

PEDAGOGIC-DIDACTIC EVALUATION OF DISCIPLINE IN BLACK SECONDARY
SCHOOLS, WITH SPECIAL REFERENCE TO KWAZULU

BY

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DECLARATION

A PEDAGOGIC-DIDACTIC EVALUATION OF DISCIPLINE IN BLACK
SECONDARY SCHOOLS, WITH SPECIAL REFERENCE TO KWAZULU.

M.ED 1986

I, BHEKITHEMBA WALTER NGCOBO, do hereby declare that this dissertation which is submitted to the University of Zululand for the degree of Master of Education has not been previously submitted by me for a degree at any other University, that it represents my own work in conception and execution and that all the sources that I have quoted have been indicated and acknowledged by means of complete reference.

Signed by me *Bw Ngcobo* on the *19th*
day of *November* 1986.

DEDICATION

This work is dedicated to my mother Phyllis Phikani Ngcobo for her belief and understanding that schooling is the answer to mental liberation.

QUOTATION

"Goodness is not a matter of compulsion it is the Self's free surrender to the moral ideal and arise out of a willing co-operation of free egos. A being whose movements are wholly determined cannot produce goodness. Freedom is thus seen to be a condition of goodness" Saiyidan, K G (1971), p. 33.

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OPSOMING IN AFRIKAANS

1. Omlýning

Die navorser is deur die probleem van dissipline in die Swart Sekondêre skole versteur. Dit word in die eerste hoofstuk bespreek. Die navorser, bewus dat die saak van tug 'n multidissiplinêre studie is, het besluit om dit van 'n pedagogies-didaktiese perspektief te benader.

Weens die multidissiplinêre aard van so 'n studie, kon die navorser nie al die faktore en essensies van skool situasie studeer nie. Die faktore en essensies van tug wat uitgesoek is vir die doel van hierdie verhandeling is in die tweede hoofstuk beskryf.

Om die probleem in perspektief te plaas, is opvoeding en dissipline bespreek met die doel om verskillende opinies uit te wys oor dissipline, straf en toediening van lyfstraf. Hierdie word in Hoofstuk 3 gedoen.

2. METODE VAN ONDERSOEK

h Empiriese ondersoek is gedoen. h Vraelys beplan om sekere areas van belang oor die vraag van dissipline in Swartskole in die algemeen, en in h didaktiese situasie in die besonder uit te wys, is toegepas op 520 leerlinge en 133 onderwyers (hoofonderwyers ingesluit). Hierdie word in Hoofstuk 4 bespreek.

In Hoofstuk 5 word die uitslae van die ondersoek gegee, bespreek en verklaar. In dieselfde hoofstuk word h statistieke analise van die data waarin die Chi-toets kwadraat gebruik is, verskaf, om die beduidenheid van die verskil in die reaksie van stedelike en plattelandse kinders te bepaal.

3. HOOFONDEKKINGS

3.1 Daar word te veel gebruik gemaak van lyfstraf in skole. Die gebruik van lyfstraf is onoordeelkundig.

3.2 Daar is tekort aan leerling deelname in skoolsake.

3.3 Daar is h tekort aan professionele en sedelike gedrag in die meeste onderwyers.

3.4 Alhoewel dissipline 'n probleem in albei stedelike en platelandse skole is, word gevind dat tugmaatreëls in platelandse skole baie streng is en vergelyking met stedelike skole s'n.

3.5 Onderwysers maak grootliks klaswerk interessant.

SUMMARY IN ENGLISH

1. OUTLINE

The researcher felt disturbed by the problem of discipline in Black secondary schools. This is explained in Chapter 1. The researcher, being aware of the fact that the issue of discipline is actually a multidisciplinary study, decided to look at it from a pedagogic-didactic perspective.

Because of the multidisciplinary nature of a study like this, the researcher could not look into all the factors and essentials of discipline in a school situation. The factors and essentials of discipline which have been enumerated for purposes of this dissertation are described in Chapter 2.

In order to put the problem in a proper perspective, education and discipline had to be discussed with a purpose of showing different opinions on discipline, punishment and corporal punishment. This is done in Chapter 3.

2. METHOD OF INVESTIGATION

An empirical investigation was conducted. A questionnaire designed to reveal some areas of concern on the question of discipline in Black schools in general, and in a didactic situation in particular, was designed and administered to 250 pupils and 133 teachers (principals included). This is explained in Chapter 4.

In Chapter 5 the results of the investigation are presented, discussed and interpreted. In the same chapter a statistical analysis of data using the chi-square test is presented in order to test the significance of the difference of the responses of urban and rural pupils.

3. PRINCIPAL FINDINGS

3.1 There is too much use of corporal punishment in schools. The use of corporal punishment is indiscriminate.

- 3.2 There is a lack of pupils involvement in school affairs.
- 3.3. There is a lack of professional and moral conduct by the majority of teachers.
- 3.4 Whilst discipline is a problem in both rural and urban schools, disciplinary measures in rural schools seems to be too crude as compared to urban schools.
- 3.5 Teachers, at large, do make classwork interesting.

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CHAPTER 1

ORIENTING INTRODUCTION

Die persoon van die onderwyser is die eerste voorwaarde vir orde. Dit gaan in die eerste plek oor sy ewewigtheid (gebalanseerdheid), dus sy rustige beslistheid en sy vermoë om besluite te neem. Juis omdat sy leerlinge presies weet wat hy verwag, word hulle rustig en stem hulle in met sy optrede, want in die diepste van hulle harte het hulle nood aan so 'n optrede. (Landman and Kilian), 1972, p. 10)

1.1 General Introduction

Authority constitutes an essential element in life, in education, play and every human relationship from the cradle to the grave. This is true for the individual and also for the nation. In education authority presents itself in a particular relationship between persons, that is, between an adult or adults on one hand and a non-adult or non-adults on the other, in which the former, as a leader with authority, leads, shows the way, gives help and support, instructs and counsels, commands and prohibits, approves and disapproves, encourages and discourages, rewards and

punishes while the latter is expected and required to accept, obey the control, guidance, instructions, teaching, advice, counselling of the former.

The type of authority discussed above is pedagogic authority. The exercise of authority in order that the child may attain the goal of education is called discipline which is also referred to as pedagogic discipline. Authority and discipline are so intertwined that one is the condition for the other. That is why in this dissertation they are sometimes used with the same denotation.

In a school situation there is always a need for authority so that law and order can prevail for educative teaching to occur. Once there is a lack of authority or discipline, guidance that should be given to the child takes an anti-normative direction.

Leading the child upward implies leading the child's will in obedience to true freedom as the voluntary obedience to the authority of recognised norms.
(Van Vuuren, 1976, p. 117)

From the above exposition it should be clear that

... the educator, and especially the teacher educator who appears on the scene at a later stage as the secondary educator and, as such, is a stranger from outside to the child, should be worthy of official or legal authority with which he is vested, on the grounds of a personal quality of his intellectual and moral being, and the kind of life he lives from day to day, since this is the real source of authority (Gunter, 1978, p. 154).

For any school to be able to carry out its educative task, it becomes essential that it must maintain good discipline. This topic becomes even more relevant at present when there are seemingly numerous disciplinary problems in Black schools, especially secondary schools.

The researcher, as a product of the same schooling system, is probably in a good position to describe and evaluate some of the glaring problems of discipline in Black schools, conspicuous even today. A study of this nature should be able to look into the practice of discipline in Black secondary schools in greater

detail, especially because in secondary schools there seem to be more disciplinary problems than at any other phase of schooling. It is for this reason, inter-alia, that all those concerned with educational matters should benefit from this study.

1.2 Definition of concepts

1.2.1 The concept "pedagogic"

The pedagogical phenomenon always reveals itself as an event involving an adult and a not yet adult. This reveals that the concept pedagogic has got to do with a situation where there is someone who needs guidance and direction, and this guidance and direction is, inevitably, to be given by an adult to the young person. The child being in a state of helplessness is always in need of support and assistance and the only person who can render this help is an adult.

This search for assistance and support addresses the adult, directs an appeal to the adult to provide the necessary assistance and support, he is not only prepared but feels under obligation to do so (Nel, 1974, pp. 39-40).

Non-adulthood and adulthood are two categories that are revealed by a penetration of the essence of a pedagogic situation. What has been said implies a manner of association between one human being and another through which the idea of humanity is expressed in a particular way.

1.2.2 The concept "didactic"

This term has its derivation from a Greek word "didaskhein" which, according to Klafki as cited by Duminy and Söhnge (1980, p. 1) means to instruct; to learn and to teach. This definition by Klafki suggests a similar range of activities as, "to offer content" or "to impart knowledge," "to teach in order for another to learn". A number of conclusions were drawn from the word "didaskhein" in order to explain and describe man's involvement in teaching, hence, the words "didaskalos" meaning "teacher", "didaskalia" meaning "teaching profession", "didache" meaning "the content of education" and "didaktikos" which means "a man who is occupied with teaching," are associated with the term "didaskhein."

The concept "didactic" is, therefore, comprehensive and includes all the terms mentioned above and various others. Thus, the term includes the entire activity of teaching and of being taught which takes place in a particular situation. This situation is referred to as a didactic situation. A didactic situation has a number of components, with varying emphasis on what are regarded as components by different authors. Duminy (1975, p. 5) for example, regards the teacher, the pupil and the subject matter as major components of a didactic situation.

Since the didactic situation which has the pedagogic situation as its basis, is a situation that is composed of unequal people, that is, the pupil and the teacher, authority should prevail. This, therefore, ipso facto suggests that authority is a prerequisite for any successful pedagogic-didactic activity. The child, for instance, who rejects the authority of the teacher will not become a proper adult. This, therefore, implies that a didactic activity is essentially a pedagogic activity because the child as an adult-in-the-making should eventually subject himself to the authority of the demands of propriety.

The relationship between the teacher and the pupil in a didactic situation is, therefore, a relationship of authority. A teacher is able to maintain this authority relationship if he knows the subject matter. It is also necessary for the teacher to know himself in terms of his strengths and weaknesses. The teacher should also have

... a basic knowledge of the child's psychic becoming (branch of psychopedagogics) (Landman et. al., 1982, pp. 9-10).

As it has been aforesaid that the teacher should know the subject matter, this decidedly means that he should be an expert in the subject he teaches. In such a didactic situation problems of discipline should probably be reduced.

