, what did you mean by this?

Ms Phuti: I said discipline should come naturally because misbehaviour often follows naturally from interplay between a learner and the conditions that exist at a given time. For example certain learners, if not given something to do, or work to finish, begin to talk or play in class. In this case they are misbehaving merely because they are bored or feeling isolated.

Researcher: The discipline you received at home was different from the kind of discipline you made use of when you started teaching; share these differences with me, please.

Ms Phuti: I started teaching in 2000 and by this time corporal punishment had been abolished. At home my parents, although they talked to me first, punished me punitively, especially when I came home late or when I did not attend Sunday School.

Researcher: You talked about discipline and punishment. Do you see them as the same thing?

Ms Phuti: I referred to the punishment I received from my parents and my educators at primary school. My educators and my parents both thought that punishment and discipline was the same thing. When I started teaching I knew exactly the difference between discipline and corporal punishment.

Researcher: Do you think back to any teacher in particular who punished you while you were learner? If so why do you think you still think about this?

Ms Phuti: At primary school, when I was doing grade 2 there was an incident I remember. It was during winter, and my teacher punished me with the back of a ruler. My fingers were red and very sore. After school I went home crying and my mother took me to the clinic. My mother did not go to the

school to find out what had happened. I felt very bad about this maltreatment I had received. My finger is still deformed and when I look at it I swear to God that I will never punished learners who misbehave. I will not make them feel pain, especially when I am angry. I want to develop trust before disciplining them. Currently, when I look at my finger I picture the incident I have a very bad memory of this teacher.

APPENDIX E: CODING AND CATEGORIZING INTERVIEW RESPONSES

Semi-structured interview

<p>Discourse notes 1</p> <ul style="list-style-type: none"> (i) Call to order (ii) Punishment = physical beating (iii) Control others 	<p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Mr Tau: Discipline means bringing learners under control, it is about teaching them to manage themselves well. This is by doing their homework, being punctual at school and attending their classes. Ill-disciplined learners disrespect authority.</p>	<p>Definition of discipline</p> <ol style="list-style-type: none"> 1. Control 2. Manage themselves 3. Examples self-discipline <p>Definition of ill-discipline</p> <ol style="list-style-type: none"> 4. Disrespect
<p>Discourse notes (iv) Discipline viewed</p>	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how</p>	

<p>as punishment (v)Lash, stick and talking were used as form of discipline</p>	<p>you were disciplined as a child, at home and at school.</p> <p>Mr Tau: At home my parents used a lash to discipline me. At primary school my educators also used a stick to call me to order. Educators talked to me while they were punishing me. At secondary school a teacher would first indicate your mistake before giving you punishment.</p>	<p>Means of punishment</p> <ol style="list-style-type: none"> 5. Lash 6. Stick 7. Talk while punishing 8. Talk before punishing
<p>Discourse notes (vi)Fighting, noise making and late coming are punishable offences at school and home</p>	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide lessons learnt.</p> <p>Mr Tau: I have learnt that there were certain things that I must not do at home. I learnt not to fight with my sisters, at school I learnt not to make noise in class and that I must always be early at school.</p>	<p>Lessons learnt at home</p> <ol style="list-style-type: none"> 9. Not to fight with siblings <p>Lessons learnt at school</p> <ol style="list-style-type: none"> 10. Not make noise in the class 11. Punctuality
	<p>Researcher: Thinking back about your childhood years, do you think you were disciplined differently when you were small as to when you were in high school?</p>	<p>Means of discipline</p> <ol style="list-style-type: none"> 12. Corporal punishment <p>Places where corporal punishment</p>

	Mr Tau: Corporal punishment was the order of the day both at primary and secondary school and at home. My mother asked my educators to punish me if I did not do my work.	was used. 13. At primary school 14. At secondary school 15. At home
Discourse notes (vii) Parents do feel bad when punishing children (viii)The authoritarian approach in disciplining learners was used. (ix) Detention and corporal punishment were used simultaneously	<p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain, giving examples.</p> <p>Mr Tau: There is a difference, after hitting me my mother would bribe me by giving me sweets; at school they punished me and made sure that I felt pain and respected my educators. At secondary school I hated the Mathematics teacher. He did not want to hear why you were late, he would punish you and not allow you to go home after school</p>	<p>Forms of discipline at home and at school.</p> <p>16. At home: hitting and bribe. 17. At school punished and felt pain 18. Not given chance to explain 19. Punishment by detention.</p>
Discourse notes (x)New policies made educators stop using corporal	<p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Mr Tau: I was using corporal punishment when I started my teaching career but changed because of the new education</p>	

<p>punishment</p>	<p>policies and the new government. If it was not for these changes, I would still be using corporal punishment</p>	<p>Change in disciplining learners (x) New policies (xi) New government</p> <p>Personal view on punishment If allowed to, he would use corporal punishment</p>
<p>Discourse notes (xi) Talking to learners is regarded as an effective method but it takes time</p>	<p>Researcher: Which approach do you think was more effective?</p> <p>Mr Tau: Both approaches are effective, depending on the situation. Talking to learners is effective but it takes time. Corporal punishment forces learners to toe the line.</p>	<p>Ways of disciplining learners. (xii) Talking to learners Mr Tau regards corporal punishment as a form of discipline</p>
<p>Discourse notes (xii) Discipline is the same for all learners (xiii) Maturity level should also be considered when</p>	<p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the older ones?</p>	<p>Treatment of learners in relation to</p>

<p>disciplining learners</p> <p>Discourse notes (xiv) Learners who are repeating a class or grade are problem learners (xv) They are disciplined by warnings and suspensions</p>	<p>Mr Tau: I treat learners the same but I consider the maturity level of each learner. There is maturity gap between a 14 year-old learner and a 20 year old.</p> <p>Researcher: Often educators say that certain classes are difficult to deal with, what is your experience?</p> <p>Mr Tau: Most learners that are repeating their classes are the ones giving problems. They bully and waste time for other learners.</p>	<p>discipline.</p> <p>(xiii) The same (xiv) Maturity level</p> <p>Problematic learners</p> <p>(xv) Repeaters (xvi) Bully (xvii) Waste time</p>
<p>Discourse notes (xvi) Talking to learners seems to be effective way of disciplining learners</p>	<p>Researcher: How do you deal with problematic learners?</p> <p>Mr Tau: I talk to them strongly by telling them that if they do not listen; we will suspend them from class. I firstly give them warnings. If they continue with their behaviour I involve the school management team and the school governing body. From there if there is no change, we</p>	<p>Ways of dealing problematic learners</p> <p>(xviii) Talking (xix) Suspension</p>

	suspend them.	(xx) not listening (xxi) Warning
Discourse notes (xvii) Code of conduct is used to manage discipline both inside and outside the class.	<p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mr Tau: Code of conduct of learners is available even during extramural activities. Usually, I experience less disciplinary problems during extra mural activities.</p>	<p>Discipline outside the classroom. 34. Code of conduct 35. less disciplinary problems</p>
Discourse notes. (xviii) Still relying on corporal punishment. (xiv) Without access to corporal punishment he opts to leave teaching in the future	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Mr Tau: I want to see myself out of the teaching fraternity, perhaps owning a business.</p> <p>Researcher: If you think of yourself in future, do you think that you would discipline learners differently to the way you are disciplining them today?</p>	<p>How is future in terms of discipline 36. Leaving teaching. Going back to the use of corporal punishment.</p>

	<p>Mr Tau: If allowed, I would go back to corporal punishment but I will use the methods prescribed by the government.</p>	
	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Mr Tau: I would like to appeal to government officials to review the act that abolished corporal punishment. Learners do not want to do their work, if they fail at the end of the year they put the blame on us. You organize extra classes, they do not come. They do not even bother to inform you why they are not coming for extra classes.</p>	<p>Anything on school discipline 37. Government should review the act that abolished corporal punishment</p>
<p>Discourse notes</p>	<p>Researcher: I am interested in how educators deal with</p>	

<p>2</p> <p>(i) Discipline is a way of monitoring learners.</p> <p>(ii) Disciplined learners are in line with policies</p>	<p>discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Mr Nkwe: According to me discipline has to do with monitoring of learners so that they can be in line with school policies. Currently we are having problems because corporal punishment has been abolished.</p>	<p>Definition of discipline</p> <p>38. Monitoring of learners</p> <p>39. Be in line with school policies.</p>
<p>Discourse notes</p> <p>(iii) No clear difference between discipline and corporal punishment.</p> <p>(ii) At home modern and old approaches were used to discipline children, talking and corporal punishment.</p> <p>(iv) At school failure</p>	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Mr Nkwe: I was seriously punished by my parents and educators, both at primary and secondary school. My mother always told me why she was punishing me, for example if I did not wash the dishes she would tell me what type of a parent I would be if I did not wash the dishes after eating. At school I knew that if I did not do my homework my teacher would punish me. When we were late the principal use to</p>	<p>Places where I was punished</p> <p>40. At home and at school</p> <p>41 At home I was told why I was punished</p>

<p>to do homework and late-coming were punishable offences</p>	<p>punish us.</p>	<p>Reasons why I was punished At home 42. If I did not wash dishes At school 43. If I did not do my homework 44. When I was late</p>
<p>Discourse notes (v) Responsibility (vi) Pain</p>	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and tell me about the lessons you learnt.</p> <p>Mr Nkwe: From being disciplined by my mother I learnt to be responsible, from educators, I learnt that I would feel pain if I did not do my work.</p>	<p>Things learnt from being punished 45. Be responsible 46. Will feel pain 47. Did not do my work</p>
<p>Discourse notes</p>	<p>Researcher: Thinking back about your childhood years, do</p>	

<p>(vii) Corporal punishment associated with male educators at secondary school.</p> <p>(viii) Female educators preferred talking as a form of discipline.</p>	<p>you think you have been disciplined differently when you were small as to when you were in high school?</p> <p>Mr Nkwe: At secondary school, female educators did not punish us; they talked to us and indicated that we would fail if we do not do our work. Male educators punished us just like our primary educators.</p>	<p>Discipline at different places</p> <p>45. At secondary school there was talking and punishment</p> <p>Gender in relation to discipline</p> <p>46. Male educators discipline differently from females</p>
<p>Discourse notes</p> <p>(ix) Method of punishing at home the same as at secondary school</p> <p>(x) No difference</p>	<p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain, giving examples.</p> <p>Mr Nkwe: There was a difference from the way my</p>	

<p>between punishing and discipline</p>	<p>educators punished me at primary and secondary school. Female educators at secondary school talked to us like parents. At primary school we punished without telling us why they are punishing us.</p>	<p>Different forms of discipline 47. Talking 48. Punishment without giving reason why being punished</p>
<p>Discourse notes (xi) Different ways of discipline, in 20th (1988) and 21st century (2001).</p>	<p>Researcher: Do you think that you now discipline children differently than when you started your teaching career?</p> <p>Mr Nkwe: In 1988: like other educators I whipped learners because this was the quick way of fixing a problem. In 2001 things were different; learners were disciplined by making them pick up papers and cleaning classrooms. I also started using the new approaches.</p>	<p>Ways of disciplining learners 49. Whipping 50. Quick fix 51. Picking up papers 52. Cleaning classrooms</p>
<p>Discourse notes (xii) Corporal punishment still favoured (xiii) Learners are made to feel pain</p>	<p>Researcher: Which approach do you think was more effective?</p> <p>Mr Nkwe: Corporal punishment was more effective when I started teaching; I now realize that it only made learners to feel pain. Pain forced learners to do their work.</p>	<p>Effective approach to discipline 53. Corporal punishment 54. Pain</p>

	<p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the older ones?</p> <p>Mr Nkwe: The type of offence dictates what type of discipline, I discipline all ages of learners the same.</p> <p>Researcher: Often educators say that certain classes are difficult to deal with, what is your experience?</p> <p>Mr Nkwe: Learners who do not listen to their parents at home also pose a challenge at school.</p>	<p>Problematic learners 55. Not listening to parents</p>
<p>Discourse notes (xiv) Detention (xv) Code of conduct is used to discipline</p>	<p>Researcher: How do deal with problematic learners?</p> <p>Mr Nkwe: I use the school code of conduct to discipline them. Sometimes they remain behind after school, this will</p>	<p>Ways of dealing with problematic learners</p>

learners	be determined their offences	56. Using Code of conduct 57. Remaining behind
	<p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners. For example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mr Nkwe: Disciplining learners is the same, both inside and outside classroom and even after contact time. Therefore discipline will be the same.</p>	<p>Extra curriculum and discipline 58. Inside and outside classroom 59. Same</p>
<p>Discourse notes</p> <p>(xvi) Changing from the past</p> <p>(xvii) No difference between corporal punishment and</p>	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Mr Nkwe: I want to see myself reformed in terms of the way I discipline learners. In the past discipline and corporal punishment were the same. I now know that pain is not the solution, although I am the product of corporal punishment.</p> <p>Researcher: If you think of yourself in future, do you think that you would discipline learners differently to the way you are disciplining them today?</p>	<p>Five years from now 60. Reformed 61. Discipline and punishment the same. 62. Using prescribed methods 63. Forgetting the past.</p>

<p>discipline (xviii) Not easy to forget past. (xix) New methods of managing discipline.</p>	<p>Mr Nkwe: If there are no changes in our education system, I will use methods prescribed by our Department of Education. I would love to see myself forgetting the past, even though it will be very difficult.</p>	
<p>Discourse notes (xx) When he became a teacher he use corporal punishment to revenge himself</p>	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered. Mr Nkwe: I think we have covered a lot, but I wish I could turn the clock back. The way we were punished as learners made us seek revenge when we started teaching. I only realize now that corporal punishment was not a good thing.</p>	<p>Anything on discipline 62. Turn the clock back 63. Revenge 64. Punishment not good</p>
<p>Discourse notes 3</p>	<p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal</p>	