1.2.3 The concept "discipline"

In Afrikaans and Netherlands there are two concepts, namely, "tug" and "dissipline". Tug has its origin in the word "trekken" which is a Dutch word meaning

restraining the child. The term also refers to the positive guidance of the child on his way to adulthood. On the other hand the concept "dissipline" (discipline) is derived from the Latin word "disco" (the infinitive being *discere*) which means instruction, learning knowledge imparted to disciples or pupils and "discipulus," which means, pupil, follower or disciple. Discipline and disciple are therefore, two different concepts that are related. Cawood and Gibbon (1981, p. 293) support this view when they argue that disciple and discipline are two related concepts which denote willingness to learn from someone and be influenced by him.

There are however, three other commonly used definitions of discipline, hence it is not always clear what is meant when the word is used. One meaning is that of punishment. For example when a teacher says: "This boy needs discipline", he may mean that punishment is discipline. A second commonly used meaning is that of "control by enforcing obedience or orderly conduct". This definition has a connotation that the child should have someone who controls, directs and limits his behaviour. The third meaning is

that of "training that corrects and strengthens". The definition implies that the objective is self-discipline, and therefore, the purpose of training is to enable the child to do his own directing and controlling. If a teacher has this definition of discipline in mind when he exercises authority, for him the child should have experiences that will improve his self control and make him a more self-directing individual. Ndaba and Nel (undated p. 3) argue in favour of this point of view when they contend that when parent and teacher supervision falls away self-discipline, self-direction and self-control become vital.

Duminy and Thembela (1983, p. 81) define discipline as a systematic training of the physical, mental and moral capacities of the child through exercises and instruction. Another definition of discipline is that it is:

... the creation and maintenance of special circumstances for work, self control, preparation for responsible citizenship; intelligent obedience, forced obedience, the practice and acquisition of acceptable patterns of behaviour, a measure of control

a teacher has over his pupils, and the control and the controlling of energy that leads to action (Cawood and Gibbon 1981, p. 239).

Discipline does not mean merely keeping pupils quiet in class and maintaining order. There is, therefore, a difference between order and discipline. Order is related to the external circumstances of the learning situation. The teacher, for instance, maintains order by virtue of the authority conferred on him. Discipline however, has to do with the inner being. It does not lie in the teacher who keeps the class quiet, but lies in an inward disposition that grows out of inner acceptance and that concerns the will towards the right direction.

The starting point of maintaining order is that order must gradually change to discipline, so that the pupil becomes self-disciplined or self-controlled. It should now be clear that for purposes of this research, discipline cannot be equated to outward conformity, coercion, mere submission to authority or obedience to rules. Discipline referred to for purposes of this study is pedagogic discipline, which means the exercise of authority by the educator in the interest and to the advantage of the educand in order to reach adulthood

which is accompanied by self-discipline as the ultimate result.

Discipline is thus the total exercise of the educators' educational authority for the good of the educand on his way to self-discipline, which is an essential constituent of adulthood as the comprehensive and ultimate goal (Gunter, 1978 p. 146).

1.2.4 The concept "Black"

Although this concept has been defined by politicians, educationists, church leaders and other interested people, for purposes of this study it needs to be defined so that it is put in a clear perspective. This term may be confusing to a person who has no idea as to how it came into being, because it has evolved over many years.

The word "Kaffir", for instance, when used nowadays has derogatory implications to those described or referred to. According to the Oxford Advanced Learners' Dictionary of Current English (1974, p. 468) this is an offensive term for African people. The Concise Oxford Dictionary (1976, p. 558) further explains this term when it maintains that the word "Kaffir" was originally

used by Moslems to denigrate European Christians and other non-Moslems. This ("Kaffir") is an Arab term for "heathen" or "infidel".

The term "Native" was also used before the emergence of the term "Bantu". These two terms referred to the same people, except that they were used at different times. They are also offensive to the people to whom reference is made, hence they are no longer in use. The word "Bantu" is derived from a stem, meaning people, which occurs in various forms in all languages of the group, for example, batho, anthu. The unpopularity of this term was necessitated by the fact that it was accompanied by State laws and regulations that were unacceptable to the people who were affected by these laws and regulations.

The word "African" which means "a native of Africa" is an accepted description throughout Africa to distinguish the darker skinned people of the continent from Asians and Europeans. In this way the word African is taken to mean any person who is generally accepted as a member of an aboriginal race or tribe of Africa.

The term that seems to be current and popular is "Black" which symbolizes the darker skin colour people and other physical and cultural features. In this context the term is used without any political or ideological significance attached to it. Cemané (1984, p.15) further argues that the term Black is largely accepted by Blacks and has been promulgated by Government Gazette to be used in the place of "Bantu". The word "Non-White" has also been replaced by the term "Black" because the pre-fix non- has a negative connotation and was not applicable in the same way to refer to groups who were not Blacks as "non-Black".

It should be pointed out, however, that the early 70's marked an advent of the Black Consciousness Movement, consequently the term Black became a Universal concept. For Black Consciousness Movement advocates, skin colour and other features could not be regarded as a criterion for Blackness. In this way Indians and Coloureds were, therefore, classified as Blacks. Kotze (1975, p. 89) maintains that the term referred specifically to people who identify themselves with a particular set of aspirations and who occupy a particular legal position in the South African society.

For purposes of this study the term Black has no political or ideological inclination, as it refers to South African people who also call themselves Africans because, of their origin and who are, on the basis of language and other cultural features, broadly classified into Nguni, Tsonga, Sotho and Venda. The Nguni group, for instance, is further sub-divided into Xhosa, Zulu, Swazi and Ndebele.

In this investigation reference will be made to Black people in KwaZulu to denote the descendants of the Zulu nucleus of tribes as well as other Black groups and individuals all of whom form part of the African community and who share common educational experiences in a particular milieu. The term Black will be used interchangeably with the term "African" in this dissertation.

1.2.5 The concept "Secondary school pupil"

This term should be clarified so that secondary school education in Black education is put in a clear focus. This can be diagrammatically represented in the following way.

1.2.5 The Present Secondary School Pattern for Blacks

Table 1.2.5

Age	School Year	Class Year	School phase & School Certificate	Type of School
18	12	Std 10	School and Certificate	Secondary
17	11	Std 9	3 year Course	School
16	10	Std 8	Jnr Certificate	5 year
15	9	Std 7	2 yrs' or 3 yrs' course	
14	8	Std 6		

In the Black system of schooling, at the time of writing this dissertation, a distinction was made between Junior and Senior secondary schools. A junior secondary has no Matric classes. It has Std's 6 to 8 as the above diagram illustrates. In some cases Std 8 is at Senior Secondary schools. A Senior secondary school has Std's 9 and 10. In terms of the above diagram Black pupils at secondary schools level should be between the ages of 14 and 18.

Since this study is about pupils at secondary school, it is necessary to pay attention to the term

adolescence because this may raise some confusion at a later stage. In the first place there is no unanimity on nomenclature and limits of adolescence as different disciplines define it from different perspectives. Whilst the general agreement is that it is a period during which sexual, spiritual and psychic maturation takes place there is a chronological dispute. Lawyers, for instance, are bound to regard this stage as being from 12 years to 18 years of age, which is legal adulthood. If one were to adopt this legal view a large number of Black pupils can no longer be regarded as adolescents. In this case of Kwa-Zulu this issue is further complicated by the fact that according to the Department of Education and Culture (KwaZulu), there is no age limit for secondary school pupils as the case is with schools under the direct jurisdiction of the Department of Education and Training.

According to Gilbert (1982, p. 6) in 1981, 32% of the pupils in KwaZulu secondary schools were 18 years of age. He reports that, in his study, contact was made with pupils who were 26 years old. It will, hopefully, be interesting to note that in the present study of the 520 pupils who acted as respondents, 134 were between 19 and 22 years old, and 7 pupils were between 23 and 26 years old.

For reasons stated above and without disregarding the importance of chronological age as characterising the adolescence, and the fact that pupils more than 21 years old, for instance, are regarded as adults, in this study the focal point will be to view the adolescence as a process rather than a rigid age category. In this research even the pupil at 25 years old as long as he attends school, he is regarded as an adolescent.

Studies such as those of Dreyer (1976) have proved that adolescent behaviour is educationally significant. This, therefore, presupposes that at a secondary school level there are numerous pedagogical problems. This is so particularly, because the adolescent is in a state of critical questioning and rejection of adult imposed norms. In order to regulate and harmonize relations in a pedagogic situation there must be some disciplinary authority. Mohanoe (1983, p.81) therefore, argues correctly when he contends that this happens in a school situation where the teacher exercises discipline over the pupils to ensure the smooth running of the school and to facilitate learning.

1.2.6 The concept "Kwa-Zulu"

This term has actually been used by Zulus and other Blacks ever since the days of Shaka, the founder of the Zulu nation. kwa- is a prefix which denotes a place, for example, Kwa-Dlangezwa, KwaThoyana, KwaMashiwase etc. It should, however, be pointed out as Ndaba (1975, p. 18) puts it, that in March 1972 KwaZulu obtained Legislative Assembly status; consequently the name assumed ideological connotation. Because of political happenings, inter-alia KwaZulu at the time of writing this dissertation, has its own department of Education and Culture which is in charge of educational matters in this region. However, it is for research purposes, that "KwaZulu" has been used in this study, otherwise the situation in KwaZulu schools, is more or less the same, pedagogically speaking, as in any other other part of South Africa where Blacks are involved in formal education.

1.3 Statement of the Problem

All educational institutions are vested with authority. They must therefore be able to exercise authority in order to carry out their functions properly. The

importance of this may be judged by the fact that when such institutions lose their authority or fail to exercise it in the right way, the consequences are always serious and often catastrophic.

A special instance of social and moral infrastructure of the school that deserves separate mention is discipline. Whether one's educational philosophy calls for much or little freedom, certain optimal social conditions must obtain in the school if effective learning is to take place. These are the conditions of law and order. Law and order are as necessary for the carrying out of instruction as they are for the pursuits of everyday life outside school (Brubacher, 1969, p. 208).

That is why in a school situation effective and educative teaching cannot take place if there is no discipline by the teacher and its acceptance by the pupils.

What has been stated above presupposes that effective teaching and learning is possible under conditions of good discipline.

Kelly (1982, p. 91) therefore, rightly comments when he says:

For the most part, effective teachers have few discipline problems, largely because the way they manage their classrooms creates an environment and a learning experience for youngsters that keep students focused on the proper business of schools.

From this argument it seems that successful discipline has some kind of relationship with the success of a teacher to keep pupils in the subject that he is responsible for.