<p>(i) Difference between discipline and corporal punishment (ii) (Pain and responsibility) (iii) Without correct order there will be no effective teaching and learning.</p>	<p>with discipline the way they do. To help me with this, please tell me about your understanding of discipline.</p> <p>Mrs Nare: Discipline is the way educators keep correct order so that teaching can take place. Without discipline, there will be no proper teaching and learning. Corporal punishment is different because learners are made to feel pain as a way of keeping order. Discipline is a modern way of instilling responsibility in learners.</p>	<p>Definition of discipline 65. Keep correct order 66. Corporal punishment makes learners to feel pain 67. Discipline instils responsibility</p>
<p>Discourse notes (iv) Both at home and school a cane (minimal by female educators), stick was used (v) My parents told me why they were punishing me</p>	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Mrs Nare: My parents lashed me. My parents indicated the wrong things I did before punishing me. At primary school most educators used a stick to discipline me. At secondary school most male educators also had a cane but female educators used a stick very minimally.</p>	<p>Discipline at home and at school 68. Lashed (parents) 69 Stick (educators) 70. Cane (male teacher)</p>
<p>Discourse notes (vi) If you are disciplined you will</p>	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide instances of lessons learnt.</p>	

<p>learn to be responsible. (vii) At school they will make you feel pain if you make noise or come late to school</p>	<p>Mrs Nare: At home I learnt that for me to grow and become a responsible person, I must not do wrong things. That if I do not listen I will feel pain. At primary school I only learnt pain. At secondary school I learnt that punishment is the only way to make learners read and do their work.</p>	<p>Lessons learnt from being disciplined 71. Responsible person (home) 72. Not to do wrong things. 72. Feel pain (school)</p>
	<p>Researcher: Thinking back to your childhood years, do you think you have been disciplined differently when you were small as to when you were in high school?</p> <p>Mrs Nare: I learnt that my parents wanted me to be something in life. Someone who is responsible. Educators at primary school, just as my parents, used a lash a lot. I therefore learnt that I would be punished for noise making or late-coming.</p>	
<p>Discourse notes (viii) Punished for disobeying the rules (ix) Unfair punishment</p>	<p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain giving examples.</p>	

<p>from educators</p>	<p>Mrs Nare: There is no difference, except that my parents laid rules; if I disobeyed those rules I was punished. At school sometimes I was punished for the mistakes I did not do. For example if there was noise in the class, the teacher punished the whole class without asking who was making noise.</p>	<p>Discipline at home and at school 73. Parents laid rules 74 Punished for mistakes I did not do (school)</p>
	<p>Researcher: Do you think that you now discipline children differently than when you started your teaching career?</p> <p>Mrs Nare: Yes I punish learners differently because of the new laws in education.</p>	
<p>Discourse notes (x) Still believe that corporal punishment is effective (xi) Regard discipline as corporal punishment.</p>	<p>Researcher: Which approach do you think was more effective?</p> <p>Mrs Nare: When I started teaching corporal punishment was effective. Current approaches, although effective, take time.</p>	<p>Effective approach to discipline 75. In the past corporal punishment was effective 76. New approaches take time.</p>

	<p>Researcher: How do deal with problematic learners?</p> <p>Mrs Nare: Code of conduct is used to discipline learners. Their parents are called to school, if they do not honour the invitation, learners are suspended from classes.</p>	<p>Dealing with problematic learners</p> <p>80. Code of conduct</p> <p>81. Suspension</p>
<p>Discourse notes</p> <p>(xii) Eagerness to implement new methods</p> <p>(xiii) Remembering the past.</p>	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Mrs Nare: I want to see myself implementing new methods of discipline, but not forgetting that corporal punishment made us what we are today, although it was painful, some how we learnt to do our work on time.</p> <p>Researcher: If you think of yourself in future, do you think that you would discipline learners differently to the way you are disciplining them today?</p> <p>Mrs Nare: If policies are still the same I think I will discipline learners the way I am disciplining them today, perhaps with some improvements.</p>	<p>Five years from now</p> <p>84. Implementing new methods</p> <p>85. Always remembering corporal punishment</p> <p>86. Discipline learners the same</p> <p>87. Improvements</p>

<p>Discourse notes (xiv) Punishment at home affects punishment at school (xv) Past experience has influenced way of managing discipline now</p>	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Mrs Nare: I just want to indicate that sometimes excessive control at home creates discipline problems in schools, my parents were very strict and sometimes came to school to instruct my educators to punish me, this experience influenced me when I started teaching, I use to visit my learners at their home to inform their parents about how their children behave, parents will then give me a mandate to punitively punish their children.</p>	<p>Anything on school discipline 88. Excessive control at home 89. Parents very strict 90. Instruct and punish 91. Experience</p>
<p>Discourse notes 4</p>	<p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Mr Phala: Discipline is way of correcting a learner. This can be when a learner has not done her/his homework or when she/he is late to school or class.</p>	<p>Definition of discipline 92. Way of correcting 93. Not done her/his homework. 94. When she/he is late to school</p>

		or class
Discourse notes (i) Discipline and corporal punishment viewed the same (ii) The teacher preferred corporal punishment	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Mr Phala: My educators used corporal punishment; this is why I am what I am today – because of corporal punishment. I am not happy about the abolishment of corporal punishment.</p>	<p>Experience of discipline 95. Corporal punishment was used</p>
	<p>Researcher: What lessons have you learnt from disciplined as a child? Give examples and provide lessons learnt.</p> <p>Mr Phala: I learnt to respect authority and that if I did not do my work I would be seriously punished.</p>	<p>Lessons learnt 96. Respect 97. Do my work</p>
Discourse notes (iii) Punishment at primary school was severe (iv) Parents felt sorry after punishing (v) The stick made	<p>Researcher: Thinking back about your childhood years, do you think you have been disciplined differently when you were small as to when you were in high school?</p> <p>Mr Phala: Just as my educators did at primary school, my parents also used a whip. At secondary school they punished me, I was punished but not as the way my educators in</p>	<p>Differences in the way I was discipline. 98. At home and school I was</p>

learners committed to their work.	primary did.	punished. 99. Whip
	<p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain giving examples.</p> <p>Mr Phala: There was difference, my parents withdrew my benefits, and they would sometimes leave me behind when they went to town. After punishing me my parents used to beg me to change my bad behaviour. Educators always spanked me if I did anything wrong.</p>	<p>Discipline by parents and educators 100. Withdrawal of benefits 101. Begged to improve 102. Spanked</p>
	<p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Mr Phala: Yes. Previously I used corporal punishment. Learners were too difficult to handle; to ensure that they toed the line; I enforced the culture of commitment by the stick.</p>	
Discourse notes (vi) Talking is effective but takes	Researcher: Which approach do you think was more effective?	Effective approach

time	Mr Phala: Although talking to learners is more effective, it takes time. I recommend the use of both approaches.	103. Talking 104. Takes time 105. Both approaches
<p>Discourse notes</p> <p>(vii) School rules are considered when disciplining learners</p> <p>(viii) There is no discrimination, learners are disciplined the same</p> <p>(ix) Older learners and repeaters pose disciplinary problems.</p> <p>(x) Educators are willing to offer extra lesson but not all learners remain behind</p> <p>(xi) Parental involvement is a challenge</p>	<p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the elder ones?</p> <p>Mr Phala: Disciplining learners differently will pose a management problem. When disciplining learners we are guided by rules, hence we discipline them the same.</p> <p>Researcher: Often educators say that certain classes are difficult to deal with, what is your experience?</p> <p>Mr Phala: Learners who are older, who always repeat a grade or class are more difficult to handle.</p>	<p>Disciplining young and elder children</p> <p>106. Rules</p> <p>107. Same</p> <p>Problematic classes</p> <p>108. Older learners</p> <p>109. Repeaters</p>
	Researcher: How do deal with problematic learners?	

	<p>Mr Phala: I request them to remain behind for remedial work, but often they do not, and then I refer them to management. Their parents are called, but sometimes the parents do not come.</p>	<p>Dealing with problematic classes 110. Remedial 111. Referral 112. Call parents</p>
	<p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mr. Phala: As indicated earlier on discipline in class and outside class is the same. Sometimes learners who misbehave either during soccer or music practices, etc. are warned if they do not change; they are removed or dismissed from the team or the choir.</p>	<p>Discipline during extra curriculum activities. 113. The same 114. Warned 115. Dismissed</p>
<p>Discourse notes (xii) Using new approaches</p>	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p>	

<p>(xiii) Learners to know their responsibility</p>	<p>Mr Phala: Hopefully if the laws have not changed, I want to see myself using new approaches and also my learners understanding why they should do their school work.</p> <p>Researcher: If you think of yourself in future, do you think that you would discipline learners differently to the way you are disciplining them today?</p> <p>Mr Phala: That would depend whether there are no changes in our education system. I will use the approaches prescribed by SASA.</p>	<p>Five years from now 116. New approaches 117. Understanding</p>
<p>Discourse notes (xiv) Performance of learners is the educators' responsibility (xv) Learners talking more about their rights and not doing their</p>	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Mr Phala: I think we have covered many things; the only thing I want to indicate is that senior officials always blame educators for poor performance, forgetting that learners these days talk more of their rights and don't do their work. When I was a learner, my educators punished me for not doing my</p>	<p>Anything on discipline 118. Blamed 119. Poor performance 120. Their rights 121. Responsible</p>

school work	work. For me, to be responsible was to come to school early, do my homework and progress to the next grade.	122. Come to school early 123. Do homework
<p>Discourse notes 5 (xvi) Learners are punished for wrong-doing but told why a particular discipline is given</p>	<p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Mrs Tlou: Discipline is an indication that there is an offence. A learner is reprimanded for the wrong doing and if there is no change, he/she is disciplined. A learner is told why a particular discipline is given to him/her.</p>	<p>Definition of discipline 124. An offence 125. Wrong doing</p>
<p>Discourse notes (i) No difference between discipline and punishment (ii) At home learners respected parents but at school they were afraid of educators</p>	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Mrs Tlou: At home I was spanked for misbehaving. At school I was corporally punished by my educators.</p>	<p>Discipline at home and at school 126. Spanked 127. Corporally punished</p>

	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide lessons learnt.</p> <p>Mrs Tlou: I learnt to fear my educators; at home I learnt to respect and abide by the rules set by parents.</p>	<p>Lessons learnt from discipline at home and at school</p> <p>128. Fear</p> <p>129. Respect</p> <p>130. Abide by the rules</p>
<p>Discourse notes</p> <p>(iii) Learners were denied the right to learn they were chased outside</p> <p>(iv) Both at school and at home children were punished by a stick</p>	<p>Researcher: Thinking back about your childhood years, do you think you have been disciplined differently when you were small as to when you were in high school?</p> <p>Mrs Tlou: There was a difference, at secondary school; female educators chased us outside whilst male educators whipped us. At home my parents used a stick to punish me, especially if I did not do what they told me to do</p>	<p>The way I was disciplined</p> <p>131. Chased outside class</p> <p>132. Whipped</p> <p>133. Stick</p>
	<p>Researcher: If you were to compare the way your parents</p>	

	<p>disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain giving examples.</p> <p>Mrs Tlou: There was difference, because my parents never chased me away from home. At secondary school, female educators chased us from class as a form of discipline. Male educators, just like my parents, whipped us.</p>	
	<p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Mrs Tlou: Yes I do, when I started teaching the effective method of correcting behaviour was through corporal punishment. And I also used it.</p>	<p>Discipline as a teacher 134. Corporal punishment used.</p>
<p>Discourse notes (v) Talking first with learners helps but it should be used with corporal punishment</p>	<p>Researcher: Which approach do you think was more effective?</p> <p>Mrs Tlou: The cane was used to instil fear into learners; talking to learners is effective but it needs to be augmented by corporal punishment.</p>	<p>Effective approach to manage discipline 135. Talking 136. Corporal punishment</p>
	<p>Researcher: How do you deal with problematic learners?</p>	

	<p>Mrs Tlou: Most of the time I talk to them, showing their mistakes and the consequences. Some of learners do change, if for example they were not doing their work, they will start doing their work.</p>	<p>Dealing with problematic learners 137. Talking 138. Show mistakes 139. Explain consequences 140. Change</p>
<p>Discourse notes (vi) Experiencing less disciplinary problems during extra curriculum activities (vii) In the case where a learner misbehaves suspension will be the solution</p>	<p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mrs Tlou: It is very rare that I experience discipline problems during extra curriculum activities, because learners have decided to participate in a particular sporting code, however if he/she misbehave, I suspend him/her or chase him/her from participating.</p>	<p>Managing discipline during extra-Curriculum activities 141. Very rarely problems 142. Suspend 143. Chase</p>
<p>Discourse notes (viii) Will use new approaches because of her past experience</p>	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Mrs Tlou: When I was a learner I was severely punished by</p>	<p>Five years from now</p>

<p>(ix) Changing old ways of discipline (x) Talking to learners and teaching them to be responsible</p>	<p>my educators. I would love to see myself implementing new approaches to discipline because the punishment I got from my teacher is still tormenting me whenever I want to discipline learners.</p> <p>Researcher: If you think of yourself in future, do you think that you would discipline learners differently to the way you are disciplining them today?</p> <p>Mrs Tlou: Things change every now and then, if we still have the same education system, where corporal punishment is prohibited, I will use modern approaches.</p>	<p>144.New approaches 145. Tormenting</p>
	<p>Mrs Tlou: I want to see myself being a reformed teacher, because although corporal punishment is abolished, sometimes we use it. I would love to see myself talking to my learners, showing them their mistakes and telling them how they can rectify their mistakes.</p>	<p>146.Reformed teacher 147. Talking 148. Showing them</p>
	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Mrs Tlou: We can never say we have covered every aspect of discipline. Although the department has introduced new</p>	<p>Anything on discipline 149.Clinging to the past</p>

	ways of managing discipline, we are still clinging to the past. Unless we are all taken on board on how to implement new approaches, we will always prefer corporal punishment. Today's learners are very difficult to handle.	150. Taken on board
<p>Discourse notes</p> <p>6</p> <p>(xi) Discipline is correcting a bad behaviour</p> <p>(xii) Explanation should be given why a particular discipline is given</p>	<p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Mr Tholo: Disciplining is putting behaviour right. It is about correcting the wrong action and substituting it with good and acceptable behaviour. Before disciplining I need to explain why I am correcting the wrong action.</p>	<p>Definition of discipline</p> <p>151. Putting behaviour right</p> <p>152. Correcting the wrong action</p> <p>153. Substituting</p>
<p>Discourse notes</p> <p>(i) At home and at school the stick was used</p> <p>(ii) No difference between corporal punishment and</p>	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Mr. Tholo: At home my parents used a stick. I was also tongue lashed. My mother withdrew certain benefits, for example if I did not do what she wanted me to do, she would leave me behind when she went to town. My mother called</p>	<p>Discipline at home and school</p> <p>154. Stick at home and secondary school</p> <p>155. Tongue lashed at home</p>