What has so far been highlighted is that for any school to function properly, authority is needed. This inevitably suggests that a successful pedagogic-didactic interaction between the teacher and the pupil requires authority that has pedagogical aims.

Dissipline is n wye begrip wat veel meer as net straf insluit. Positief gesien, is dit die hele proses van hulpverlening, leiding, beïnvloeding ten goede, wegwysing, onderrig, oefening in wat goed en reg is. Negetief gesien is dit die proses van beheer, betenling, beperking, verbiedinge, vernoming, dwang en straf (Potgieter, 1984, p. 9).

This quotation presupposes that discipline can either

be integrative or dominative. Dominative discipline occurs when teachers exert power, which may or may not be openly challenged, but which nevertheless is not seen as legitimate. Banks, (1968, p. 182) describes dominative teacher behaviour as that which involves orders, threats, reminders and punishment. She further refers to integrative teacher behaviour as that which includes approving, commending, accepting and helpful.

In Black schools and in Black secondary schools in particular, there are apparently serious disciplinary problems. These problems seriously hamper the progress in Black education, the apparent reason being, inter alia, that of the application of authority by teachers. The main problem, therefore, hinges on the pedagogical relationship between the teacher and the pupils when it comes to the question of authority in a pedagogic situation. This study should therefore be able to throw some light as to whether discipline is educative or not in Black secondary schools.

1.4 The purpose of this study

Although authorities in the field of education such as Dreyer (1976), Maja (1975), Gabers (1971) and Duminy

(1968) have written about adolescent no research has really, in the knowledge of the researcher, been undertaken with reference to discipline in Black secondary schools from a pedagogic-didactic perspective.

Discipline in Black schools has become a topical issue these days. Because of problems of discipline, guidance that should be given to pupils in a didactic situation is severely affected.

This means that without authority the educator will not be able to help the educand (Luthuli, 1984, p. 26).

Likewise authority that is not pedagogical in character is bound to cause problems of discipline.

This study, therefore, aims at looking at discipline from a pedagogical perspective. Through available literature some factors related to discipline should be looked into in order to gain a clear perspective of possible problems in Black secondary schools. This will be possible when some essentials of discipline are also explored. An empirical investigation will be conducted in order to enable the researcher to evaluate

the situation regarding discipline in Black secondary schools, so as to ascertain whether the practice in these schools does follow a normative course.

1.5 The significance of this study

This study is not only of academic interest that is on a theoretical basis, but it should provide some pointers regarding the nature of discipline in general and classroom management, in particular, in Black secondary schools.

A didactic situation is a situation that is characterized by pedagogical communication which is mutual existentional corrective in nature. This invariably, implies that authority should be maintained in the classroom. This is further necessitated by the kind of conflict that is inherent in a didactic situation.

The child enters secondary school with a real sense of identity, and a definite self concept, either positive or negative. This self concept comprises the totality of evaluation of all the components of his self identity in turn refers to his conception of his body, of himself as a scholar including

achievements and skills both within and outside the classroom - of himself as a child of his parents and a member of his peers (Vrey, 1979, p. 167).

The above quotation is enough to suggest that the child in a secondary school has conflict with himself and his surroundings.

This situation as described above, denotes that discipline should at all costs be accompanied by a pedagogical understanding. It becomes a serious pedagogical problem if a teacher is not conscious of such a pedagogical truth. With reference to the situation in Black urban schools, Cemane, (1984, p. 187) could be correct when he argues that not all conflicts related to students behaviour are caused by students themselves, for many result from inconsistencies, misperceptions or poor teaching on the part of the school personnel.

Education without authority is impossible and inconceivable. (Gunter, 1978, p. 151).

This study is hopefully, going to be of great value for all educational authorities, especially those that are

involved in Black education. This is so especially, because it is going to shed light to the fundamental pedagogic-didactic problem which is a major root of many problems in education.

1.6 The limitations of this study

The phenomena of education is very complex in nature. That is why it is not possible for any study, and this study in particular, to look into all the facts of the phenomenon. Since discipline is inherent in the education situation it is not easy for this study to fathom into all the factors and essentials that are related to discipline as such.

Another limitation is that factors that affect a pedagogic situation may be influenced by factors outside the school. This study is therefore limited by its scope and content. For example, the child's disruptive behaviour might be influenced by the situation at home. Such circumstances may not be fully looked into in this study.

1.7 Method used in this study

Every serious piece of research includes a review of relevant literature - more extensive in a dissertation for example, than in a journal or article where the space is at a premium (Tuckman, 1978, p. 37)

Likewise, for purposes of this study there has been a systematic and critical study of available literature pertaining to the problem in order to build a solid foundation for the study as such.

Thus the literature in any field forms the foundation upon which all future work must be built. If you fail to build this foundation of knowledge provided by the review of literature your work is likely to be shallow, naive and will often duplicate work that has already been done better by someone else (Borg and Gall, 1983, p. 142).

Educational research is regarded, inter-alia, as a systematic and scholarly application of the scientific method to the solution of educational problems. The aim of science is to gather and systematize knowledge of the external world. Because of this understanding questionnaires were sent to the principals, teachers and pupils of selected secondary schools, as a form of

contact, in order to obtain data about discipline in their schools in general and in a didactic situation in particular. A critical analysis of responses constituted an important part of this study.

From the exposition above it should be clear that the method of research employed in this research project is that of descriptive research. The basic objective of this method of research is the investigation of the present status of the phenomenon. It seeks to reveal the nature of the factors involved in a given situation and to determine the degree in which they exist, and attempts to discover links which exist between the factors.

In other words descriptive research whilst based on tabulation must go beyond the mere gathering and tabulation of data. It involves an element of interpretation of the meaning or significance of what is described: it is descriptive as well as evaluative (Ndaba, 1975, p. 32).

1.8 Programme of the study

Chapter 1 is introductory and it sets out the scope and the objective of the study as well as the method of

investigation that will be employed in the study.

Chapter 2 is a theoretical exposition of pedagogical relationship structures and how they are related to discipline as such. Discipline as a pedagogic category has been reviewed and some ideas concerning discipline have been looked into. Punishment has been given attention in this chapter because it is an essential of discipline.

Chapter 3 looks at discipline in the classroom situation. Some factors related to discipline have been discussed. There has also been a discussion on some essentials of discipline.

Chapter 4 is an exposition of the empirical research design and procedure followed in this study.

In Chapter 5 the results of the investigation are presented, discussed and interpreted. The aim of this chapter is to assess the practice of discipline in Black secondary schools in order to establish whether discipline in these schools and in the classroom in particular is pedagogical in character. The Chi-square test has also been used to test if there is any

significant difference in the responses of urban and rural pupils.

Chapter 6 is based on general conclusions and recommendations.

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CHAPTER 2

DISCIPLINE AND EDUCATION

2.1 Introduction

Some scholars believe that man should be educated to become what he is, whereas others contend that he should be educated to become what he is not. In the first instance there is an emphasis on the open relationship between the educator and the child. In support of this view Beard and Morrow (1981, p. 138) argue as follows:

If there is an open relationship the child is able to interpret his experiences according to his own consciousness. He can put the trust and authority of the relationship to a test by checking the adult's transmission of experience with his own consciousness.

This view further suggests that each individual has valuable potentialities from birth and the function of education is that of providing an environment that will draw out these potentialities.

In the second instance the aim of education is to formulate an ideal character to which education should attempt to mould an individual. In this case the emphasis is on authority because it is believed that educational authority should exist in order that the goal of education is attained. Supporters of this view argue in the following way:

Pedagogic discipline means the exercise of authority by the educator in the interest and the advantage of the educand, so that he may attain the goal of education, viz, adulthood as befits being, and with that self-discipline" (Gunter, 1983, pp. 163-164).

These two conflicting views have developed into an either or dichotomy, as it will become clearer later on, which is unnecessary in the opinion of the present writer.

2.2 Discipline and pedagogic relationship structures

2.2.1 The relationship of trust

Discipline is the issue of chief concern for new teachers, experienced teachers and all those that are concerned with matters educational. Teaching is not

effective, however, if a major portion of a class period or school day must be spent on disciplining pupils rather than helping them to learn.

A pedagogic situation, cannot claim the right to exist and be authentically so called without the relationship of trust. That is why pedagogic situations devoid of trust are likely to create disciplinary problems. Trust, in a pedagogic-didactic situation is reciprocal in character because the teacher should trust the pupil in his charge and likewise the pupil should trust the teacher for the former to learn effectively. It is therefore correct to contend that:

... trust in the educative association should become more intimate in the sense that both the educator and the educand move nearer to each other especially, the educator who does it intentionally"(du Plooy and Kilian, 198 , p. 67).

Trust between the educator and the educand, therefore, ensures that two parties are confidently bound together thus influencing each other. du Plooy et al (1982, p. 96) put it in an even more elaborate fashion when they

argue that confidence should stem from the educator, that is his conduct, his convictions, his genuineness, and his pedagogic love should provide the child with the evidence of his faith in the non-adult.

The foregoing discussion, inevitably, suggests that if the teacher has little or no trust in the pupil under his care his relationship with such a pupil will be adversely affected. Oberholzer as cited by du Plooy et al (1982, p. 96) argues along the same lines when he contends that without faith in the educability of the child, the educative efforts would be futile.

The application of discipline that is accompanied by trust is, inevitably, related to pedagogic love or agape. Acceptance between the educator and the child is very essential as it is one of the fundamental structures of being human. Trust and acceptance are therefore so interrelated that when these two are absent in a pedagogic-didactic situation serious problems of discipline may arise. Van Vuuren (1976, p. 79) correctly reports:

the most recent investigations
have revealed that there is a
clearly demonstrable link between

serious behaviourable deviation in children and rejection by the parents, the teacher and the peer group.

The educator should thus reveal to the educand his willingness to associate with him and to care for him as someone in need and in this case the child's trust will be strengthened in an educative association with him. Pedagogically speaking, discipline, is discipline in trust and if the child has no trust he is likely to rebel against discipline.

2.2.2 The relationship of knowing and understanding

Since the relationship of knowing and understanding is the condition for creating and maintaining the education relationship, it should of necessity, be linked with discipline. The teacher as a bearer of knowledge and authority is appropriately placed to assist and guide the child to adulthood. Owing to his ignorance the child cannot independently express the idea of adulthood. Being aware of his want for knowledge and experience he turns to somebody who can lead him to certainty and knowledge - somebody who knows and understands him and somebody whom he knows.