<p>discipline (iii) Labelling was also used as a form of discipline</p>	<p>me by names; “<i>wena sekobo</i>” meaning you ugly. My sisters called me “<i>ditsebe</i>” because of my big ears. I hated it when they called me with these names. At school my educators also punished me with a ruler and belt; at secondary school educators used a stick.</p>	<p>156. Called by names 157. Punished with ruler and belt</p>
<p>Discourse notes (iv) No lesson learnt from the discipline at home (v) Felt humiliated because nicknames given to him</p> <p>Discourse notes (vi). At primary discipline was accepted but felt offended at secondary when he was punished. (vii) Discipline being one-sided.</p>	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide lessons learnt.</p> <p>Mr Tholo: I learnt very little. I learnt that if you misbehave as a child, elders and parents will humiliate you by calling you names. Discipline was not explained to me. I was not told why I was punished. I also learnt that calling people by names is nor right.</p> <p>Researcher: Thinking back about your childhood years, do you think you have been disciplined differently when you were small as to when you were in high school?</p> <p>Mr Tholo: I was disciplined the same at primary and secondary school, but I felt offended at secondary school because I was more mature. I could think for myself. It was worse when they called me by names and I was not given a chance to lodge my concern.</p>	<p>Lessons learnt 158. Little 159. Humiliation 160. Calling names</p> <p>Discipline at home and at secondary school 161. The same 162. Offended 163. No chance to lodge concern</p>

<p>Discourse notes (viii) Educators at primary and mother and sisters at home used nicknames as a form of discipline. (ix) The father and the principal punitively punished him.</p> <p>Discourse notes (x) Although corporal punishment was used in the past educators did talk to learners as way of discipline</p>	<p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain giving examples.</p> <p>Mr Tholo: There was a female teacher who called me <i>Mosesane</i> because I was very thin. The teacher reminded me of my mother and my sisters who called me names. I hated this this teacher. I never call learners by nicknames. My father whipped me like my educators at secondary school. I will never forget my secondary school principal, he punished for walking on the veranda.</p> <p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Mr Tholo: Corporal punishment was still dominating but I used to talk to my learners because I started teaching in a secondary school. Sometimes I used a stick.</p>	<p>Similarities in disciplining at home and at school 164. Nicknaming at home and school 165. Whipped 166. Clapped</p> <p>Discipline when I started teaching 167. Corporal punishment 168. Talk 169. Stick</p>
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<p>Discourse notes (xi) Elder and younger learners are disciplined the same. (xii) Justification of bad behaviour disturbs other learners.</p> <p>Discourse notes (xiii) Talking is way of</p>	<p>Researcher: Which approach do you think was more effective?</p> <p>Mr Tholo: To me corporal punishment is effective. I am not comfortable with new approaches because learners repeatedly do the same offences. Learners enjoy discipline given to them.</p> <p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the older ones?</p> <p>Mr Tholo: I discipline learners the same. Rules are rules, and they need to be adhered to. Rules do not see any age. Although when disciplining older learners they like to justify their action and this emotionally disturbs the class.</p> <p>Researcher: How do deal with problematic learners?</p>	<p>Discipline and age</p> <p>170. Same 171. Rules 172. Age 173. Elder learners 174. Justify their action</p> <p>Dealing with problematic Learners.</p>
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<p>dealing with problematic learners. (xiv) They are not given chance to justify their actions</p>	<p>Mr Tholo: I strongly talk to them and indicate that they must not waste the time of other learners I do not give any chance to explain because they have misused their chances.</p>	<p>175. Strongly talk 176. Any chance 177. Misused</p>
<p>Discourse notes (xv) Non-participants not allowed are left out (xvi) Code of conduct is used to discipline learners both outside and inside classroom.</p>	<p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mr Tholo: Learners who are spectators are the ones posing disciplinary challenges. Most of the time we leave them when we go on excursions or on educational trips, if allowed we used code of conduct to discipline them.</p>	<p>Discipline outside classroom 178. Spectators 179. Leave them out 180. Code of Conduct</p>
<p>Discourse notes (xvii) No more using</p>	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p>	<p>Five years from now 181. Managing discipline</p>

<p>corporal punishment</p> <p>Discourse notes 7</p> <p>(i) There is committee used to discipline</p>	<p>Mr Tholo: I want to see myself managing discipline effectively. I would not like to revert back to the use of corporal punishment.</p>	<p>effectively. 182. Not revert back to corporal punishment.</p>
	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Mr Tholo: I would like to share with you my experience of being slapped for walking on the veranda at my secondary school. I was new at the school and no one told me that we are not allowed to walk there. I did not see him coming. I only saw myself kneeling down, I thought I was fainting. This incident always brings bad memories of my secondary school years; the first thing that comes into my mind is this principal. Even now when my learners make me angry, I wonder if I can do the same. The fear of this principal haunted me for the rest of my school years. When I see his children at school I remember the incident.</p>	<p>Sharing past experience 183. Clapped 184. School principal 185. Not told 186. Bad past memories 187. Fear 188. Haunted</p>
	<p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p>	

<p>learners (ii) If there is order at the school, it means learners are disciplined</p>	<p>Ms Tshukudu: Discipline is the maintenance of order in any institution. There are structures in place to maintain discipline. In a school situation there is a disciplinary committee.</p>	<p>Definition of discipline 189. Maintenance of order 190. Using structures to maintain discipline.</p>
<p>(xviii) Punished for not knowing what is wrong and right (xix) These past experiences haunt her; she felt traumatized. (xx) Still thinking about these past incidents</p>	<p>Researcher: Let us start by talking about your own experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Ms Tshukudu: At home I was warned first for the wrong things I did. My parents told us the rules, such as we must not come home late; we must not fight; and must always wash dishes before doing homework. Failure to obey these rules meant punishment. At school a cane was used to punish us. But we were not told why a particular punishment was given.</p>	<p>Discipline at home and at school 191. Warned first 192. Rules at home 193. Not come home late 194. Not to fight 195. Cane 196. Not told why punished</p>
<p>Discourse notes (iii) Warning is a form of disciplining learners</p>	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide lessons learnt.</p> <p>Ms Tshukudu: At home I learnt that I must honour and</p>	<p>Lessons learnt 197. Honour 198. Follow rules 199. Punished</p>

<p>at home. (iv) At home there rules to be obeyed</p> <p>Discourse notes (v) Educators punished learners unfairly (vi) Rules set by parents to be followed otherwise learners will suffer the consequences (vii) Talking in the form of warning was</p>	<p>follow the rules set by my parents. At school I learnt that sometimes you will be punished for mistakes you did not do.</p> <p>Researcher: Thinking back about your childhood years, do you think you were disciplined differently when you were small compared to when you were in high school?</p> <p>Ms Tshukudu: There is not much difference, because although my parents warned me first before they punished me, both at school and home the cane was used. I became used of the cane and I knew that if I am late, my teacher would spank me. To me punishment was correction, when I flash back I realize that I am what I am today because of corporal punishment.</p> <p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain giving examples.</p> <p>Ms Tshukudu: My educators whipped me without warning me and without telling me why are they punishing me. My parents warned me first, and indicated that if I repeated the</p>	<p>Any difference from the punishment at home and school</p> <ul style="list-style-type: none"> 200. Parents warned me 201. Cane used 202. Spanked 203. Punishment correction 204. Educators whipped without warning
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<p>used to manage discipline. (viii) Corporal punishment regarded as a corrective measure (x) Corporal punishment was the effective method. (xi) Well prepared teacher experience less disciplinary problems</p>	<p>misbehaviour, they would punish me. Because I was a child I repeated mistakes and I was punished</p>	<p>Discipline when I started teaching 205. Used corporal punishment 206. Gave clear instruction 207. Prepared my lessons</p>
	<p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Ms Tshukudu: When I started teaching I was using corporal punishment because it was the only effective method. I used corporal punishment minimally because I was able to give clear instruction to my learners and I made sure that I prepared my lessons very well. I punished learners only when they came late.</p>	
<p>(xii) The past (use of corporal punishment) resulted in the use of modern approaches (shaped the future) (xiii) Corporal punishment did not teach us to be responsible</p>	<p>Researcher: Which approach do you think was more effective?</p> <p>Ms Tshukudu: Each approach has its own good and bad points. It is difficult to say which is more effective but because things change for the good I will recommend the new approach. The past is gone but the past shapes the future and the past influenced the future. We were punished and tortured but we did not learn to be responsible.</p>	<p>Effective approach 208. Each method has good and bad points 209. Change 210. Past gone 211. Past influenced the future 212. Tortured 213. Responsibility</p>

<p>(xiv) Code of conduct was used to discipline learners, whether old or young. (xv) Well prepared teacher will have less disciplinary problems.</p>	<p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the elder ones?</p> <p>Ms Tshukudu: Because we are guided by the code of conduct learners will be disciplined the same. Looking at the nature of the misbehaviour, privacy must be given to the affected learner.</p>	<p>Disciplining older learners</p> <p>214. Code of conduct 215. Same 216. Privacy</p>
	<p>Researcher: How do you deal with problematic learners?</p> <p>Ms Tshukudu: I have never encountered a problematic learner. As I indicated earlier on, I give clear instructions. I know that teaching at secondary school demands through preparation.</p>	<p>Dealing with problematic learners</p> <p>217. Give clear instructions 218. Thorough preparation</p>
<p>(xvi) No learner is</p>	<p>Researcher: As educators we must sometimes perform</p>	

<p>forced to participate in any extra curriculum activities (xvii) Discipline is the same both inside and outside class</p>	<p>duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Ms Tshukudu: I should think that learners who participate in extramural activities do so because they have a love for the particular sporting code. I therefore experience less disciplinary problems outside the classroom. However, disciplining learners in class or outside does not differ.</p>	<p>Discipline outside classroom 219. Love the particular activity 220. No different</p>
<p>(xviii) Corporal punishment not needed any more</p>	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Ms Tshukudu: I think that there will be no turning back to corporal punishment. The law still dictates that no learner should be punitively punished. Maybe I could improve the way I discipline the learners.</p>	<p>Five years from now 221. No turning back 222. Improvements</p>
<p>(xix) Discipline also has to do with</p>	<p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Ms Tshukudu: Discipline starts from educators and flows to learners. Hence you will find learners running or dodging</p>	<p>Anything on classroom discipline 223. Dodging</p>

<p>educators (xi) Educators, like learners rebelled against their leaders. They think that corporal punishment could be returned.</p> <p>Discourse notes 8 (i) Discipline is to be in line with school policy. (ii) Every learner should be self-disciplined (iii) When there is order at school, it means learners are disciplined (iv) Parents set rules to be followed. Failure to</p>	<p>when it is the period of an ill-disciplined educator. In the past educators used to strike; they now say they are toothless because corporal punishment is abolished. In the 1970s and 1980s the learners did not know their rights, now they are very vocal about their rights and forget that rights also bring responsibilities.</p> <p>Researcher: I am interested in how educators deal with discipline and also want to understand why educators deal with discipline the way they do. To help me with this, I would like you to tell me about your understanding of discipline.</p> <p>Mr Kwena: According to me discipline has to do with monitoring of learners so that they can be in line with school policies. Discipline must come naturally. Learners should discipline themselves Discipline is to put order into a situation.</p> <p>Researcher: Let us start by talking about your own</p>	<p>224. Ill-discipline 225. Past 226. Strike 227. Toothless 228. Rights 229. Responsibilities</p> <p>Definition of discipline 230. Monitoring of learners 231. In line with school policies 232. Come naturally 233. Put order into situation</p> <p>Discipline as a child and as a learner</p>
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<p>comply meant being punished. (v) Learners were given manual work as a form of discipline or exercise (running)</p>	<p>experience of discipline. We can start by talking about how you were disciplined as a child, at home and at school.</p> <p>Mr Kwena: At home my parents gave me rules to obey, failure to obey led to punishment with my brother's belt. At school my educators made us run around the school when we were late. Sometimes we had to clean the toilets.</p>	<p>234. Rules to obey 235. Punished 236. Belt 237. Run 238. Cleaned toilets</p>
	<p>Researcher: What lessons have you learnt from being disciplined as a child? Give examples and provide lessons learnt.</p> <p>Mr Kwena: I learnt to listen and to obey rules. At home I also learnt love.</p>	<p>Lessons learnt 239. To listen 240. Obey rules 241. Love</p>
	<p>Researcher: Thinking back about your childhood years, do you think you were disciplined differently when you were small compared to when you were in high school?</p> <p>Mr Kwena: At secondary school, our educators made us remain after school when other children went home, We</p>	<p>Different discipline at home and secondary school</p>
<p>(vi) Educators used detention as a form of</p>		

<p>discipline</p> <p>(vii) Discipline was different at home and at school; at home corporal punishment was used. At school code of conduct was used to discipline learners</p> <p>(viii) Talking used to discipline learners.</p>	<p>were forced to learn after school. Corporal punishment was not allowed.</p> <p>Researcher: If you were to compare the way your parents disciplined you and the way your educators used to discipline you, do you think that there was a difference? Explain giving examples.</p> <p>Mr Kwena: There was a difference, At home parents did not negotiate with me, if I did not obey the rules I was punished When I cried my mother begged me to keep quiet. At school I was given work do to if I contravened the code of conduct.</p> <p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Mr Kwena: No, when I started teaching corporal punishment was abolished; even now it is not used in our schools. I use talking to make learners to change their bad</p>	<p>242. Remain behind</p> <p>243. No corporal Punishment</p> <p>244. Not negotiate</p> <p>245. Punished</p> <p>246. Did not obey</p> <p>247. Begged</p> <p>248. Given work</p> <p>249. Code of conduct</p>
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<p>(xi) Detention is used but the teacher helps learners with their work</p>	<p>Researcher: How do deal with problematic learners?</p> <p>Mr Kwena: I negotiate with them to remain behind. I will Then explain to them that I want to assist them, for me to succeed in helping them I need their cooperation and their commitment. Most of them are repeaters and I will tell them that they have already wasted a year and it will never come back. I will also tell them that they must set the pace for the others learners.</p> <p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mr Kwena: I am a choir master myself. I make sure that when I select my choristers they all love music. By so doing when we set rules for choir practices, every learner should comply, if he/she feels she cannot comply she/he must not</p>	<p>Dealing with problematic learners</p> <p>257. Negotiate 258. Remain behind 259. Assist them 260. Cooperation and Commitment</p> <p>Discipline outside classroom</p> <p>261 Set rules 262. Comply 263. Code of conduct 264. School policy</p>
<p>(xii) No difference in disciplining learners inside nor outside the classroom because the same code of conduct is used to manage discipline</p>	<p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Mr Kwena: I am a choir master myself. I make sure that when I select my choristers they all love music. By so doing when we set rules for choir practices, every learner should comply, if he/she feels she cannot comply she/he must not</p>	<p>Discipline outside classroom</p> <p>261 Set rules 262. Comply 263. Code of conduct 264. School policy</p>