In a pedagogic-didactic situation a child has got to know many things concerning the learning content provided by the school. At the beginning, for instance, he does not know the basic arithmetic operations. He comes to know these through the assistance of a teacher. For a start he is bound to experience problems, which, of course, are eventually eliminated by proper guidance, for it is the task of the adult to unveil the as yet unknown reality for the adult-in-the-making. This exposition already suggests that discipline should always go hand in hand with the relationship of knowing and understanding.

The relationship of knowing and understanding also suggests the knowledge of the child as such. It is very likely that some of the disciplinary problems in schools result from the lack of knowledge of the child on the part of the teacher. Van der Stoep and Louw (1984, p. 47) seem to be in favour of this view when they maintain that the onus is placed with the didactician to know the child in his situatedness.

Steyn et al (1984, p. 79) summarizes the relationship of knowing and understanding between the teacher and the child in the following words:

The educator who wants to assist the child educatively and who experiences a sincere interest in the child, wants to know his name and to gain information on his family and on his cultural background. The educator may personally visit his home to acquaint himself with regard to the family background of the child. During personal contact the educator tries to find out more about his character. In class teachers come to know children's emotional, volitional, social, scholastic and intellectual abilities, achievements and limitations.

A disciplined educative climate is therefore possible where the relationship of knowing exists.

2.2.3 The relationship of authority

Etymological studies indicate that authority is derived from the Latin word "auctoritas" which means "influence advice, counsel or inspiration". The Greek word "arche" with almost the same meaning means "beginning" or "origin". The Latin concept auctoritas can be further analysed as "auctor" which means "originator", "founder", "writer", "author" or "initiator".

Before any attempt is made to look at the relationship

of authority and discipline in education, it is necessary to cite some pedagogical views on authority that are of recent origin. Although these views have been extracted mainly from Nel (1978, pp. 48-49), they are being discussed with reference to the topic under investigation.

Richard Strohal argues that it is erroneous to regard authority in the same sense as compulsion. According to him authority suggests a kind of freedom, not liberation from one or other restrictive bound, but liberation from one's own limitations.

He further believes that it is most essential that the educator be a personal example of the authority which he embodies. This example would, therefore, provide the child with the necessary perspective in order to guarantee that he would always realize the limitations of his own individuality, but which would nevertheless provide the child with security enabling him to make his own decisions.

Langeveld, the Dutch pedagogue would argue with Strohal that authority does not suggest compulsion, nor power, nor force. Only when the child is at an age when he can

grasp the meaning of rules and norms with which he is confronted, can authority in the "true sense" of the word become relevant. The child would accept the authority of the educator if it is meaningful to him and after puberty he would gradually become his "own authority".

Adorno is an exponent of the so called emancipatory education "stream of thought". The educators task in terms of this theory is to guide the child towards "Mündigkeit", a state of mature self-decision.

The educator cannot and should not, these people believe, hold his own norm and rule priority as an example for the child in his emancipatory process. The child should be taught and be guided towards rational independence. As adults these rationally independent individuals will then be able to form a new society wherein "true democracy" can be realized. In this democratic society all forms of rulership would then become redundant. Authority, in terms of this theory, is associated with restriction of the emancipatory process of an individual and therefore it has a negative effects. Emancipation is, therefore, a political as well as a pedagogical goal within this

context.

Mollenhauer, like Adorno, regards emancipation as a central theme of pedagogical events. Emancipation is meant here as an "ideology critique" which would enable the child to be free from any repression of his rational potentialities. Education whether exercised by persons or other institutions should be directed towards criticism and change of traditional cultural norms and patterns. Education should, therefore, postulate a new societal structure.

Within the context of this theory all forms of hierarchy so often taken for granted, are to be criticized and if necessary undermined. Authority which is legitimated by the status of the educator, is an object of criticism and conflict because it would only serve to repress rational emancipation of the child.

These four theories on authority have been mentioned in order to explicate divergent views about authority and to throw more light as to what other people understand by the relationship of authority.

It should be pointed out, however, that the relationship of authority has nothing to do with authoritarianism which is always pernicious. As Nash (1966, p. 105) points out, authoritarianism demands unquestioning obedience and is designed to instill fear and to punish severely in order to produce obedience. The relationship of authority, therefore, should not be viewed as a relationship within which children are compelled, forced and suppressed in an unsympathetic way to do and behave as adults prescribe. That is why many educationists, quite rightly, have challenged Viljoen and Pienaar (1971, p. 102) when the latter argue that "compulsion therefore is pedagogically justified", because compulsion goes along with coercion and force. That is why when we speak of a relationship of authority and discipline we have pedagogical discipline in mind, otherwise thoughtless use of authority usually brings about an unhealthy fighting reaction from the pupils as Clark and Kadis (1978, p. 47) put it. Downey and Kelly (1979, p. 134) are also correct when they maintain that to a large degree the extent to which one is able to exercise authority will depend on how clear one is about the justification of it, since confidence is needed here perhaps more than

any where else in education and confidence can only come from a conviction that what one is doing is right.

2.3 Some views about discipline

2.3.1 The views of Neil about education and discipline

Neil is known for his famous Summerhill school founded in 1921 in England. Summerhill school allows children to be themselves. This is achieved by renouncing all discipline, all direction, all suggestion, all moral training and all religious instruction. There is therefore, no need for obedience and authority. Ackerman et al (1970, p. 16) summarize the situation at Summerhill situation in the following words:

Nowhere in the Summerhill philosophy does there seem to be merest hint that children should learn to think and act in any orderly disciplined manner.

Each individual, for instance, is free to do what he likes as long as he is not trespassing on the freedom of others. This, Neil calls freedom but not licence because, as he argues, licence is undesirable because it comes in when the child encroaches on the rights of others.

In terms of Neil's philosophy adults should have no right to the obedience of children. Obedience, therefore, should not be imposed but should come from within. Ehlers (1981, p. 40) explains this point quite clearly when he says that:

the function of the child is to live his own life - not that his anxious parents think he should live, nor the life according to the purpose of the educator who thinks he knows what is best.

According to Neils' philosophy, therefore, the school must adapt itself to the requirements of the child, rather than requiring the child to fit himself to the requirements of the school.

Neil (1968, p. 144) further justifies his point of view on education and discipline in the following words:

In an orchestra a violinist obeys the conductor because he is as keen on good performance as the conductor is. The private who jumps in attention does not, as a rule care about the efficiency of the army. Every army is ruled mostly by fear and the soldier knows that if he disobeys he will be punished. School discipline, could be of an orchestra type when teachers are good.

Too often it is often of the army type. A happy home is like an orchestra and enjoys the same kind of team spirit. A miserable home is like a barracks that is used by hate and discipline.

This, goes without saying that as far as Neil is concerned punishment has no place in education.

The main difference between the Summerhill school and the normal school is that at Summerhill they have more faith in the child's personality. According to Neil, a disciplined child will express his hate for authority by annoying his parents. Children will therefore react to love with love and also react to hate with hate.

A loving environment without parental discipline will take care of most of the troubles of childhood (Neil 1968, p. 148).

2.3.2 The views of Gunter about education and discipline

Gunter (1983, p.48) argues that:

the fact that authority is deeply rooted in the educational situation and that the relation of authority between educator and educand is an

essential characteristic of the phenomenon education implies that there must be specific reasons why education without authority and its exercise over the child i.e. discipline is impossible.

In terms of Gunter's philosophy about discipline, the child is a dependent being in need of help and assistance. In his need of help and assistance, the child wants to overcome the negative aspect of his existence so as to become self-reliant and free. This, the child is not capable of achieving on his own.

That is why the educator requires of the educand obedience to his authority, but for the same reason he also recognises the educand's duty to be self-reliant and, together with obedience, also demands self-reliance, i.e. that he should think and act for himself and accept responsibility as far as he is capable of it (Gunter, 1983, p. 148).

According to Gunter it is a misconception to believe that there is no innate evil in the child's nature and that education is thus a natural and spontaneous growth. On the other hand he does acknowledge the fact that the child is born with tendencies towards or potentialities for good. These, therefore, he goes on to argue that they must be nurtured, encouraged,

developed and consolidated. He also refers to tendencies towards or potentialities for evil, which have to be controlled, curbed, regulated and canalised.

Therefore, the attainment of the goal of education is quite impossible without continual exercise of authority, either negatively or positively, directly or indirectly by the educator (Gunter, 1983, p. 150).

Authority is not alien to the nature of the child provided it is exercised in a sympathetic, wise and meaningful manner. He goes on to say that degenerate authority in the form of force, domination and tyranny is foreign to the child and this he hates as it deprives him of his freedom as a subject, thus degrading him to a level of an object.

2.3.3 The idea of freedom, authority, and responsibility as related to discipline

The relationship between authority, freedom and responsibility is one of the delicate mysteries of education. If freedom, authority and responsibility are viewed as inseparable components of the educative act this helps in constituting an ideal educative climate. However, it should be pointed out that none of these components should be over emphasized because this can lead to an imbalanced form of education.

Man as an open being is able to choose and is confronted with choices because he is not driven by urges. From birth, the human child has this faculty to choose, although initially he needs the guidance of the educators. Gradually the child becomes able to choose independently..

Freedom, however, has both the negative and the positive aspect. In the negative sense it is freedom from ... and in the positive sense it is freedom for ... Van Vuuren (1976, p. 116) therefore rightly

points out that freedom is not primarily a freedom from... but freedom for... a freedom for responsibility.

Pedagogically speaking, freedom is an invaluable possession of every child although it can be destroyed by wrong attitude and misuse. Freedom, therefore, can be realized through the help of the educator. That is why educative intervention is necessary so that children can be guided not to misuse freedom and to protect them against enslavement of complete licentiousness. Steyn et al (1984, p. 125) are, therefore, correct when they contend that children are persuaded to choose freedom for obligations and freedom for responsibilities. True freedom, therefore, is freedom which voluntarily accepts responsibility.

Authority is the understanding of what is right or wrong and should always be related to the aim of education, about which children are uncertain. The uncertainty of children about the nature of adulthood, even though they want to become someone, calls for an authoritative guidance on the part of adults. Authoritative guidance which is pedagogic authority does not mean the exertion of power. It implies

sympathetic authoritative guidance which is a pre-condition for education to take place.

During different epochs in the history of education, the exertion of pedagogic authority changed dramatically. For instance, during the Babilonian, Chinese, Egyptian, Spartan, Athenian and Roman era of education, educators acted autocratically. Children were punished severely if they did not obey promptly. As Steyn et al (1984, p. 13) point out that in Sparta, for instance, boys of 12 - 15 were organised into packs (similar to our present day scout troops), each ruled by a leader the Eiren, who was in turn supervised by the Paidonomos. The latter had unlimited powers of punishment for slackness and indiscipline by the way of flogging. This cruel form of punishment lasted until after the Middle Ages. This was a misuse of authority as authority was over-emphasized. As a consequent educators started to speak against autocratic authority and there was a swing towards free education.