(xiii) Learners to be taught to be self-discipline	join the choir. Furthermore the code of conduct and the school policy will be used to discipline learners.	Five years from now 265. Self-discipline 266. Takes time
	<p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Mr Kwena: I see myself able to inculcate self-discipline in learners, although it takes time but I hope to achieve it.</p>	
(xiv) Corporal punishment should not be reintroduced	Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?	Anything on discipline 267. Disagrees corporal punishment should be back 268. Self-discipline 269. Prepare lessons ahead 270. Humiliated 271. Punitively punished 272. Past not forgotten 273. Haunted by past
(xv) Educators should be well prepared; also be self-disciplined	Mr Kwena: I would like to disagree with those educators who want corporal punishment back. It is time that educators be self-disciplined. Teachers must prepare lessons well or they will be challenged by learners and will be embarrassed. As educators we cannot forget how we were humiliated by the system. Our parents used to instruct our educators to punitively punish us for offences. We must accept change although what happened in the past will always haunt us.	
(xvi) Still thinking about how the old system humiliated educators		
(xvii) Past experience still haunts educators		

Discourse notes	Researcher: I am interested in how educators deal with	Definition of discipline
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<p>at home but at school making learners fear their educators through the use of corporal punishment was the order of the day.</p> <p>(iv) Female educators at secondary schools use new approaches to discipline learners (talking)</p> <p>(v) Ms Phuti was comfortable with the punishment she received at home because her parents explained her mistakes before inflicting the punishment.</p>	<p>be responsible. At school I feared my educators.</p> <p>Researcher: Thinking back about your childhood years, do you think you have been disciplined differently when you were small compared to when you were in high school?</p> <p>Ms Phuti: There was no difference, although female educators at secondary school usually talked to me before meting out punishment. At home my parents told me why they were punishing me. At primary school I was punished for making a noise.</p> <p>Researcher: If you were to compare the way your parents disciplined you and the way your educators disciplined you, do you think that there was a difference? Explain, giving examples.</p> <p>Ms Phuti: There were differences because my parents indicated why they were punishing me. At school once you were late you knew you were going to be punished without even being able to explain the reason.</p>	<p>279. responsible 280. Fear</p> <p>281. Talked</p> <p>282. Parents told me my mistakes</p>
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<p>(vi) Ms Phuti believes in learners disciplining themselves.</p> <p>(vii) Detention is also used.</p>	<p>Researcher: Do you think that you now discipline children differently than when you started your career?</p> <p>Ms Phuti: Yes, I do not use the stick any longer. If they make a noise I remain outside until they are quiet.</p> <p>Researcher: Which approach do you think is more effective?</p> <p>Ms Phuti: Talking to learners is more effective although it takes more time.</p> <p>Researcher: Let us now talk about the way you are dealing with discipline today. You are teaching secondary school learners. Some of them are still young, but some are already grown up. Do you discipline the younger learners differently from the way you discipline the elder ones?</p> <p>Ms Phuti: I talk strongly to learners of all ages. If there are those who do not want to listen, I allow the class to discipline them. And I always talk to the offenders.</p>	
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<p>(viii) Ms. Phuti is prepared to change and improve on her old ways</p>	<p>Researcher: How do you deal with problematic learners?</p> <p>Ms Phuti: I usually give them more work. I also request them to remain behind after school. I also tell them the facts of life</p> <p>Researcher: As educators we must sometimes perform duties outside normal school hours that involve learners, for example, accompanying them on excursions, choir competitions, soccer and netball matches. Do you think that extramural activities pose different challenges to you as an educator in terms of disciplining learners?</p> <p>Ms Phuti. No, because I only deal with learners who are interested in the particular sporting code. I make sure that all the learners know the rules before committing themselves.</p> <p>Researcher: Let us now look at the future. Where do you see yourself in five years time?</p> <p>Ms Phuti: I would like to see myself implementing new approaches if the policies of the department of education</p>	<p>283. Detention</p> <p>284. Use rules to discipline learners</p>
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<p>of disciplining learners.</p> <p>(ix) Ms Phuti had a bad experience. She still thinks of her primary educator. She has a deformed figure because of the punishment she got from her angry educator.</p>	<p>are still the same. I want also to improve the methods we are currently using</p> <p>Researcher: Is there anything you want to tell me about school discipline that you feel we have not covered?</p> <p>Ms Phuti: I would like to share my experiences. My primary educator punished with a ruler. My finger is deformed. When I look at my finger, I always picture my primary educator. I told myself I will never punish learners even if corporal punishment is allowed, because sometimes you are angry and you will make a mistake that will haunt you for the rest of your life.</p>	<p>285. Prefers new approaches</p> <p>286. Has deformed figure due to the corporal punishment she received as a learner.</p> <p>287. Angry</p> <p>288. Past mistakes/experiences will haunt you</p>
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Second Interviews

<p>Discourse notes</p> <p>(i) Discipline is about making learners responsible for their actions</p> <p>(ii) Late-coming and not listening to educators is being ill-disciplined</p> <p>(iii) There was no difference between punishment and discipline</p> <p>(iv) Discipline is correcting a behaviour</p> <p>(v) Conducive environment is essential for teaching and learning</p> <p>(vi) Breaking a rule, defiance, fighting, intimidation, failure do homework and not listening are regarded as ill-discipline</p> <p>(vii) Classroom rules, letting learners read the contravened rule, together</p>	<p>Researcher: In the previous interview you defined discipline as bringing learners under control, what did you mean?</p> <p>Mr Tau: I meant making learners responsible for their actions. If they do not listen to educators or if they do not come to school on time, they will not cope with the school work and they will fail the examination at the end of the year.</p> <p>Researcher: You also indicated that your parents used a lash when they were disciplining you, do you refer to corporal punishment when you say they were disciplining you?</p> <p>Mr Tau: Yes because to them discipline was making me feel pain, just like my educators. Corporal punishment was allowed; when they punished me they thought they were disciplining me.</p> <p>Researcher: Do you agree with your parents and</p>	<p>Definition of discipline</p> <ol style="list-style-type: none"> 1. Make responsible 2. Responsible for actions 3. Must listen 4. Be on time <p>Differences between corporal punishment and discipline</p> <ol style="list-style-type: none"> 5. Feel pain 6. Correcting 7. Conduct
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<p>suggesting ways of correcting bad behaviour and not shouting will assist in solving disciplinary problems</p> <p>(viii) In the past one did not have a choice, corporal punishment was the only method</p> <p>(ix) The torture we faced in the past still haunts us</p> <p>(x) No learner wants to become a teacher although in the past teaching was a respected career</p> <p>(xi) In the past learners were not given a chance to explain; the educator's word was final; authoritarian discipline</p> <p>(xii) Currently certain learners do not take Mathematics at grade12;</p>	<p>educators that punishing referred to discipline?</p> <p>Mr Tau: With my limited experience, I do not agree with them. Discipline is different from corporal punishment, discipline is correcting and making sure that one conducts himself/herself in an appropriate manner and to create an environment conducive to teaching and learning.</p> <p>Researcher: Share with me the offences that you were punished for both at home and school?</p> <p>Mr Tau: At home I was punished for breaking a rule, for example not collecting wood after school. I was also punished for defying my sister and also fighting with my younger sister. At school my standard 1 teacher punished me because I took other learners' books; I was always late after break. I used to intimidate the girls. In secondary school I was punished for not doing my homework. I did my homework in class and this angered my educators, because I was not listening when</p>	<p>8. Conducive environment</p> <p>Punishable offences</p> <ol style="list-style-type: none"> 9. Breaking a rule 10. Defying 11. Fighting 12. Taking other learners' books 13. Coming late 14. Intimidating 15. Not doing my work 16. Not listening
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<p>say it is too difficult</p>	<p>they were teaching. I was busy with my homework.</p> <p>Researcher: In the previous interviews you indicated that if the current system of managing discipline today is not changed, you hope to improve on your current strategies. Share with me one such strategy you are using now which is more effective, and that you can recommend to other educators.</p> <p>Mr Tau: Each teacher should formulate classroom rules with learners and when a learner contravenes a rule, the teacher should ask him or her to read the rule and suggest ways to change unacceptable behaviour. Educators must not shout at learners, they must talk to them and show them their mistakes; together they must work out a plan on how to correct a bad behaviour. As a learner I was not told why I was punished, that is why it is difficult to cope with the new method of managing discipline. I thought if I started by telling learners their mistakes, the learners would think I was condoning their behaviour.</p>	<p>New methods of managing discipline</p> <ol style="list-style-type: none"> 17. Classroom rules 18. Read contravened rule 19. Suggest ways 20. Not shout 21. show their mistakes 22. Plan together
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	<p>Researcher: Is there anything you can share with me regarding discipline of the past and today's discipline?</p> <p>Mr Tau: When I was still a learner, for the most part educators used a single method of discipline, one that was forceful and demanding, often harsh and punitive. Those educators were not evil, they were people of good intent doing the best they could to help us as learners. Their control tactics were reflective of the times. Today learners are very difficult to handle. The way I was punished makes me think that today's system does not want learners to become something in future. Learners do not do their work and there is nothing you can do. When I see learners defying authority I think that the torture we were faced with is perhaps being reflected back. In the past learners were afraid of educators and corporal punishment. Educators were the most respected people in the community .Every growing child wanted to become a teacher but today no learner wants to be a teacher.</p> <p>Researcher: In our first interview you indicated that</p>	<p>23. Telling them their mistakes</p> <p>Past experience</p> <p>24. Single method</p> <p>25. Forceful</p> <p>26. Harsh and punitive</p> <p>27. Reflective of times</p> <p>28. Torture</p> <p>29. Afraid</p> <p>30. Respected</p> <p>31. No learner wants to become a teacher</p>
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	<p>you hated your Mathematics teacher. Share with me the reasons why you hated him.</p> <p>Mr Tau: Mathematics is a demanding and very difficult subject. My teacher used to come early in the morning to offer morning lessons. Because I had a younger sister who I had to take to the pre-school every morning, I was always late. The educator did not want to know why I was late and he chased me from his class and punished me. These incidents led me to discourage my learners from taking Mathematics in grade 12, and that was wrong on my part because nowadays Mathematics is a compulsory subject. With this incident I learnt that always before disciplining a learner allow him/her to tell you why he/she behaved in that manner.</p>	<p>32. Morning lessons 33. Always late 34. Not want to know 35. Discouraged 36. Allow learners to explain</p>
<p>Discourse notes (i) Code of conduct condemn use of drugs, late coming, victimization and disruption (ii) Learners will be warned, or receive detention or suspension. At</p>	<p>Researcher: During the interviews that we had you defined discipline as monitoring learners so that they can be in line with school code of conduct. Can you paint picture of a learner who is not in line with the school code of conduct?</p> <p>Mr Nkwe: Our school code of conduct clearly indicates that a learner who abuses drugs; who comes</p>	<p>The use of code of conduct 37. Drug abusers</p>

<p>disciplinary hearing, this will be determined by the nature of the offence</p> <p>(iii) Discourage corporal punishment</p> <p>(iv) Corporal punishment encourages stubbornness and learners stay away from school</p> <p>(v) Talking to learners is regarded as effective way of disciplining learners</p> <p>(vi) Parents and educators viewed corporal punishment and discipline the same</p> <p>(Vii) Educators used corporal punishment to enforce their authority.</p>	<p>late to school; who victimizes other learners; who disrupts the school; should be disciplined. This means that the school management and the school governing body will talk to this learner. If he/she continues behaving in this unacceptable manner, he/she will have to appear before a disciplinary committee. If found guilty, he/she will be given a sanction – this can be a final warning, detention or suspension depending on the offence.</p>	<p>38. Late coming</p> <p>39. Victimizes</p> <p>40. Disrupts</p> <p>41. Talking</p> <p>42. Disciplinary committee</p> <p>43. Final warning</p> <p>44. Detention</p> <p>45. Suspension</p>
<p>(viii) Discipline and corporal punishment in the past meant the same thing.</p> <p>(ix) Punishment was used to control learners</p>	<p>Researcher: You mentioned during our previous interview that you were punished at home and at school. What did you mean when you used the word “punished”?</p>	