What has been discussed in the foregoing paragraph indicates that once there is a lack of balance between freedom and authority something goes wrong in education. Pedagogic authority thus should lead

to a synthesis between freedom and authority, but when viewed from the child's stance this synthesis boils down to responsible freedom. The exercise of pedagogic authority is never a form of revenge or retaliation. In fact it aims at a change in attitude and a new choice in accordance with the norms of propriety.

Responsibility refers to that for which one is answerable. Within the educative situation responsibility refers to the answering activity of the initial appeal or duty. Both the educator and the educand are responsible for answering the appeals of each other and to meet the obligations of the initial appeals. The educative action results from the needs evoked by the helplessness and needs of the educand.

Responsibility, freedom and authority are closely related concepts in education. Education occurs because the human child is free to choose and is open to answer any authoritative appeal. Furthermore, the child accepts responsibility for the answers he gives. The human ability makes the child educable and also dependent upon education. Children are not able to take responsibility for their own behaviour. It is for this reason that the educators take the responsibility

for the well being of children. In this way discipline becomes part and parcel of the pedagogic occurrence.

A disciplined pedagogic climate, therefore, rules if freedom, authority and responsibility all receive proper attention in the educative situation. In a disciplined educative climate or atmosphere it is possible, for instance, for the teacher to teach effectively and for the child to learn. A disciplined climate does not mean an authoritative climate, because in an authoritative climate pupils do not acquire self-discipline. This is so because the appearance of order is enforced upon children. If an authoritative teacher leaves the classroom, for instance, chaos usually erupts, which indicates that children have not acquired self-discipline.

2.4 Some newspaper reports concerning the problem of discipline in Black schools

It is true that what appears on newspapers may not always be regarded as scientific because, for instance, of the emotionally inflamed nature of some newspaper reports.

However, what appears hereunder are newspaper reports based on observation and experience. The views expressed here range from those of the pupils up to those of teachers, social workers, officials of Education Departments and other concerned bodies. It is because these reports do give a picture about the nature of discipline, with special reference to corporal punishment, that they have been included in this research project.

According to the Natal Witness of 25 October 1984 the demand for scraping of corporal punishment in recent times is appearing more frequently on the grievances list of Black students. The Azaso leader, Mr Aaron Motswaledi, for instance, argues that the excessive use of a stick is an expression of teachers' frustrations with the "Bantu Education System". He further argues that teachers are often exploited with more than 40 pupils in a class, and work harder than the average White teacher. Because of this, learning is parrot like and those who cannot recite get a rod, he said.

Other newspapers commentators argue that caning was encouraged by some department officials who believed the African child could only be disciplined by strong

and severe punishment. It is alleged that after every case of unrest teachers have increased corporal punishment - they feel their whole identity and position threatened by the new demands. By caning they want to reassert their position. These views are mainly from the side of students.

It is also necessary to look at how teachers view the whole issue of corporal punishment in Black schools. Professor Thembela of the Natal African Teachers' Union is reported to have said that there is overuse of a stick in Black schools. Caning is regular because departmental regulations are overlooked. He goes on to say some feel that corporal punishment is given at home and so should be the case at school. He further contends that many teachers cannot cope with 50 or 60 children without "terrorising" them "simply to survive". Thembela further alleges that some teachers are pure sadists and simply enjoy inflicting pain on students. However, he believes that there are cases that warrant the use of corporal punishment. There are pupils who could not have been rescued if they have not been subjected to it, he concludes. All this, Thembela said at an interview on the question of corporal punishment in Black Schools.

A social worker, Mrs A Mbanjwa argues that punishment is not only limited to the cane. She alleges that pupils are also kicked, slapped and beaten over all parts of the body. Some pupils therefore play truant out of fear. She attributes this to teachers' frustration and poor communication. She does not believe that corporal punishment should be outlawed, but there should be a good reason in every instance. She concludes by urging teachers to reason with students as pupils of today are different from those of older generations. This she also said at an interview on the question of corporal punishment in Black schools.

As reported in the Natal Witness of 10 January 1985, according to the Assistant Secretary (Professional Services) of the Department of Education and Culture, Mr E Mvemve, there are teachers in KwaZulu schools who overlooked a departmental regulation by meting out corporal punishment to girls. He warns that in KwaZulu schools girls should under no circumstances be caned as this is against physiological considerations.

Corporal punishment degrades both
the one at the receiving end
and the one who dishes it out.

he said. From this it would seem that the KwaZulu Department of Education officials are generally against the use of corporal punishment as a deterrent against wrong doing.

In the Natal Mercury of 19 March 1985 it is reported that South African parents believe in enforced discipline, particularly for offences such as stealing, cheating in examinations and damaging school property. This is in accordance with the findings of Gallip Poll conducted by Mirkmor into South African attitudes to school discipline. It indicates differences in attitude between various population groups.

In terms of this study, overall Whites believe that the amount of discipline meted out in their schools is about right. Afrikaner parents demand stricter discipline in schools than do their English speaking counterparts.

There is a similarity between the views of Afrikaner and Black parents in this regard, it was found. While Black parents agree with the belief that tight discipline is necessary, they are of the opinion that teachers may be too quick to punish children. Nearly

all parents agree that children should not choose their form of punishment.

While it is generally agreed that stealing, cheating in tests and examinations, damaging school property, telling lies or being rude and disrespectful are punishable, a high proportion of Blacks believe that bullying and fighting are also punishable. They also approve of strict discipline for not doing homework and chewing gum it was also found.

2.5 Punishment

Punishment should never be confused with discipline, although many people regard these two terms as being synonymous. Punishment is a deliberate, presumably unpleasant imposition or interference, with a person because of that person's moral failure, the purpose being to achieve discipline. Punishment, therefore is an aspect of discipline, whereas discipline has its true end as the achievement of self-discipline.

However, before any indepth discussion is made concerning punishment and education, it is necessary to look at various ideas concerning punishment as such.

order. The purpose of punishment is:

... to restore an objective order than to satisfy a subjective craving for revenge (Van der Haag, 1975, p. 11).

The principle of retribution suggests that people who violate law are blameworthy or deserving of moral disapproval for their acts. The idea of retribution assumes that offenders are responsible and rational individuals who choose to violate the law. According to Rabie and Strauss (1979, p. 4-5) this implies that they are not products of force beyond their conscious control and that they are aware that punishment may result from their violations of the law.

This being popularly known by its supporters as the absolute theory of punishment may be very useful criminally. In the opinion of the writer it is not always educationally sound because in terms of this theory there is a temptation to concentrate on the offence at the expense of a person as such. In this way the principle of individualization may be grossly violated. When a child has committed an offence at school, for instance, how can we be sure that we are

punishing him rather than working out our spite or indulging our sadistic propensities?

2.5.1.2 The Deterrence Theory

This theory is based on the utilitarian view of punishment, that if it ought at all to be admitted, it ought only to be admitted in so far as it promises to exclude some greater evil. The doctrine of deterrence has come down from the classical school of criminology, largely as a reaction to the excessively harsh and widely discretionary and correctional practices of the pre-classical criminology.

Deterrence is based on the belief that the purpose and function of punishment is to cause an offender to suffer and by so doing restrain him and other potential offenders from committing offences in the future. This implies that man being a rational human creature would refrain from committing crime if he should know that the unpleasant consequences of punishment will follow.

It seems deterrence is to a large extent used in schools as it instills fear for offence. Considering

the school situation, it is, however, possible for a child to fear a person who inflicts punishment. If such a person is removed problems of discipline may arise. Souper (1976, pp. 149-150) is therefore correct when he argues that

the indiscipline stimulated may well be experienced by those teachers who are not naturally inclined to rely upon punishment for good order rather than by the punisher, for pupils are likely to take an advantage of the absence of repression by releasing the tensions built up by the punitive teacher.

2.5.1.3 Protection of the community

Rabie and Strauss (1979, p. 16) refer to this theory as a social defence. The justification for this theory rests on the supposition that crime is a threat to an orderly community as a social existence as Neser (1979, p. 16) puts it.

When viewed from the criminologist point of view, the community may be temporarily protected against offenders such as when they are imprisoned and the community may be permanently protected against

becomes completely objectionable in terms of the group welfare.

However, he warns that when such punishment is exercised too frequently or for too long a period it may rob the pupils' valuable educational experiences and increase their difficulty in adjusting to the group.

2.5.2 The place of punishment in education

Although discipline by punishment is the least desirable practice in education, educationists generally agree that it is sometimes necessary. Duminy and Thembela (1983, p. 87) are therefore correct when they say:

the function of punishment is to improve the child, to arouse his conscience without scaring or blunting it.

To be relevant and effective, punishment must involve some kind of unpleasantness, even of pain, though not necessarily physical pain. However, educative punishment should not become a focus of attention, since its infliction is intended only to signify the

ignorance or indifference.

In a school situation a child who fails to fulfil an obligation is commonly to blame, consequently punishment finds its pedagogic justification. However, Souper (1976, p. 147) warns:

But unless he has reached a stage of moral development this is unreasonable. He must at least be able to recognise that certain actions are indeed blameworthy.

If punishment is not educative the pupils soon become aware of this and this is bound to create more disciplinary problems. With reference to the case of African schools Gilbert (1982, p. 38) testifies as follows:

A disturbing number of pupils were critical of disciplinary measures taken at schools. They stated that they were too severe and inappropriate.

2.5.2.1 Corporal Punishment

Although all Eastern European and Communistic bloc countries have prohibited physical punishment in

schools, in South Africa this is still legalized. It is, however, interesting to note that even in South Africa there is a substantial number of educationists who are against the use of corporal punishment in schools. For instance, there is a new organisation, "EDUCATION WITHOUT FEAR" that advocates non-violent punishment on pupils. Professor Holdstock, a scholar in neuro-psychology at the University of Witwatersrand, has even written a booklet, "Beat the Cane - The Case of Abolition of Corporal Punishment in Our Schools" in which he argues against physical punishment to children.

Those who argue against the use of corporal punishment maintain, inter alia, that it is not possible to be fair in the administration of corporal punishment, may cause bad feelings between the pupil and the teacher and create unpleasant associations with the school and, therefore, may be habitual. Hamacheck (1977, p. 202), rightly argues:

total abolition of corporal punishment in any form for any purpose, under any circumstances seems to be part of a movement in education whose objectives have been to promote students rights' and to guard against the abuse of

authority by teachers in the control of student behaviour.