<p>(x) learners were punished for intimidation, loitering, defiance and cheating</p> <p>(xi) At home was punished for refusing to go shopping; not washing before sleeping</p> <p>(xii). Talking to learner is the best form of disciplining learners</p> <p>(xiii) Learners must know their mistakes before being disciplined</p> <p>(xiv) Corporal punishment make learners stubborn, it must use as a last resort.</p> <p>(xv) Corporal punishment encourages learners to leave school</p> <p>(xvi) Learners should be responsible and make correct choices</p>	<p>Mr Nkwe: To my parents and educators there was no difference between discipline and corporal punishment. Educators used corporal punishment as a form of discipline because they were afraid of losing control and of being terrorized by the learners.</p> <p>Researcher: Please indicate the offences you were punished for at school and at home.</p> <p>Mr Nkwe: I intimidated girls; I moved around in class when the teacher was busy at her desk. I was defiant especially at secondary school. When educators demanded our books I was the last one to hand in mine because I took other learners' books to check if my answers were correct. At home my father punished me for not washing before going to sleep and when I refused to go to the shop for him in the evening.</p> <p>Researcher: You also indicated that your parents and female educators at secondary school talked to you instead of punishing you. What impact did that have on</p>	<p>Discipline and corporal punishment</p> <p>46. No difference</p> <p>47. Losing control</p> <p>48. Terrorized by learners</p> <p>Punishable offences at home and at school</p> <p>49. Intimidating girls</p> <p>50. Moving around in class.</p> <p>51. Defiance</p> <p>52. Took learners books</p> <p>53. Refused to wash in the evening</p> <p>54. Refused to go to shop in the evening</p>
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	<p>how you discipline learners today when you think back to the way your educators and parents talked to you?</p> <p>Mr Nkwe: I learnt that it is best to talk to learners first before disciplining them. But some learners do not listen. It is vital for the learner to know his/her mistakes before receiving a punishment or being disciplined. Currently I also talk to my learners before disciplining them they accept the discipline and promise not to repeat the mistake.</p> <p>Researcher: What have you learnt from the punishment used by your teacher when you were a learner? How does this affect the discipline you use now that you are a teacher?</p> <p>Mr Nkwe: I have noted that corporal punishment is the last resort in dealing with learner discipline. When I was a learner educators were harsh, the system allowed them to physically punished us; learners became stubborn, others left school because they could not stand the punishment they received. Today learners are</p>	<p>Talking is a form of discipline</p> <p>55. Learners to know his/her mistakes</p> <p>56. Accept discipline</p> <p>57. Promise</p> <p>58. Will not repeat</p> <p>Lessons learnt from being disciplined and being punished</p> <p>59. Corporal punishment last resort</p> <p>60. Harsh</p> <p>61. Stubborn</p> <p>62. Left school</p> <p>63. Make choices</p> <p>64. Send outside</p> <p>65. Talking</p>
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	<p>allowed to make choices; if they do not listen they will fail. If they do not do their homework, educators send them outside; some learners enjoy this and at the end of the year they fail the examinations. As a teacher I have learnt that talking to learners is more effective, although it takes time.</p>	<p>66. Takes time</p>
<p>Discourse notes (i) Encouraging learners to be self-disciplined will limit misbehaviour (ii) Discipline and corporal punishment used to mean the same thing (iii) Disobedience, lying, fighting were all regarded as misbehaviour (iv) To manage discipline effectively a teacher should know the subject content</p>	<p>Researcher: In our previous interviews you defined discipline as keeping the correct order, sometimes you will keep the correct order but find out that a learner still misbehave, may you elaborate further on your definition.</p> <p>Mrs Nare: Discipline includes preventing misbehaviour, supporting learner self-control and correcting misbehaviour.</p> <p>Researcher: in your responses you often use the word “punishing”. Are you referring to discipline?</p>	<p>Definition of discipline 67. Preventing misbehaviour 68. Self-control 69. Correcting</p> <p>Difference between</p>

<p>well, be accessible and sacrifice time to help learners pass well</p>	<p>Mrs Nare: When I was still a learner, my educators and parents saw discipline as punishing us punitively.</p> <p>Researcher: Please indicate the offences for which you were punished at home and at school.</p> <p>Mrs Nare: I called other learners names when my teacher was busy teaching. At secondary school I talked back to my educators, I refused to what they requested. I use to lie especially on Mondays because I knew that I had not done my homework. At home I was very stubborn; I used to fight with my brother.</p> <p>Researcher: Share with me your experiences and the highlights of the way discipline was managed when you were a learner. How does this experience affect you today?</p> <p>Mrs Nare: Educators in the past continuously analysed their teaching method; although they were punishing us, they were doing their work. They were prepared to stay behind after school to help us; we therefore managed to</p>	<p>punishment and discipline</p> <p>70. Parents meant punishment when they referred to discipline</p> <p>Offences punished for</p> <p>71. Calling learners by names</p> <p>72. Talked back</p> <p>73. Lying</p> <p>74. Stubborn</p> <p>75. Fighting</p> <p>Past experience</p> <p>76. Teaching method</p> <p>77. Were doing their work</p> <p>78. Prepared to remain</p>
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	<p>pass very well. As learners we were afraid to miss their classes. Educators were always accessible. Today educators do not sacrifice their time: they are not well prepared, and hence you will find learners talking while the teacher is teaching. We were afraid of our educators because they punished us. Educators were most feared. Today learners are not afraid of educators, because they know they will never touch them even if they are late or make noise in the class, the methods they using to discipline learners are not effective.</p>	<p>behind 79. Passed well 80. Not miss classes 81. Accessible 82. Now not sacrifice 83. Most feared 84. Now not afraid 85. Discipline now not effective</p>
<p>Discourse notes (i) A disciplined teacher is able to establish positive relationship with learners (ii) Disciplinary problems are caused by some ill-disciplined educators</p>	<p>Researcher: In your responses in our first interview, you said discipline means correcting learners. Do you think it is only the learners who need to be disciplined in a school?</p> <p>Mr Phala: Educators also need to be disciplined. Successful discipline also depends on how well educators manage various classroom activities and the ability to establish a positive relationship with their learners. Positive learner-teacher interaction depends on how well educators can relate to a diverse learner population. Educators are tasked to create an</p>	<p>Educators' disciplinary measures 86. Manage 87. Positive relationship</p>

	<p>appropriate learning environment because learning is what schools are about. Some educators fail to master their subject content and this creates disciplinary problems. Learners start rebelling against the teacher. So educators who fail to perform as expected need to be disciplined.</p>	<p>88. Subject content 89. Rebelling</p>
<p>Discourse notes (iii) A lash to parents and educators meant discipline (iv) Parents used corporal punishment to correct wrong-doing (v) Corporal punishment makes learners respect educators (vi) Late-coming disturbs teaching</p>	<p>Researcher: You frequently responded to questions using the word “punished”. Were you referring to “discipline”?</p> <p>Mr Phala: Yes I use “punish” interchangeably with discipline because in my own experience educators and parents used the word discipline to mea punishment. To them corporal punishment was the effective way of correcting wrongs. When educators used a lash they thought that they were disciplining me. It is only now that I realise that discipline is corrective and punishment punitive.</p> <p>Researcher: You also alluded to the fact that you are what you are because of corporal punishment. If you were allowed to use this form of punishment how</p>	<p>Difference between punishing and disciplining 90. Punish meant discipline 91. Correcting 92. Punitive</p>

	<p>would you use it and when?</p> <p>Mr Phala: Yes, I would use it, because learners are sometimes not willing to do their work, or sometimes come late to class and disturb other learners knowing that the teacher will do nothing. I would use it because parents at home are still punishing their children. As educators we are also parents from Monday to Friday. Educators are no longer respected; using corporal punishment would bring back the respect we deserve.</p>	<p>Use of corporal punishment 93. Not do their work 94. Come late 95. Parents still punishing 96. Lost respect 97 Bring back respect</p>
<p>Discourse notes (vii) Responsible educators can inflict corporal punishment</p>	<p>Researcher: Is your previous experience of discipline affecting you in the way you are disciplining your learners today?</p> <p>Mr Phala: My experience taught me that for effective teaching and learning to take place, there should be respect between a learner, as a recipient of education and the teacher, the imparters of education. We are not equal; learners must listen in order for teaching to take place. In the past learners respected educators,</p>	<p>Influence of past experience 98. Respect 99. Listen 100. Responsible</p>

	<p>nowadays learners do not respect their educators and this affects discipline. Teacher-learner relationship in the class is affected. In the past educators were responsible and willing to sacrifice their time for the learners, therefore it was easy for the teacher to discipline learners.</p>	
<p>Discourse notes (i) If found that a teacher contravened EEA, he/she can be disciplined (ii) School code of conduct is used to discipline learners but for educators we use SACE (iii) In the past one could not differentiate between punishment and discipline (iv) Disobedient, dodging and fighting with other learners were punishable offences (v) Authoritarian discipline not correct</p>	<p>Researcher: In our previous interviews you defined discipline as an indication that there was a behavioural offence committed. According to you, does discipline only focus on the learners?</p> <p>Mrs Tlou: Educators can be discipline in terms of Educators Employment Act if they misbehave. They must also behave in line with code of conduct of South Africa Education Council.</p> <p>Researcher: In our previous interviews I asked you how where you disciplined as a child at home and at school. You indicated that your parents spanked you. Please expand on this.</p>	<p>Discipline of educators 101. EEA 102. SACE</p> <p>Discipline received from</p>

	<p>Mrs Tlou: Discipline and punishment to my parents meant the same thing. Even my educators when they talk of discipline they referred to punishment.</p> <p>Researcher: Why were you punished at home and at school?</p> <p>Mrs Tlou: My parents set rules to be obeyed; if we failed to obey them we were punished. We were suppose to clean our bedroom before going to school; fetch water from the river every afternoon; we were not suppose to fight with other children. At school I was punished for dodging study, for not writing tests and for my defiance.</p> <p>Researcher: You indicated that talking to learners is effective but needs to be used with corporal punishment. It that because you were punished corporally as a child?</p>	<p>home 103. Same thing 104. Discipline meant punishment</p> <p>Offences punished for 105. Disobeying rules 106. Fighting 107. Dodging study 108. Defiance</p>
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	<p>Mrs Tlou: Yes, but I do not recommend it always. Corporal punishment was effective in the past because it was the only method that made learners to do their work. Educators need to talk to learners first before punishing or disciplining them. In the past learners were not given chance to explain why are they are breaking the rules.</p>	<p>Methods of disciplining learners 109. Punishment 110. In the past 111 Talk 112 Given chance</p>
<p>Discourse notes (i) Use of the stick as a form of corporal punishment is not effective, learners are just afraid of the pain; the stick cannot change bad behaviour (ii). Involvement of learners more effective in changing bad behaviour (iii) In the past corporal punishment was enjoyed by my educators thing (iv) Learners not given chance to explain and</p>	<p>Researcher: In our previous interviews you defined discipline as putting aberrant behaviour right. Can you, as a teacher, change the behaviour of a learner without involving him/her?</p> <p>Mr Tholo: No. This is not possible. In the past educators used a stick to try to change a bad behaviour, and they did that without consulting us as learners. We were afraid of the stick but it did not change our behaviour. It is important to involve learners when correcting bad behaviour.</p> <p>Researcher: You indicated that corporal punishment is more effective as compared to the new approaches. Can</p>	<p>Changing learners' behaviour 113. Past 114. Stick 115. Afraid 116. Must involve</p> <p>Effectiveness of corporal</p>

	<p>Now, as a teacher I discuss with my learners first before allowing them to choose the sporting code of their choice.</p>	
<p>Discourse notes (i) Refusing to be sent to shops; fighting and failure to uphold family values were punishable offences (ii). The style of not shouting to learners when they did a wrong thing is very effective</p>	<p>Researcher: During our previous interviews, you mentioned that parents warned you first before disciplining you. Please explain what things you were warned for.</p> <p>Mr Tholo: My mother punished me for refusing to go to the shop. I always fought with my sister because she called me “<i>Hlogo</i>” meaning head. I did not want to go to Sunday School; my father warned that if I did not I would have to move out of his house. During winter it is cold. If I did not want to wash before sleeping, my mother warned me but I kept on dodging and she woke me up with a lash and ordered me to go and wash.</p> <p>Researcher: Please explain whether you feel that your past experience has influenced the way you now deal with discipline.</p>	<p>Offences punished for 128. Refusing to shop 129. Fought 130 Sunday School 131. Winter 132. Wash before bed 133. Woke up 134. Lash</p> <p>Influence of past experience 135. Stand</p>

	<p>Mr Kwena: I had a very strict principal when I started teaching. He used to stand on the veranda watching all learners coming late to school. He did not utter a word but the learners ran to their classes. When he went to the gate we knew that he was going to close the gate and learners who were locked outside were punished after school in the staffroom. I was influenced by the manner in which he watched the late-comers without saying a word. These days, as an educator, if I go into a classroom and I find the learners making noise, I just stand at the door and watch them; they will soon quieten. I the request the names of those who were making noise from the monitor and will then discipline them after school in the staffroom.</p>	<p>136. Watching 137. Coming late 138. Not utter a word 139. Learners running 140. Close gate 141. Locked out 142. Influenced me 143. Watched offenders 144. Without saying a word 145. Making noise 146. Stand at the door 147. Watch them 148. Become quiet 149. After school</p>
<p>Discourse notes (i) Shifting responsibility is a form of misbehaviour (ii) Apologising when you do something wrong is an indication that you accept your mistakes and are committed to change your</p>	<p>Researcher: In the interviews we held you said your father disciplined you by talking to you. Can you share with me what these offences were?</p> <p>Mr. Kwena: At home we are five boys and two girls, my father had a herd of cattle. As an elder son, it was my responsibility to make sure that the cows were</p>	<p>Disciplined by talking 151.Responsibility 152.Milk the cows 153.Late</p>

<p>behaviour</p>	<p>milked before going to school. One Monday I had a morning class. I woke up late and I requested my brother to milk the cows. Unfortunately my brother did not do what I asked. He went to school and there was no milk. During break we went home as usual and there was no milk, we could not eat. My father wanted me to explain why there was no milk. I failed to give him the answer. My father warned me that if he gave me work I must not delegate the duty given. He also said if I was unable to do the task I was suppose to inform him. He told me to apologise for what I had done and I did so. I promised not to repeat the mistake. Now, as a teacher I have adopted my father's style. When a learner misbehaves, I call him/her, show them the mistake, warn the offender and ask them to apologise and make a commitment not to repeat the mistake.</p> <p>Researcher: I am interested in the teacher who slapped you as you mentioned in our previous interview. After slapping you how did you react? Did you report him to the principal or your parents? If so, what was their response?</p>	<p>154.Explain 155.failed 156.Not delegate 157.Inform him 158.Apologised 159.Promised 160.Adopted 161.Father's style 162.Show 163.Mistake 164.Warn 165.Apologise 166.Promise not to repeat the mistake</p>
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<p>(iii) Corporal punishment at secondary school, offended learners; felt humiliated and wished to retaliate</p> <p>(iv) It is not easy to forget a bad experience, you will always think of it even if you are old.</p>	<p>Mr Kwena: As a secondary school learner I felt humiliated; I wanted to avenge myself but my friend advised me to report it to the principal. The teacher slapped me for not listening to him during choir practice; he indicated that I was talking but I was not. Suffice to say he slapped me for the mistake I did not commit. After school I went home. I told my mother what happened because my father was not home. I told her if she cannot go to the school to address the matter with the teacher I would not return to school At school my mother started by apologising. I told my mother there was no need for her to apologise because I had not done anything wrong. In fact it was the teacher who owed me an apology. After explaining everything the principal asked me to go out of the room and he remained with the teacher and my mother. My mother then told me that the teacher apologised. From that day I left the choir and I hated music; even now I do not attend any music competition. This experience left a mark in my life and I realised that sometimes educators can punish learners unjustly. Currently, before I discipline a learner I make very sure that I have</p>	<p>Influence of past experience</p> <p>167.Humiliated</p> <p>168.Revenge</p> <p>169.Slapped</p> <p>170.Listening</p> <p>171.Talking</p> <p>172.Mistake</p> <p>173.Not going to school</p> <p>174.Apologized</p> <p>175.Go out</p> <p>176. Remained</p> <p>177.Hated music</p> <p>178.Left a mark in my life</p> <p>179.Currently</p> <p>180.Make sure</p> <p>181.Communicate</p> <p>182.Agree</p> <p>183.Form of discipline</p>
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	communicated the mistake he/she made and agree on the form of discipline.	
<p>Discourse notes</p> <p>(i) Natural for a learner to misbehave especially if she/he is bored</p> <p>(ii) Although corporal punishment was abolished at school, parents were still punishing their children, and they regard it as discipline</p> <p>(iii) The bad experience one experienced while young influences his/her way of thinking and his/her action</p>	<p>Researcher: In our first interview you said discipline should be natural, what did you mean by this?</p> <p>Ms Phuti: I said discipline should come naturally because a misbehaviour also comes naturally from interplay between a learner and the conditions that exist at a given time. For example some learners, if not given work to do, begin either talking in class or playing. Learners often misbehave because of boredom or feeling isolated.</p> <p>Researcher: The discipline you received at home was different from that you applied when you started teaching. Share these differences with me.</p> <p>Ms Phuti: I started teaching in 2000, during the time when corporal punishment was abolished. At home my parents, although they talked to me, they punished me punitively, especially when I came home late or when I</p>	<p>Definition of discipline</p> <p>184.Misbehaviour</p> <p>185.Comes naturally</p> <p>186.Conditions</p> <p>187.Boredom</p> <p>188.Isolated</p> <p>Different forms of discipline</p> <p>189.Corporal punishment abolished.</p> <p>190.Talked</p> <p>191.Punished</p> <p>192. Late</p>

	<p>did not attend Sunday School.</p> <p>Researcher: You talked previously about discipline and punishment. Do you see these as meaning the same?</p> <p>Ms Phuti: I referred to punishment I received from my parents and my educators at primary school. Both my educators and my parents thought that punishment was the same as discipline. When I started teaching I knew exactly the difference between discipline and corporal punishment.</p> <p>Researcher: Do you think of any teacher who punished you while you were learner. Are you still thinking about this teacher? If so, why is this?</p> <p>Ms Phuti: At primary school, I think I was doing grade 2, it was during winter, and my teacher punished me with the back of a ruler. My fingers were red. After school I went home crying, my mother took me to the clinic. My mother did not go to the school to find out</p>	<p>193. Sunday school</p> <p>Discipline and punishment</p> <p>194. Punishment at home and primary school. 195. Discipline at secondary school. 196. Same.</p> <p>Past experience 197. Primary school grade 2 198. Punished 199. Back of the ruler 200. Crying 201. Clinic 202. Felt bad</p>
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	<p>what happened. I felt bad about this. As a result my finger is deformed and when I look at my finger I swear to God that I will never punish learners who misbehave. I will not make them feel pain, especially when I am angry. I want to develop trust before disciplining them. Currently when I look at my finger I picture a bad memory of this teacher.</p>	<p>203. Deformed 204. Feel pain 205. Trust 206. Currently 207. Finger 208. Picture 209. Bad memory</p>
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Appendix F: Transcripts and re-telling participants' lived stories

TRANSCRIBING BY THE RESEARCHER	RE-STORYING BY THE RESEARCHER
<p>Mr Tau :</p> <p>I started teaching in 1986. It was during the time when corporal punishment was used. I was punished by my parents at home and my educators at school. I understand discipline as a way of bringing learners under control and learners managing themselves, which means learners being responsible of their own action. My parents used a lash as a form of discipline and my educators also used a stick. At home I was punished for refusing to do my routine work and also for fighting with my siblings. At school I was punished for not doing my work, for making noise, for coming late and also for intimidating girls. At secondary school, my educators before punishing me told me why they are punished me. When I started teaching although I used corporal punishment, after 1996, I started telling them their offences before punishing them; I adopted this style from my secondary school educators.</p> <p>If it was not for the new education system, I would still use</p>	<p>Mr. Tau started teaching nineteen years ago. It was the time when educators used corporal punishment. As a learner he was punished at school for not doing his work and for making noise. At home he was punished for fighting with his siblings. To his parents and educators punishment meant disciplining. When he started teaching, he also used corporal punishment. To him discipline meant bringing learners under control. He indicated that there was nothing wrong with corporal punishment if he was allowed to use it he will use it. He said he is having bad experiences of how he was disciplined but he can now face the future knowing that corporal punishment is not a good way of disciplining learners.</p>
<p>Corporal punishment, because I regarded both talking to learners and corporal punishing as effective methods. When dealing with problematic learners, I use to warn them first, show them their mistakes, if they do not change suspended them. There was nothing wrong with</p>	



<p>corporal punishment because it reflected the past and times, if allowed to use it I will, because today's learners are not responsible and are very difficult to handle. Currently I am having the scars of the past time but I am an educator , I can face future. Today if you discipline learner by chasing him/her outside, he/she go back home and miss classes, when she/he comes back the following days, he/she unable to catch up the lost work, this result in failing the examination at the end of the year.</p>	
<p>Mr. Nkwe: Discipline has to do with monitoring of learners so that they can be in line with school policies. By school policies I include code of conduct, where drug abuse, late-coming, victimization and class disruption are prohibited. I started teaching in 1988. Every teacher used corporal punishment; I also joined them and used it. As a learner I was subjected to corporal punishment, especially for intimidated girls, taking other learners' books and for defying. I start teaching I thought now was the time that I revenge myself. At home my mother before punishing me told me why she is punishing me, there was clear that disciplining and punishing to my educators and parents meant the same thing. My principal enjoyed punishing us for late-coming. I admired my educators although they were using corporal punishment, they were doing their work, they made us to pass very well, our educators were always available and we did not want to miss their class. Today's educators are not always available, they do not</p>	<p>Mr. Nkwe is having 18 years of experience. To him discipline can be managed by using code of conduct. Learners will be monitored if the use drugs or disrupt classes. As a learner he was punished for intimidating girls, defiance and for taking learners' books. To his educators and parents there was no different between disciplining and punishing. He appreciated his educators, although they punished him, they where doing their work, they made him to pass. Unlike his educators, today's educators are not always available for learners. He indicated he copied the type of discipline which was by female educators at secondary school. After the abolishment of corporal punishment, he also talked to his learners. He used different forms of discipline, he gave warning and detention. Mr. Nkwe said that corporal punishment mad him to be responsible. He also mentioned that methods used by current</p>



<p>prepare their lessons very well, and learners enjoy being discipline rather than being in class. Methods used by educators to manage discipline are not effective.</p> <p>I learnt to be responsible with the punishment I received from my parents and educators. Female educators talked to me and when I change from using corporal punishment, I also talked to my learners, but some learners did not change their bad behaviour, this resulted in chasing them from class.</p> <p>After 1994, I also used new methods of disciplining learners, namely making learners to pick up papers, cleaning toilets, classroom and surrounding. Learners seem enjoying the punishment. Code of conduct was also used to discipline learners; I gave them warnings and detained learners who kept on misbehaving. I was eager to use new methods of disciplining learners; I wanted to forget the past, even though it was difficult, “because the past is always part of me especially when learners make you angry”. I always prepared my work before going to class because I did not want to bore disciplined learners.</p>	<p>educators to manage discipline they are not so effective because learners enjoy being disciplined, that is being outside to pick up papers. From the past he learnt that talking to learners will make change, unlike giving them punishment without explaining why a learner is given a particular punishment. He emphasized that he will always remember the past because is part of his life. From his story I could understand his history and how did it contribute to the present and future especially regarding classroom discipline practices.</p>
<p>Mrs. Nare: I started my teaching career in 1986; it was when the use of corporal punishment was rife. As a new educator I also enjoyed using it because as a learner I was punitively punished both at home and at school. At school I was punished for</p>	<p>Mrs. Nare taught for the past 19 years. Just like her educators and parents, she enjoyed punishing learners when started teaching... She was defiance and use to shout other learners. According to her a conducive teaching environment is when there is</p>



shouting at other learners, defying educators and talking back to educators. I see discipline as the way educators keep correct order so that teaching and learning can take place, suffice to say a conducive environment is prerequisite for proper teaching and learning. Discipline includes preventing misbehaviour and supporting learners. I learnt that if you are not doing your work, you will feel pain. My parents wanted that I became something in life. I saw no difference in the way my parents and my educators disciplined me, my parents laid rules of which I was suppose to obey them, and at school there was a code of conduct. My parents also tongue-lashed me. I would love to use new methods of disciplining both discipline and undisciplined learners, but ill-disciplined learners I will also give them manual work as a punishment. I will not forget corporal punishment, because it made me what I am today. If I was allowed to use it, I will always punish ill-disciplined learners. My experience is that excessive control at home create disciplinary problem in schools. My parents came to school to instruct educators to punish me, this experience made me also to visit my learners at their home to inform their parents about them, some parents will demand that I punitively punish them some learners then became stubborn. The abolition of corporal punishment came as a blow to me. Currently I allow learners to make choices, whether they want to learn or not to learn. I make sure that I am well prepared for my lessons; this was a way

order. She indicated that at school educators used code of conduct and at home parents set rules. Her parents also talk to her before giving punishment. She indicated that excessive punishment by parents resulted in learners posing disciplinary problems at school. After the abolishment of corporal punishment she used modern ways of disciplining learners. She allowed learners to make choices (Glasser: 1944).



<p>of making my lessons attractive to learners. After the abolition of corporal punishment, I also tongue-lashed learners, I was influenced by my parents, tongue-lashing had an impact and most of learners changed, because they did not want to be embarrassed. Learners started to do their work, came early to school and respected educators. Suffice to say they way I was tongue lashed influenced me to used tongue-lashing when disciplining learners.</p>	
<p>Mr. Phala I was punished by my parents just like my educators at both primary and secondary school. To my educators and parents corporal punishment and discipline meant the same thing. To discipline is a way of correcting bad behaviour. I started teaching in 1993. I am what I am today because of corporal punishment, when I started teaching I also used corporal punishment. I was punished for not doing my school work, for being late and for not abiding the rules. My parents withdrew certain benefits, for example they left me behind when they went to town. Sometimes educators are the one causing disciplinary problem. Educators who do not master their subject matter make their lessons boring, at such learners start banking classes and not doing their work. I made sure that I give learners more work I noticed that in</p>	<p>Mr. Phala just like Mrs. Nare defined discipline as a way of correcting a bad behaviour. Unlike Mr. Nkwe, Mrs Nare and Mr. Tau, Mr. Phala is having thirteen years of experience. He believes in corporal punishment, because it made him what he is today. He believed that not only learners are causing disciplinary problems, but educators too, educators who do not prepare their work make lessons boring and as a result learners start to make noise whiles the teacher is in the class. He noted that educators were respected in the past and every growing child wanted to become a teacher, today this is direct opposite. He is still saying if allowed to use corporal punishment he will appreciate to use it. Mr. Phala just like other educators indicated that parents and educators used the two words "discipline" and "punishment" interchangeably.</p>



<p>the past learners were are afraid of educators, they respected them, every learner wanted to became a teacher, maybe it was because of the use of corporal punishment, today no learner wants to become an educator, and learners are not afraid of educators. Therefore if given chance again I will appreciate if I can be allowed to use corporal punishment, especially disciplining poorly disciplined learners. At home parents are still using corporal punishment, because educators are also acting on behalf of parents, they should be allowed to use corporal punishment. From the punishment I received from school and at home, I learnt that for effective teaching and learning to take place, there should be respect. Learners were afraid of their educators because they respected them. When I discipline learners, I made sure learners are aware of their mistakes. I also prepare my work, so no learner wanted to miss my class.</p>	
<p>Mrs. Tlou: I was exposed to corporal Punishment when I was a learner and at home as a child. The corporal punishment I got from my educators, made me to fear my educators. At secondary school, female educators chased me outside for not doing her work, male teacher punished me. I started teaching in 1988. I used</p>	<p>Mrs. Tlou has been teaching for the past seventeen years. Both her parents and educators punished her. To them disciplining meant punishment. She indicated punishment made her to fear her educators not to respect them. Mrs Tlou taught for 18 years. When she started teaching just like other educators she used corporal punishment because was the only</p>



<p>corporal punishment because it was the only effective method of correcting a bad behaviour. Although I used corporal punishment when I started teaching, I later change and chased learners outside for not doing their work, that is ill-disciplined learners. Just like my parents, I also talked to learners before disciplining them, especially learners who are discipline whenever a learner in my class misbehaved, I remembered how I was punished, the scars of the past made me not to used corporal punishment, I opted for chasing them outside. I was punished for disobeying rules, for defying educators, for fighting and dodging classes. I believed that learners in the past where not given the chance to explain why are they behaving in unbecoming manner, therefore I made it my routine to explain first to learners why am I disciplining them. It is not possible to change a bad behaviour without involving learners.</p>	<p>single effective method. Mrs Tlou after the abolishment of corporal punishment used methods such as chasing learners from outside and talking to them.</p> <p>Since as child when receiving punishment, her educators did not explain why are punishing her, she therefore adopted the style of informing learners first why is she punishing learners. This is because learners must be informed about the consequences of bad behaviour (Harlan: 1996; 24).</p>
<p>Mr. Tholo: I started teaching in 1993. I was punished punitively at home and at school. I hated the manner in which I was humiliated by my mother, sister and primary teacher. At home my mother</p>	<p>Mr. Tholo taught for 13 years. He was humiliated by her mother, sister and primary educators. He was labeled “Sekobo”, “Ditsebe” and “Mosesane”. All these names influenced him when he started</p>



called me “sekobo” meaning ugly, my sisters called me “ditsebe” meaning ears, at primary, my female teacher called me “mosesane meaning thin. All these names influenced me when he started teaching. A year after corporal punishment was abolished, I learnt from this experience that nicknaming humiliates, I therefore avoided calling learners by names.