However, even those who support the use of corporal punishment, generally agree that it should be used as the last resort when all else has failed. In this way corporal punishment should be seen in a positive light. It is used as a corrective measure if it is used in the spirit of love. In order to safeguard the interests of the pupils, there are certain regulations regarding the use of corporal punishment in schools. In this regard Van Wyk (1983, p. 105) has the following to say:

Consequently there are, particularly where punishment is concerned, specific statutory enactments by education authorities which must be complied with.

Departmental regulations regarding the administration of corporal punishment in Black schools are as follows:

Corporal punishment may be inflicted on male pupils and students in the following instances: an approved case of grave or continual neglect of work, lying, bullying, indecency, gross insubordination, truancy, theft.

Corporal punishment should be administered in private by the principal or an assistant teacher in the presence of a principal.

Corporal punishment should be administered on the back of the thighs with a cane or leather strap at least 2,5 cm wide. Care should be taken by the principal that it is moderately and reasonably administered with due regard being paid to the age and health of the pupil.

No form of corporal punishment other than that authorized in these instructions may under any circumstances be administered.

Corporal punishment may under no circumstances be administered to female pupils or students.

A record of any case of corporal punishment must be kept by the principal in a special register containing the pupils' name, age, offence, the number of strokes, the date and the person by whom it was administered. (Duminy and Thembela, 1983, p. 88).

2.5.2.2 The views of Gilbert on corporal punishment in African schools

The views that follow emanate from the research that

has recently been conducted by Gilbert on the "Socio-Psychological study of unrest in African schools".

Gilbert (1982, p. 27) argues that:

the issue of discipline in schools requires greater investigation, in the light of the relatively large numbers of students who complained about its severity.

Too much use of corporal punishment is self-evident and self-explanatory in the following table:

Table 2.5.2.2

Type of disciplinary action taken	Actual		Ideal	
	N	%	N	%
No Action	23	1	57	3
Verbal admonishment	306	17	542	30
Verbal admonishment with the withdrawal of privileges	289	16	492	27
Corporal punishment	990	54	606	33
Physical assault	188	10	82	5
No response	33	2	50	3
	1829		1829	

Source:

Gilbert, A J (1982 p. 27): A Socio-Psychological study of the unrest in African Schools.

When looking at the above table with special reference to corporal punishment and physical assault, it is likely that these two categories could have created some semantic confusion in some pupils because it is possible that they (pupils) could have equated physical assault with corporal punishment. Nevertheless, the table does illustrate the fact that there is a gap between the way in which corporal punishment is administered and the way in which it is accepted by the pupils. While Gilbert (1982, p. 28) is correct when he argues that:

realistically, however, there will always be a discrepancy between what teachers do and what their pupils feel when it comes to punishment,

the way in which corporal punishment is administered seems to create problems in Black schools because it was listed among the grievancies that were voiced by the Vaal Triangle pupils as one of the causes of 1984 disturbances in troubled schools.

In terms of Gilberts' study there is evidence which suggests that corporal punishment may not always be effective in bringing about order. He supports his findings in the following way:

It is interesting to note that the percentage number of students who stated that corporal punishment was usually used in their schools was much higher at Kwamashu schools than at most others (up to 78% in one case). It would seem that despite extensive use of corporal punishment the pupils in these schools are still unruly if the degree of unrest is to be used as a criterion for deviant behaviour" (Gilbert, 1982, p. 2).

2.5.2.3 Some psychologists' arguments against the use of corporal punishment

It has already been indicated (vide supra 5.2.1) that there are educationists who are outspoken against the use of corporal punishment. However, the problem is that most discussions on punishment whether for or against treat it as a general topic and often do not differentiate between physical and psychological forms of punishment, nor between degrees of punishment. Nevertheless, psychologists are to a large extent against the use of corporal as a disciplinary measure. Speaking against punishment Souper (1976, p. 149) has commented:

An obvious danger in punishing is that of attacking symptoms rather than causes, the only result being that the children are hardened rather than being helped.

Psychologists are against the use of corporal punishment because they believe that punishing the child as a means of reducing aggressive behaviour may encourage him to act more aggressively. Mussen et al (1979, p. 209), in support of this point of view, argue that punishment has few longterm effects - the child becomes aggressive again as soon as the adult leaves the scene. A child in such an environment will learn physically punitive tactics and thus be aggressive to others. A parent or educator, therefore, who uses physical punishment to try to curb a child's aggression may actually be encouraging the behaviour he is trying to stop. As a rule those children will know only one form of punishment, namely, corporal punishment, when they are grown ups.

In persuance of the same argument psychologists further argue that a child who is used to being physically punished may be aggressive even to his peers and will often times be involved in fights, even with his teachers at worst. His violent outbursts are often too impulsive, too quick and involuntary.

Another argument is that the child is likely to imitate the behaviour of the same sex. Thus boys are more likely to imitate male models and girls female models. Boys are therefore, more aggressive than girls because in most cases physical punishment is administered by the father. Bee (1978, p. 287), therefore, rightly remarks:

Note that punishment for aggression by itself does not lead to reduction in aggression. Many parents, I suspect think that spanking the child for biting her brother is an effective way of handling the situation and that it will make aggression less likely the next time. But it does not work that way.

These psychologists go on to argue that children whose teachers are nonpunitive are thus better able to identify themselves with the school, to accept its values and to adopt them as their own. Lindgren (1976, p. 263) therefore concludes that:

... there is a negative relationship between teacher effectiveness and punitivity. In

other words teachers who are most effective in stimulating learning are the ones who used punishment least and those who use it the most are the teachers who by all standards are ineffective teachers.

What looms from this discussion is that psychologists are totally against the use of corporal punishment in any form because of its negative consequences. Their chief argument is that it is inhuman, deplorable, unethical, non-professional and unnecessary.

2.6 Suspension and expulsion of pupils

The suspension and expulsion of pupils from school is generally regarded as a disciplinary measure by most teachers and educational administrators. Others argue and say that this should not be regarded as a disciplinary measure on the strength of the belief that all children are entitled to education. Suspending and expelling the child from school, therefore, means depriving him of his natural right to reach adulthood.

Considering the latter view with reference to Black education, further sociopedagogical problems may be experienced, if a child is suspended and eventually

expelled from school. This is supported by the fact that once the child is expelled from school, there is no clear defined programme concerning the pupils who are expelled from school. For instance, no rehabilitative measure exists in terms of which such a child can be taken to an institution which deals with such problem children. Justice Kumleben 1982, p. 29) summarizes the problem of expelling pupils from school when he warns:

Expulsion is neither formative nor rehabilitative. On the contrary the expelled pupil is presumably expected either to leave school or to be admitted to another school where on account of the disgrace of expulsion his ability to find his feet there must be severely affected. Any cases cited where expulsion has proved to have been the making of a scholar must surely be the exception rather than the rule.

Arguing along the same lines with Justice Kumleben, Wilkins (1976, p. 205) has the following to say:

If in some schools children are stopped from attending because they have misbehaved, this is wrong. Such action is comparable to a doctor telling a seriously ill patient. 'Go away!' I refuse to cure your illness.

He therefore, concludes that expulsion is not a disciplinary measure. His argument, inter alia, is that where a pupil has shown by his persistent and repeated misdeeds that he is a danger to the school and other pupils, the school should arrange for his transfer to another institution catering for such difficult children.

Whilst discipline must at all times be maintained for the good of the school, it should be pointed out that expulsion from school should be resorted to with great circumspection. Before expulsion is effected a specific procedure has got to be adhered to by the principal of a particular school. What appears hereunder is the procedure that should be followed concerning expulsion. Ideas expressed here have been extracted mainly from the Government Gazette No. 5795 of November, 1977.

If a pupil conducts himself at school in such a way that in the opinion of the principal the continued attendance of such a pupil will be detrimental to the welfare of the school as a whole, or to that of any of the pupils, the principal shall without delay inform in writing such a pupil's parent of the facts and shall

state that on reoccurrence of similar conduct such a pupil will be liable to be expelled and inform the Circuit Inspector or controlling body, as the case may be, accordingly on reoccurrence of such or similar conduct by such a pupil. The principal shall immediately suspend him from school. Such a pupil shall depart from the premises of such a school, unless the principal has directed otherwise. The principal shall forthwith notify the parent of the suspension of such pupil, in writing and the reasons thereof and shall submit a full report to the circuit inspector or controlling body, as the case may be.

The circuit inspector or controlling body, as the case may be, after further inquiry, if he deems it expedient, orders the expulsion of such pupil, or takes such other steps as he deemed necessary.

In exceptional cases and on the principal's recommendation, the circuit inspector or controlling body may summarily expell any pupil from school.

An appeal by a parent or legal guardian of any pupil from a government school may be made to the Secretary of Education whose decision shall be final. In the

case of a community school such an appeal can be made to the school committee or school board, as the case may be, the decision of which shall be final. In the case of a school situated on a farm or mine, factory or hospital premises, an appeal may be made to the owner and the decision of the owner shall be final.

2.7 Rewards

Although, traditionally school discipline has been more concerned with punishment than reward, educationists generally agree that these days a system of rewards is one of the ways in which discipline could be maintained. However, it is not uncommon to find teachers who still believe in the traditional view that punishment is the answer to the problems of discipline at school. Such teachers probably feel that a system of discipline based on positive reinforcement is a sign of weakness if not the admission of defeat.

Laslet and Smith (1984, p. 36), cite Neisworth and Smith as having described a reinforcement hierarchy in the following way: They say it descends from self-generated satisfaction such as pride in the job well done, through a self managed reinforcement such as

going for the evening only after homework has been completed to the management of reinforcement by others intangibly in the form of social approval or praise or tangibly in the form of money, sweets or permission to take part in some enjoyed activity.

Duminy and Thembela (1983, p. 89) have the following to say about rewards:

- a little praise and encouragement is usually enough to make any child do his best;
- in some schools children are seated according to merit; those whose work is meritorious being seated at the back;
- deserving pupils may be assigned duties which require responsibility, for example being a monitor, a leader in a sport club or chairman of a debating society;
- exceptionally good work may be displayed in a classroom or hall;
- prizes for regular attendance, good progress or conduct may be given at the end of the year.

Behr (1977, p. 64) cites the views of Kennedy and Willcutt who examined the results of over thirty studies on praise or blame as incentives for scholastic performance, and concluded that praise acted as a

facilitator of learning while blame had the opposite effect. However, he warns that teachers must use rewards with discretion because if they are easy to come by their effectiveness will be lost. It is possible, for instance, that rewards may be so overemphasized that they take the form of bribery.

Durojoiye (1976, p. 52) has given the following warning concerning the use of rewards by teachers:

the danger is that either a few children get their awards and other children are left out and discouraged or the other children do everything they can (by fair or foul means) to receive some of the rewards, thus creating more discipline problems.

Saunders (1979, p. 81) regards praise as one of the commonest forms of rewards. He goes on to argue that not all praise is perceived as reward by the recipient. He therefore, maintains that some pupils are embarrassed by praise and do not know how to respond to it, particularly if it is given publicly. Another argument that he has against the use of praise is that other pupils have such a strong antipathy to education that what is regarded as praise by the teacher may

serve as punishment to the pupils as it too often results in teasing and rejection by others. Saunders further, cites Farson as having argued that praise creates a gulf between two people in that it may be perceived as asserting the superiority of the praiser over the praised; praise too may support conformity over creativity.

When Saunders bases his argument on his personal experience and on the research done by Brophy and Everston, he contends that praise and encouragement are of value, especially to pupils who are inhibited or accustomed to failure. On the other hand there is evidence which suggests that pupils who are confident and accustomed to success anticipate success and their motivation is not increased by praise. Hence, Saunders offers the following guidelines for the effective use of praise:

- note from the pupils' response whether praise is rewarded;
- praise should be natural and honest rather than theatrical;
- praise is better given in private;
- praise is more effective when given to the less successful.

Conclusion

In this chapter an attempt has been made to look at discipline as a pedagogic category. This has been done by looking at some views that have been expressed regarding the relationship between education and discipline.

Despite the divergence of opinions regarding education and discipline, poor discipline is one of the disturbing features for any teacher worthy of his salt. It is necessary, however, that discipline must be purposive in order that it becomes pedagogically and didactically defensible. For discipline to promote learning and therefore responsible adulthood, it must not serve as a vindictive or repressive measure.

In concluding this chapter it is also necessary to mention that there is a belief espoused in some circles that the Black pupil, because of his cultural roots, understands only hard punitive measures in order to learn. This belief is further elucidated in Durojaiyes' study as cited by Cemane (1984, p. 130) when he points out that in his investigation 92% teachers defended their constant punishment of pupils

on such grounds as, 'This is the only language they understand; Parents flog their children constantly at home; Parents demand that I punish them. He further comments that children who are often punished also develop excessive anxiety which may makes it difficult for them to learn effectively.

The above pedagogical notion leads to the misguided belief that the Black pupil is a brute to be tamed and forced to respect authority. This is counter productive and has self-defeating ends. When such a spirit is prevalent a pedagogic-didactic situation becomes a tyrannical, submissive, suppressive encounter in which a teacher can mete out punishment at the slightest provocation in order to "put the pupils in their place". In this way a pedagogical situation is usually characterized by strained relations between the teacher and the pupils. When this takes place no effective teaching and learning can take place; consequently the very goal of education is defeated.

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CHAPTER 3

DISCIPLINE IN THE CLASSROOM AND SOME RELATED FACTORS - A REVIEW OF LITERATURE

3.1 INTRODUCTION

The question of discipline in schools is related to many factors and it is not possible to list them all in this study. A choice, therefore, had to be made and factors that are discussed in this chapter are based on the literature that has been reviewed and have been enumerated because of their relatedness to Black education.

It has already been hinted that in a school situation, particularly the classroom situation, there is a need for a disciplined educative climate in order to make it a point that the type of conduct and behaviour is conducive to good and orderly working conditions within the learning environment. Otherwise it is unthinkable that desirable learning or wholesome personality development can take place in an atmosphere of chaos.

3.1.1 Some factors related to discipline

3.1.1.1 Parental involvement

When Gabela (1983, p. 62) writes about parental involvement in Black education he correctly points out that:

No educational system can function effectively unless it operates by the consent of the community whom it serves. A functioning system derives its sustenance, among other things, from the contribution made by the parent and other community members.

Concerning parental involvement in the discipline of children Jones and Jones (1981, p. 289), argue that in a limited number of instances the rewards and punishment available in schools are simply not powerful enough to elicit desirable behaviour from a child. They go on to say that when this occurs school personnel needs to involve parents in developing the behaviour change programme for the child. In support of this viewpoint Shertzer and Stone (1976, p. 403) have also argued that,

"there is mutual advantage to home

and school when close contacts are maintained. The pupil is the one who benefits if the school and home reinforce each other in the reciprocal task of educating and socializing".

Concerning the situation in KwaZulu Mncwabe (1985, p. 156) has the following to say,

"... lack of parental support and understanding of what he, the child, is doing places the child in two segregated worlds between which he must choose at certain points".

Although Mncwabes' study was based on pupil wastage and dropouts, it does throw some light on the need for involving parents in the education of children, particularly when it comes to the question of discipline. Parents should also intervene in any school activities which are not in accordance with the formative educational objectives.

While parental involvement is an essential component of school administration, this is a demanding task on the part of the Black teacher because of large classes (vide infra 3.1.1.3). This being the position it does not mean that an attempt in this direction should not be made because one of the aims of education is to

enable the child to develop as a whole. When assisting the child to grow towards adulthood his parents may not be neglected by the school. Nxumalo (1979, p. 51) testifies as follows:

When there is sufficient acknowledgement of the existence of two components of the educational life of the child, viz., the parent and the teacher, co-operation for the benefit of the child will take place.

3.1.1.2 The curriculum

A considerable number of educationists have, rightly pointed out that one of the causes of instability in Black education is the curriculum. The uprisings of 1976 do give a pointer to the problem surrounding the curriculum in Black schools, though many socio-political factors contributed. According to the survey that was conducted by the Institute of Black Research,

All respondents saw the enforcement of Afrikaans on Soweto school children as the fundamental issue in the disturbance (Timol and Mazibuko, 1976, p. 11).

This problem of Afrikaans as a medium of instruction in Soweto schools had country wide consequences as far as discipline is concerned because as from that year onwards Black schools countrywide have not been stable.

Although in KwaZulu, at the moment attempts are being made towards the differentiation of the curriculum by the introduction of comprehensive high schools, these schools are apparently not going to serve the needs of all Black learners. The curriculum which lacks differentiation deprives the pupils of their active involvement in a teaching-learning situation. Cloete and Conradie (1983, p. 5) are therefore correct to say:

If curricula make no provision for both less gifted and the highly talented children, one finds frustrated pupils at both ends of the spectrum. Frustration can give rise to juvenile misconduct because this does not coincide with the pupils' search for identity.

Pupils at a secondary school are generally regarded as adolescents and they are, therefore, faced with a problem of searching for their identity. This search for identity is hampered by a curriculum which does not provide search for identity and is irrelevant.

Schools have got to cope with a mixed intake because pupils come from all levels of socio-economic income groups,

Differentiation, then is based on the fact that pupils differ as individuals and differentiated opportunities should be created to fulfil the needs of every pupil in accordance with his ability, aptitude and interest (Ndaba, 1975, p. 58).

A curriculum that fails to do this becomes a source of discontent, thus creating disciplinary problems.

Apart from complaints against the 'administration and rules' in existence in schools and those concerned with pupil behaviour, the rest of the complaints, are still direct consequences of 'Bantu Education'. Twenty one per cent of the responses referred directly to the nature of education: that education is only for 'Bantus' (18% of the total number of respondents); that the choice of subjects was not related to careers (10%); that one cannot find work after leaving school despite having some qualification (5%) and that examination results are always late (Gilbert, 1982, p. 28).

Despite the fact that disciplinary problems are related to many factors in Black schools, the above quotation

does give direction to the extent to which the curriculum causes the disruption of learning activities in Black schools. De Lange's (1981, p. 154) argument does hold water when he maintains that,

curricula differentiation, i.e. differentiation in respect of learning content, should not be based on differences in colour, race, creed or sex, but on interest, abilities and country's needs.

Concerning the curriculum in Black secondary schools in KwaZulu, Mncwabe's (1985, p. 137) investigation revealed the following:

Of the 56 teachers, 61,5% gave their opinion that pupils do not view the school curriculum as relevant, while 38,5 pointed to the contrary.

Those teachers who felt that the curriculum was not relevant gave the following reasons among others:

- The differentiated curriculum is introduced very late e.g. science and commerce start only in Standard 7.

- Violence in schools prove among other things that there is academic frustration among pupils. Since the Black school curriculum is not in uniform with the curricula of other race groups it has made Black education a confused system of education.

To further reveal inadequacies in the Black school curriculum with concomitant problems, such as disciplinary issues, Mncwabes' study has further revealed the following:

Of 28 principals 66,7% expressed the view that the pupils do not see their school curriculum as relevant to modern needs as future members of the scientific-technological South African Society...

While Makalima (1984, p. 12) is correct by giving an educationally sound reminder:

Let us remember that if we have to resort to exercise corporal punishment for motivation it is because we have failed in the vital matter of inspiring our charges with the desire to learn and anticipate the excitement of crossing the barrier from ignorance to knowlegde,

in view of the nature of the curriculum it is also likely that some teachers resort to corporal punishment because of the frustration that is brought about by the nature of the curriculum. For example, it is possible for some pupils to find themselves in a classroom being taught subjects which are not in accordance with their abilities, interests and needs. As a consequent, when the encounter between the teacher and the pupil does not reach a pedagogic compromise, friction is bound to occur and this may lead to serious disciplinary problems.

3.1.1.3 The teacher-pupil ratio

This has always been a source of irritation in Black schools, for a Black teacher, and continues to compound his difficult task in the calssroom. The problem of teacher-pupil ratio coupled with many other problems prevalent in Black education, also shows that there are serious inadequacies in Black education. Because of the problem of a high unproportional teacher-pupil ratio in Black secondary schools, Thembela (1984, p. 8) is justified to ask the following question:

How does one teach a group of 70 pupils, through the medium of a foreign tongue, subject that one has hardly mastered himself, under drab and dreary conditions with no aids at all?

A question of this nature does reveal that the situation in Black education is such that the poor Black teacher is placed in a serious predicament. It goes without saying that a teacher who teaches a class of more than 60 pupils has a problem of individualization. As a result, such a teacher is likely to be tempted to think that corporal punishment is an answer to his didactic problems.