At secondary school I was also punished, but I always remembered my primary teacher who called me “mosesane”. I was not happy at secondary school because I was not given chance to lodge my concern before receiving punishment. My father whipped me just like my secondary school educators.

I not will never forget my secondary school principal, he slapped me for walking on the veranda, I was not aware that it was a mistake. Even today when I speak of this principal, I cry and wishing that he can come and apologize. I however swear not to “slap” learners even if I can become angry. I hate any teacher calling learners by names: “stupid” “lazy” and other names. I am currently discouraging learners not to sing in the choir because I was also punished during choir practice for the mistake I did not do. I encourage learners to indicate at the beginning of the year the sporting code of their choice. It is very rare that I discipline learners, both poorly-disciplined and disciplined, I prefer to talk to them, and some times I refer them to the

teaching. He is avoiding calling learners by names, even if he can be so angry with learners. Currently he is still remembering his principal who clapped him for walking on the veranda. This is a scar in his life and learnt not to call learners stupid or lazy.



<p>principal.</p>	
<p>Mr. Kwena: I understand discipline as the creation of environment that is conducive, that make the organization to reach its goal, according to me, this is the environment were learners and educators are self-discipline. I also agree that educators not only learners should be self-discipline.</p> <p>As a learner and as child I experienced discipline that instilled fear, to my parents and my educators disciplining meant punitively punishing, because at school I was whipped and at home also lashed, but my father took time before he can use a lash, he talked to me.</p> <p>When I started teaching in 1989, I also used corporal punishment, but minimal. As a learner I will never forget my choir master, he punished me for the mistake I never did, even now, I am still having that emotional scar. The educator was convinced that I was making noise. Currently as I do not encourage learners to sing in the choir. When I picture the day I was punished, I wish that educator could come back and apologize because when called to solve the matter with my mother, I was not given chance to say my side of the story.</p>	<p>According to Mr. Kwena the environment should be conducive for teaching and learning. Learners should be self-discipline for teaching and learning to take place. Mr. Kwena taught for 15 years and as a learner and child he was punished by his educators and parents. As a principal he adopted his father's style when managing discipline. He talks to his learners. He does not forget his teacher who punished him for the mistake he did not do. This punishment made her to hate music and currently he encourages learners to choose extra curriculum activity they wish to participate in. He is aiming at imprinting good things in the children's' mind unlike his teacher who left bad memories.</p>



<p>As an educator I currently use modern methods in disciplining both discipline and poorly-discipline learners, I want to imprint in children's mind good things</p> <p>So that they can remember me with, I learnt not to leave negative marks in learners' brain. My father warned me for not doing my work, I apologized and promised not to repeat the mistake again, currently I have adopted my father's style but went further to allow learner to declare in writing that they will never repeat their mistakes again. I hope to use talking through warning and detention in disciplining learners, SASA allows us to suspend learners.</p>	
<p>Ms. Phuti:</p> <p>I started teaching in 1993, corporal punishment was abolished. I was punished at home and by my educators at primary school. Discipline should come naturally, one has to discipline herself, discipline has to do with putting an order to a disorderly situation. I am against the use of corporal punishment, because as I am telling my story I remember my primary teacher, who used the back of the ruler to punish us. One my figure is deformed because of the punishment I got from my primary teacher. The punishment made me to develop new way of disciplining learner rather than relying on old methods. I disciplined learners by talking to them and show them facts of</p>	<p>Ms. Phuti is having the least years of experience. She is only having six years of experience. She was punished by her primary teacher and her parents. Fortunately when she was at secondary school, punishment was abolished. Currently she is still thinking of her grade 2 educators who punished her with a ruler. One of her finger is deformed because of this punishment, hence when she started teaching because there was no corporal punishment; she believed that learners should be self-disciplined. She used to talk to learners challenging them about facts of life.</p>



<p>life. I also challenge them about things at their home. I also risk and promise them if they do well at the end of the year, I will make sure that they go to tertiary. Since I indicated that discipline should come naturally, I support the abolition of corporal punishment by South Africa Schools Act, I was therefore looking forward towards implementing new approaches to discipline, especially being responsible and allowing learners to take responsibility for themselves, (Glasser: 1968) quoted by Harlan (1996: 23) said that the schools must help children learn successful, responsible behaviour.</p>	
<p>Ms. Tshukudu: To me discipline is the maintenance of order in any institution. I was corporally punished when I was a child at home and at primary and secondary school. At home I was warned first and at school my educators used a cane without any warning. When I started teaching in 1989, corporal punishment was the major disciplinary method, so I had no option but to use it. I was convinced that I am what I am today because of corporal punishment. Due to the use</p>	<p>Ms. Tshukudu taught for 17 years. Just like other educators she was punished at home and at school. Her educators and her parents when they talk of discipline, they meant punishment. She learnt to respect her parents and to fear her educators. She adopted her parent's style, that of warning learners first before giving them punishment. She also adopted her principal's style. She used to stand in class when learners make noise without saying</p>



of corporal punishment at home, I learnt to respect my parents; at school I learnt to fear my educators. When I was a learner, it was very rare to find learners talking back to educators. If they did, they were taken to the principal's office and were punished. Today learners do as they wish. After the abolition of corporal punishment, I adopted my parents' style; that of warning learners before giving discipline. I discipline ill-discipline learners by giving them more work after school, especially if they came late. I also used a code of conduct to discipline learners. A disciplined teacher would never have disciplinary problems, if she/he is late for her/his classes, learners would also be late and she/he would never be able to control them.

I will not forget my secondary school principal who used to stand on the veranda watching learners as they came in the morning. All learners would start running as if someone told them to run. When he approached the gate, every learner made sure that he/she was inside the yard to avoid punishment from the principal. When corporal punishment was abolished, I adopted my principal's style. If I went to class and found learners making noise, I would stand at the door and look at learners who are making noise. Without saying a word, those learners would keep quiet. I would still request a list of noisemakers from the monitors. After school the culprits would remain behind with her. The manner in which I was disciplined by my

anything. Suffice to say from past experience she learnt not to shout to learners.



principal influenced me to discipline my learners.	
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MALANGA PROVINCIAL GOVERNMENT

Post Office to Kwamhlanga
Post Office Station
Old Works Department

P.O. Box 1129
Kwamhlanga
1022



DEPARTMENT OF EDUCATION
NKANGALA REGIONAL OFFICE
Tweefontein North

Our Ref:

Tel. No. (013) 947 2927
Fax No. (013) 947 2097

Inquiries: SJ MOHAPI

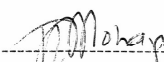
TO: REGIONAL DIRECTOR
Mr. JJ MABENA
NKANGALA REGIONAL OFFICE

CC: CIRCUIT COORDINATOR
Mrs. MASANGO

PERMISSION TO CONDUCT A STUDY

I REFER TO THE MATTER ABOVE.

1. I am conducting a study entitled "**The influence of educators' past experiences on classroom discipline practices.**"
2. I hereby request a permission to conduct the mentioned study in three schools in one circuit in your region. In each school three educators will be requested to form part of the study.
3. It is a qualitative research, interviews and observation will be conducted at the three selected schools.
4. Names of schools and teachers will be kept confidential.
5. All research procedure will be conducted after schools.
6. Hoping for your positive response.



CIRCUIT MANAGEMENT
Mrs. SJ MOHAPI
DATE: 6 NOVEMBER 2002

2

MPUMALANGA PROVINCIAL GOVERNMENT

Next to Kwamhlanga
Filling Station
Old Works Department



P.O. Box 1129
Kwamhlanga
1022

DEPARTMENT OF EDUCATION NKANGALA REGIONAL OFFICE *TwEEfontein North*

Our Ref:

Tel. No. (013) 947 2927
Fax No. (013) 947 2097

Inquiries: **SJ MOHAPI**

To: **THE PRINCIPAL
SGB
EDUCATORS
LEARNERS
FET SCHOOLS
TWEEFONTEIN NORTH CIRCUIT**


**RESEARCH PROJECT: "THE INFLUENCE OF EDUCATORS' PAST
EXPERIENCE ON CLASSROOM DISCIPLINE
PRACTICES"**

I am conducting research with the above title. Your school is selected to be part of the research project. You are requested to allow me to use 5 educators from your school as my human respondents, this must include the principal.

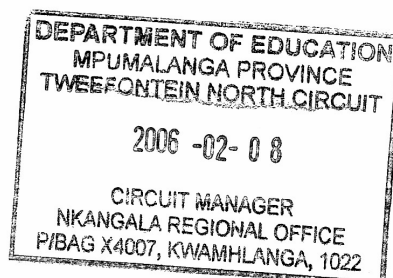
I will be visiting your school more frequently to do preliminary observation and also to conduct interviews with the selected educators.

Educators are free to withdraw during the course of the project. All interviews will be strictly confidential. No names will be used, both schools and educators' names would not be mentioned, letters of alphabets and numerical numbers will be used to differentiate the schools and educators.

Your cooperation will be highly appreciated



CIRCUIT MANAGEMENT
SJ MOHAPI
DATE: 9 FEBRUARY 2006



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KWAMHLANGA
1022



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Fax (013) 947 2096

DEPARTMENT OF EDUCATION NKANGALA REGIONAL OFFICE

Litiko leTefundo

umnyango weFundo

Departement van Onder

ENQ: MASANGO K.C
CIRCUIT CO-ORDINATOR
TEL : (013) 947 1705/06

TO WHOM IT MAY CONCERN

PERMISSION TO CONDUCT DOCTORAL RESEARCH

Permission is hereby granted to the bearer of this letter to conduct a study in our Region, in three schools selected.

We hope that the study will be helpful in our schools and the entire Region.

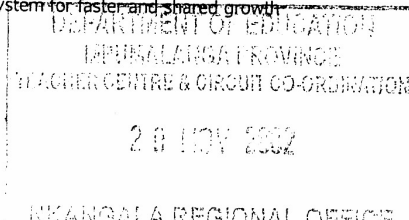
Your cooperation in making the study successful will be appreciated

Masango K.C.
CIRCUITS COORDINATOR
Mrs. KC MASANGO

20-11-2002
DATE

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LETTER OF CONSENT

TO:

EDUCATOR

Box 100079

MORELETA PARK

0167

02 January 2005

Dear colleague

I am a PHD student at University of Pretoria, in the faculty of education. My supervisor is Dr. Nieuwenhuis. I am researching on: “**The influence of educators’ life experiences on classroom discipline practices**”.

The purpose of my research is to investigate life experiences with regard to classroom discipline practices, to understand why teachers are managing disciplinary problems the way they do. Current educators some of them were victims of torture by police during the 1976 riots. They were traumatized and victimized. At schools, then the single method of managing discipline was corporal punishment. After 1994, SASA abolished corporal punishment and expect these teachers to use other disciplinary methods. These educators

where expected to make a quick turn around to cope with new management of learners' disruptive behaviour.

I therefore need to interview, observe and listen to teachers' lived stories to have deeper understanding of their life experiences. The duration for each interview will be 35 minutes per session per each selected educator. All interviews will be taped/ recorded. Audio taped interviews will be recorded with a false name corresponding to your name. Your name will not be on the transcription associated with the study. Your name will also not appear in any publication resulting from this research, but some of your words will be included in the research. A summary of the research will be available to you.

I humbly and kindly request you to complete the following questions and indicate suitable day and convenient time for us to meet for the interviews. In our preliminary interview, we will decide the dates of next interviews.

Thank you in advance.



Soane Joyce Mohapi (Mrs.)

Interviewee details

INTERVIEWEE DETAILS

DATE OF INTERVIEWS

1st Interview:.....
2nd Interview:.....
3rd Interview:.....

Name & Surname :
False Name :
School :
False Name (School) :

Primary Education

(Completion Date) :

Secondary Education

(Completion Date) :

Tertiary Education

(Completion Date) :

Teaching Experience :

Professional Qualification :

Highest Qualification :

I (Full name) sign this consent to be interviewed by Mrs. SJ Mohapi, at **(School A)** (Name), on the day of (month/ s) 2005

Signature: Date: 2005


.....
Soane Joyce Mohapi

INTERVIEWEE DETAILS

DATE OF INTERVIEWS

1st Interview:.....

2nd Interview:.....

3rd Interview:.....

Name & Surname :

False Name :

School :

False Name (School) :

Primary Education

(Completion Date) :

Secondary Education

(Completion Date) :

Tertiary Education

(Completion Date) :

Teaching Experience :


Professional Qualification :

Highest Qualification :

I (Full name) sign this consent to be interviewed by Mrs. SJ Mohapi, at (School B)

(Name), on the day of (month/ s) 2005

Signature: Date: 2005


Soane Joyce Mohapi

INTERVIEWEE DETAILS

DATE OF INTERVIEWS

1st Interview:.....

2nd Interview:.....

3rd Interview:.....

Name & Surname :

False Name :

School :

False Name (School) :

Primary Education

(Completion Date) :

Secondary Education

(Completion Date) :

Tertiary Education

(Completion Date) :

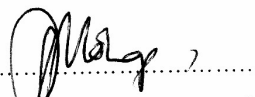
Teaching Experience :

Professional Qualification :

Highest Qualification :

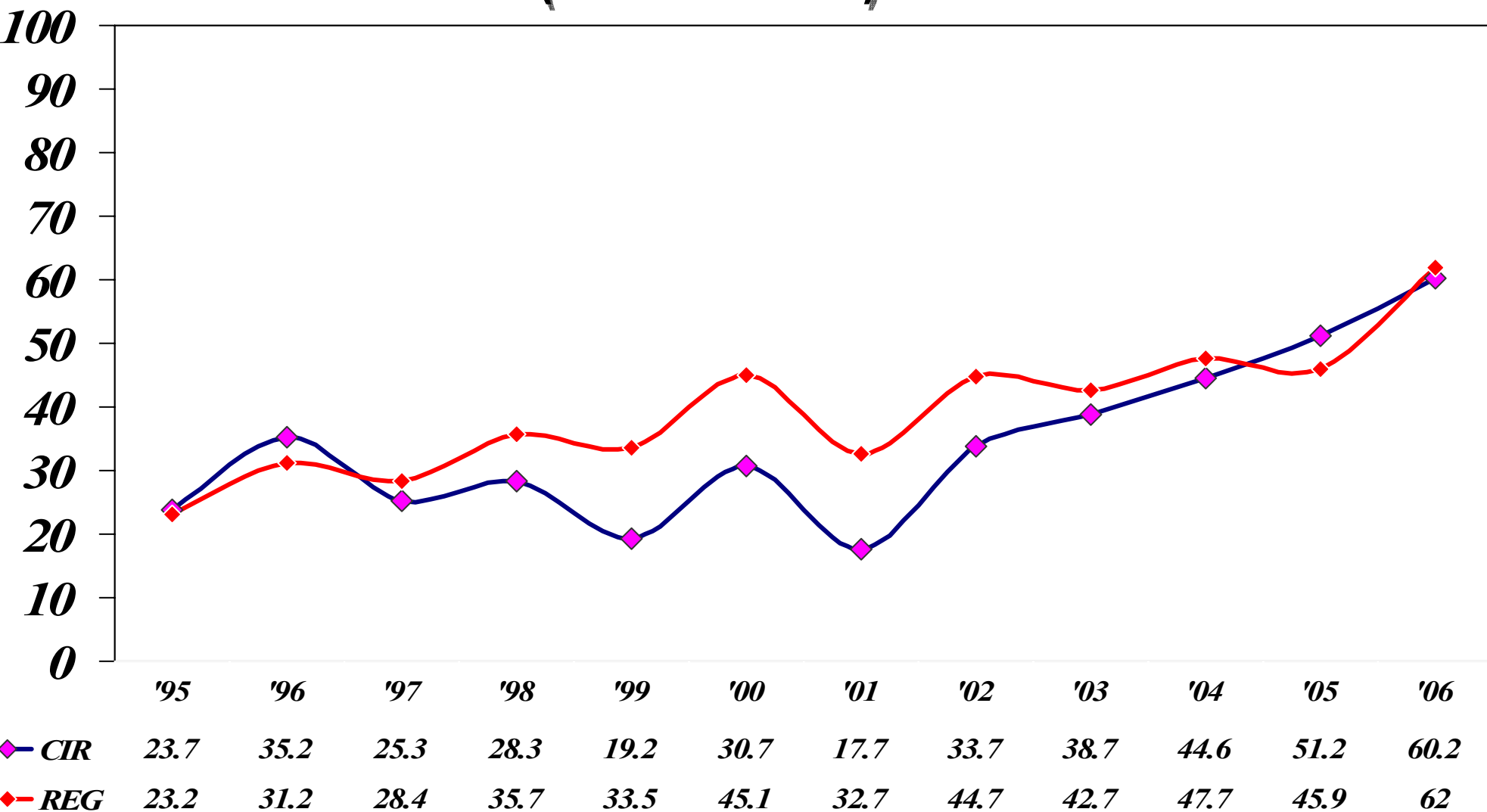
I (Full name) sign this consent to be
interviewed by Mrs. SJ Mohapi, at (School C)
(Name), on the day of
(month/ s) 2005

Signature: Date: 2005

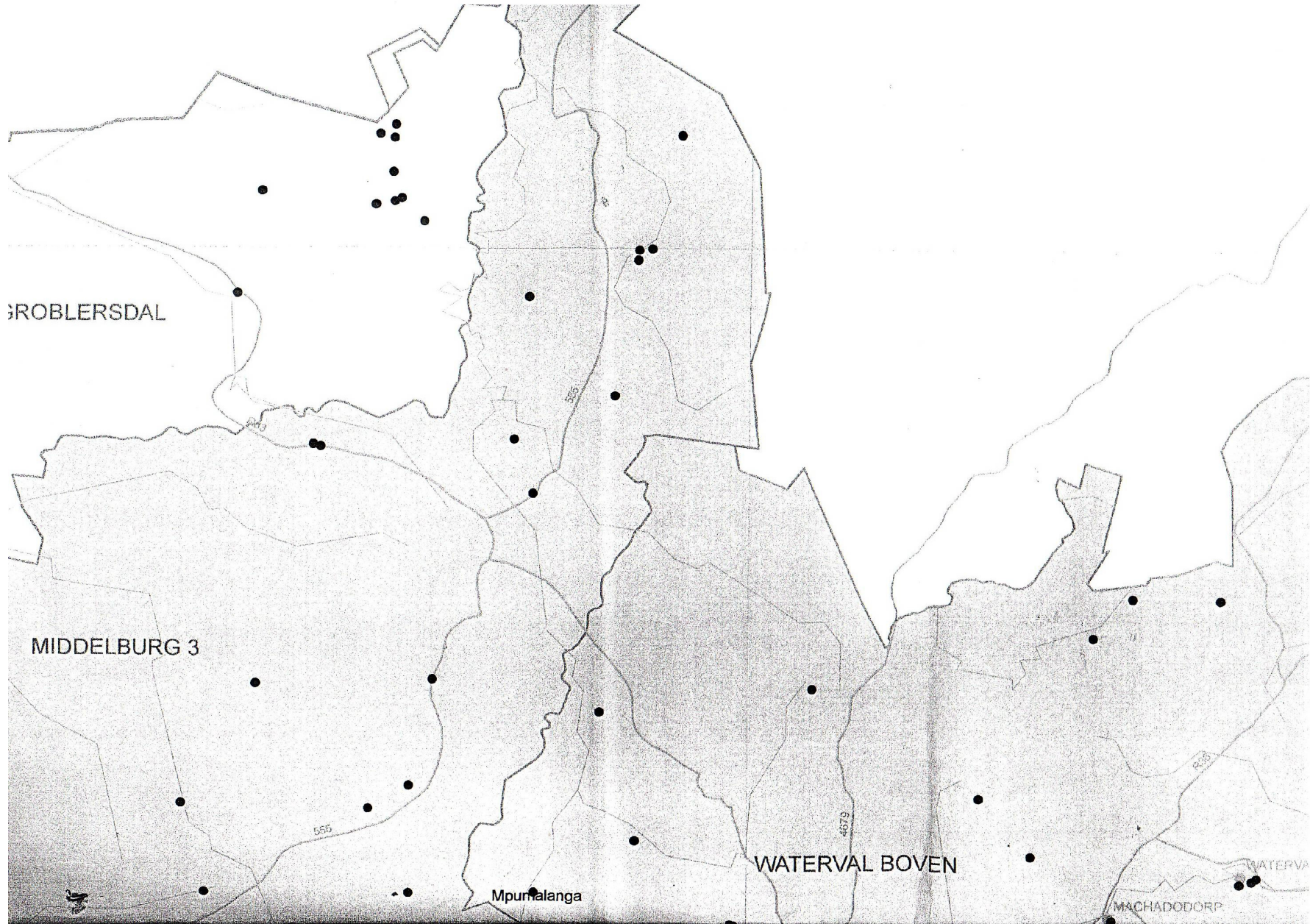


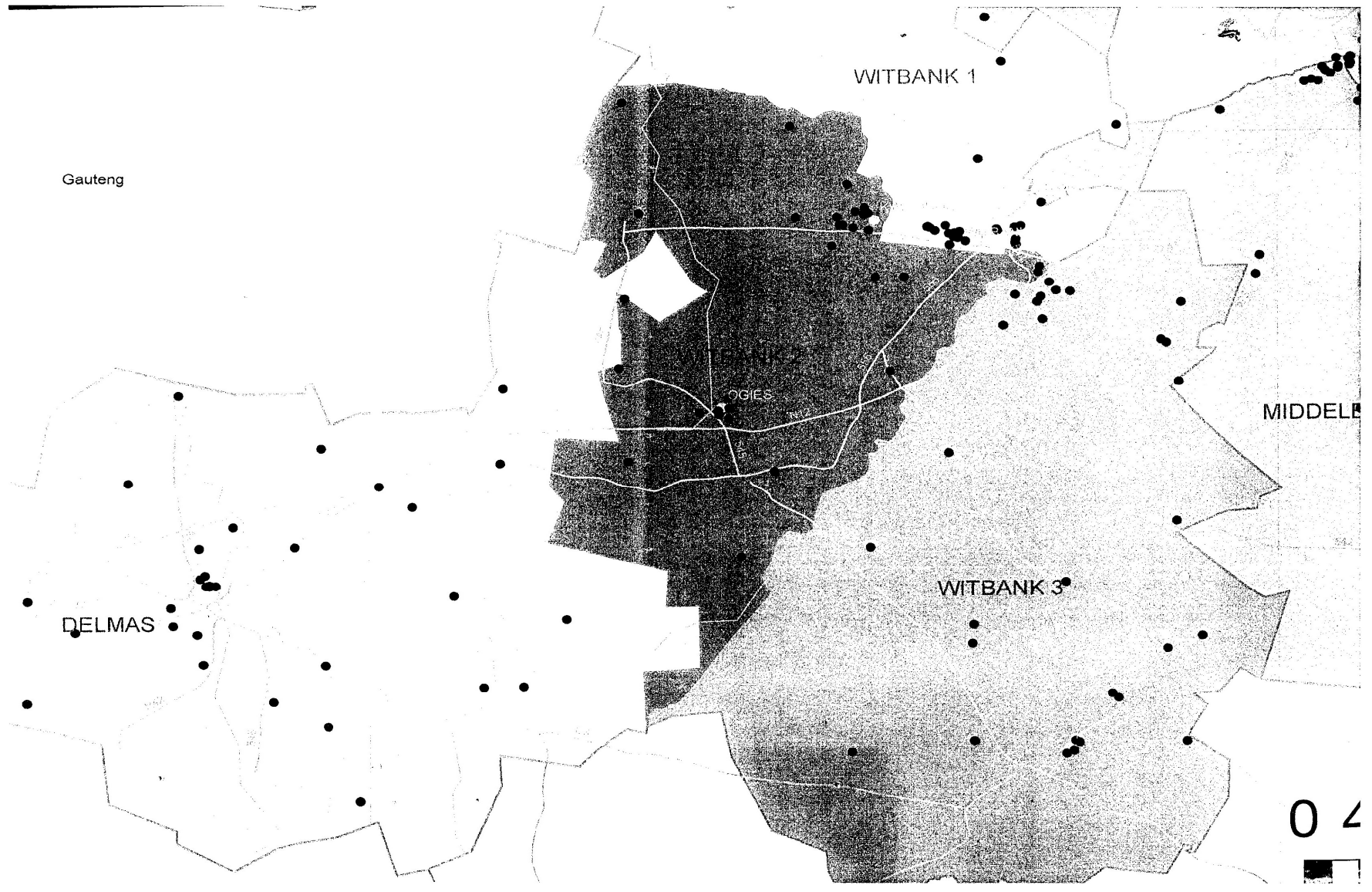
Soane Joyce Mohapi

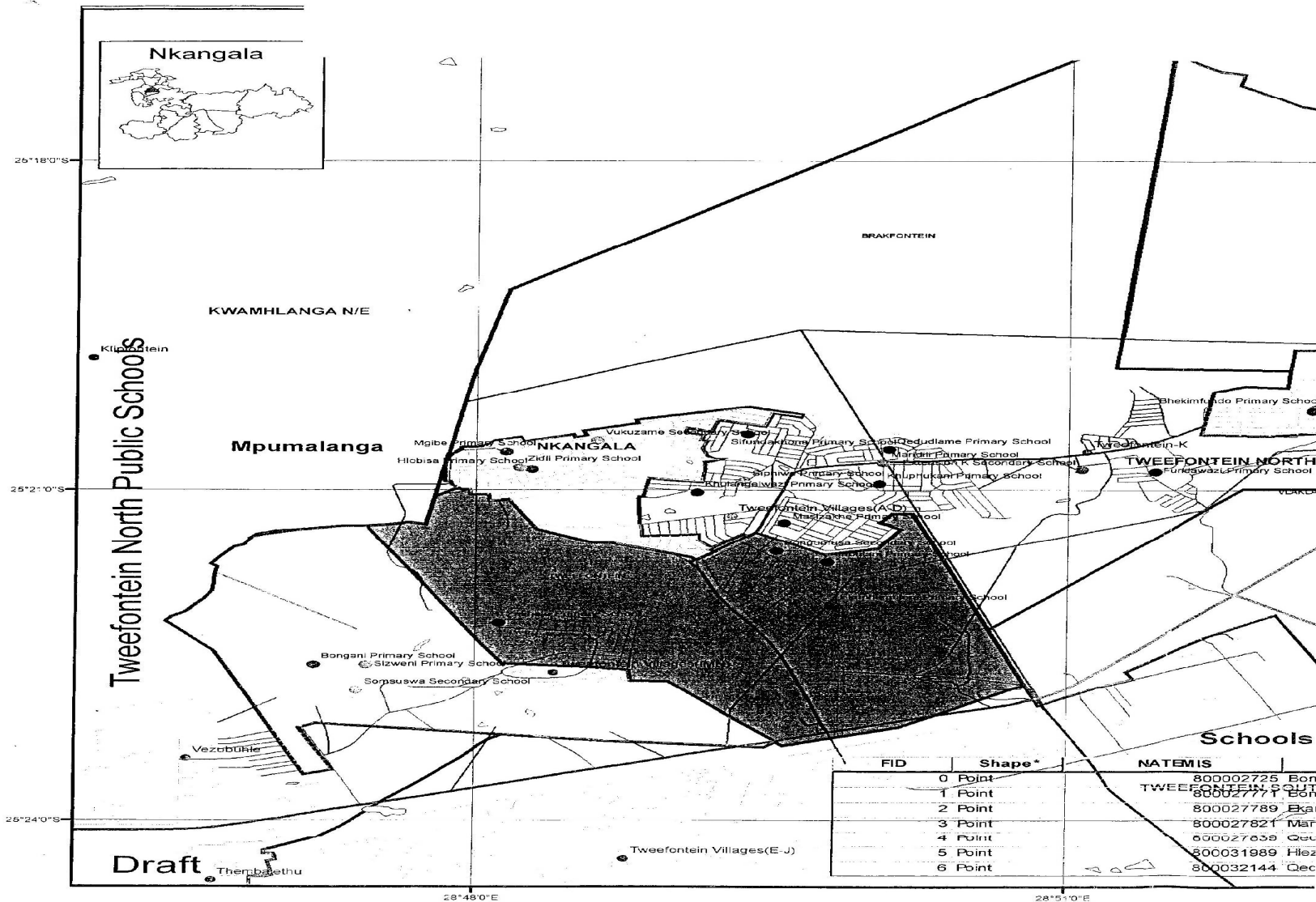
Circuit & Regional Grade 12 Performance (1995 - 2006)











Created 11 May 2006