In 1983 the situation in KwaZulu secondary schools with regard to pupil numbers was as follows:

TABLE 3.1.1.3

STD 6	Std 7	Std 8	Std 9	Std 10
55 229	50 940	48 874	20 501	21 794
<hr/>				
Total number of pupils in secondary schools	:	197 346		
Total number of classrooms available	:	3 887		
Average number of pupils per classroom	:	51		
Number of secondary school teachers	:	5 437		
Teacher pupil ratio	:	1:36		

When looking at the above exposition one can be tempted to believe that the situation in KwaZulu secondary schools is not very far away from being normal because of the teacher-pupil ratio of 1:36. However, it is necessary to take note of the fact that the teacher-pupil ratio is not as simply as merely dividing the total enrolment with the number of teachers in a sector of education for a territory or nation (vide infra 6.2.1). The concrete classroom situation may present a different picture. In the schools that were visited for this research project the total enrolment for these schools in the first half of 1986 stood at 8160 with 170 teachers. These figures give a teacher pupil ratio of 1:48.

3.1.1.4 Knowledge of the subject matter

The aims and objectives of any education system can only be realized by the appropriate performance of teachers in various classrooms. Although there are, at the moment many upgrading projects for Black teachers, especially secondary school teachers experience has taught that some Black teachers are still not equal to their tasks. That is why Luthuli (1982, p. 29) is correct when he remarks:

Investigations reveal that teachers unconsciously become responsible for the frustration of pupils.

Arguing along the same line as Luthuli, Thembela (1974, p. 26) is also correct when he contends that:

the teacher's qualifications influence the delivery of the subject matter and the methods used as well as his handling of pupils.

Lack of knowledge of the subject matter results from inadequate training and such teachers are not capable of presenting the subject matter to pupils in an interesting and challenging way. Lack of sufficient training, further, makes it impossible to identify pupils with learning problems in good time and aid them in their educational distress.

The teacher who lacks sufficient training, may, perhaps also lack understanding of pupils' frustration or misconduct, and summarily turn to pedagogically valueless punishment that may promote juvenile misconduct. (Cloete and Conradie, 1983, p. 54).

In Black education teachers with the command of the

subject matter are absolutely necessary if some disciplinary problems are to be alleviated. Mkhabela (1985, p. 60), therefore, argues correctly when she maintains that insufficient fulfilment of cognitive needs causes the adolescents to undermine their teachers.

Knowledge of the subject matter should go hand in hand with the reliable knowledge of education, because reliable knowledge of all which can hinder or jeopardize effective education is essential if educative discipline is to be maintained in class.

Knowledge of education refers in the first place to the various disciplines of pedagogics which investigate describe and explain in a scientific manner requirements for effective education teaching (Cloete and Conradie, 1983, p. 78).

Knowledge of the subject matter and knowledge of education is not enough unless the teacher knows the requirements of education, as laid down in the sources which determine the philosophy of life. Educationists, such as Luthuli, Ndaba and others, have constantly hammered upon the desirability of having a

clearly articulated philosophy of life for Black education. When a teacher knows clearly what philosophy of life underlies his practice of education, he has certainty in his mind a sense of responsibility and this arouses enthusiasm in him to meet the requirements of a philosophy of life and to impart these values to young pupils.

Since the knowledge of the subject matter is determined by teacher quality, the following table will give us some picture of teachers' qualifications in South Africa in 1979. In this table Blacks are compared with other racial groups in order to depict a unique position of Black education. These figures exclude Transkei and Bophuthatswana.

Table 3.1.1.4

Teacher qualifications in South Africa, 1979

Highest Qualification	African	Coloured	Indian	Whites
University degree	2,3%	4,2%	19,4%	32,0%
Std 10	15,5%	26,3%	65,3%	68,0%
Below Std 10	82,2%	69,5%	15,3%	-

Source: SAIRR Survey

QUALIFICATION OF TEACHERS AT PRESENT IN KWAZULU EDUCATION DEPARTMENT (1983)

1	2	3	4	5	SUB-TOTAL	6	7	8	9	10	11	12	13	SUB-TOTAL	TOTAL
J.C or lower	Tech. Certificate	Matriculation	Degree incomplete	Degree		Standard 6	Junior Certificate	Tech. Certificate	Std. 10 - P.T.C.	J.S.T.C.	Incomplete degree	Degree	Special Teacher Certificate		
3619	166	394	40	1	4 220	2 247	7 456	138	2 453	25	34	4	27	12384	16604
292	69	75	44	363	843	3	303	37	1 669	1667	430	463	22	459	5437
3911	235	469	84	364	5 063	2 250	7 759	175	4 122	1692	464	467	449	16978	22041
1	8	1	9	-	19	-	-	2	-	9	2	13	3	29	48
3912	243	470	93	364	5 082	2 250	7 759	177	4 122	1701	466	480	52	17007	22089

Source: (Vos, A.J., 1985, p. 43)

With reference to Kwazulu, the following diagram depicts the situation regarding teacher quality as follows:

With reference to secondary school education the following should be noted in the diagram:

- a. Only 826 out of 5437 teachers in secondary school have a degree.
- b. Out of the total number of 5 437 secondary school teachers 704 do not possess a Std 10 certificate.

Note should also be taken of the fact that the total teaching force of KwaZulu Education Department in 1983 consisted of 22 041 teachers, of which 20 613 had an academic qualification of no more than a Matriculation certificate (Blacks only).

The picture as it has been painted above reveals that the problem of teacher quality, especially with regard to training, has still to be grappled with in Black education. Concerning the problem of teacher quality in KwaZulu and Natal the Specialist Group recommended the following:

There is therefore a dire need for support financially by the private sector, for upgrading the academic qualifications of serving

teachers to at least the Std 10 level" (Buthelezi Commission, 1982, p. 301).

3.1.1.5 Teachers and their teaching styles

Lippit and White in 1956, conducted a famous study on authoritarian (autocratic), laissez-faire and democratic teaching styles and the effect these had on the learners. Since these teaching styles affect a didactic situation in one way or another, it is inevitable that they have an effect on classroom discipline. These teaching styles will be, therefore, discussed in this dissertation as far as they are related to discipline at school and in the classroom in particular.

A group leader having an autocratic style tends to be very directive, very control oriented, and if necessary punishment oriented (Guskin and Guskin, 1970, p. 81).

Such a teacher is a director of every action in class for, he exercises firm control. In such a pedagogic situation pupils are passive receivers of instruction and possibly threats; because it is the teacher who does

all the planning and talking. Such a state of affairs is not uncommon in Black education. Mkhabela, (1985, p.58) cites Dreyer as having found that the majority of rural Black teachers still adhere to traditional authoritarianism which demands complete submission to authority. This may not be far away from the truth in view of the following exposition by Nxumalo (1980, p. 126) in the case of the Zulus:

The Zulus were brought up under strict discipline. The disciplinary code of society was enforced by members of the family as well as all members of the tribe.

The results of the authoritarian type of teaching were found to be that children tended -

- . to be apathetic
- . to be very dependent
- . to show little capacity for initiative
- . occasionally to show hostility towards one another (Dreyer and Duminy, 1983, p. 157).

For an authoritarian type of a teacher, authority may even imply coercion or compulsion. Since the majority

of pupils at a secondary school are adolescents, these pupils have a questioning attitude on anything that surrounds them. An authoritarian teacher may, therefore, find himself being a generator of conflict which may lead to a conglomeration of disciplinary problems because his actions may be regarded by the pupils as being unreasonable. Dreyer (1980, p. 57) emphasizes this point very clearly when he comes to the conclusion that:

Zulu adolescents are however, of the opinion that a boy or girl might break school rules if these are unreasonable, since they regard themselves as old enough to take their own decisions (41,19%).

When referring to the autocratic style of leadership in the school Mussazi (1982, p. 63) argues that such leadership kills initiative among the students, and very often leads to school riots and strikes.

The democratic teacher on the other hand acts as a democratic group leader. A teacher of this nature creates a give and take type of a didactic situation where there is an exchange of ideas and insights.

The results of this teaching strategy were found to be that -

- the pupils were more friendly towards one another;
- there was an intimate working atmosphere;
- pupils were less dependent on the teacher;
- they showed more initiative and personal involvement (Dreyer and Duminy, 1983, p. 158).

From the discussion of the latter teaching style (democratic one) it stands to reason that disciplinary problems will be at a minimum because in the latter case the teacher acts as a bearer of authority without being authoritarian or licentious. This integrative type of behaviour on the part of a teacher is likely to encourage co-operation.

The third teaching style is the laissez-faire:

In a positive sense 'laissez faire' means to lead by delegating, by placing one's trust in one's followers. However, it can also be applied in a negative way. Followers can just be allowed to do just as they please. In this case the leader doesn't exercise any direct influence (Cawood and Gibbon, 1981, p. 59).

In line with a negative side of a laissez-faire type of leadership, Dreyer and Duminy argue that such a teacher is present in class but it is the pupil who decides when he will do something, what he will do and how he will go about doing it.

A classroom situation characterized by this teaching style is likely to breed pupils who have insecurity problems in the encounter with the subject matter. The question of the relationship of authority, therefore falls away because the teacher is not in a position to maintain discipline whatsoever. It is therefore correct to contend that whilst problems arise in the child's educational situation when authority is constantly wielded in an unsympathetic and dictatorial manner, they also do arise when no authority is exercised at all.

The discussion of teaching styles have revealed in a way, that the social and emotional climate in the classroom is crucial in achieving high work output and maximum use of pupils' abilities. Since it is the pupils that are affected, for the good or for the bad in didactic situation, it is therefore, necessary, also

to look at some research findings on pupils' views on good and bad teachers.

3.2 Some pupils' views on good and bad teachers

This study was actually conducted in Britain by Jones and Chopkin. It has been taken from Khumalo (1985, p. 25). However, reference to this study does not assume that Black pupils would necessarily respond identically like the sample of the pupils that was obtained in Britain. It is, probably, safe, to assume that the same criteria could be applied here, although possibly, the importance of teacher characteristics may differ.

As all the pupils agreed that their most beloved teacher was also their best teacher - the one according to them who always taught efficiently. It is interesting to note that the findings reported in the study, the characteristics of 'good' teachers, in order of priority, were arranged by the pupils as follows:

Ability to control a class;

- . Interested and sympathetic towards pupils as individuals;
- . Ability to present subject matter so that pupils understand and learn;
- . Patience;
- . Teaches in an interesting way. Inspires pupil with enthusiasm and confidence so that they want to learn;
- . maintains high standards of behaviour and command respect of pupils;
- . A liking and respect for children leading to good pupil-teacher relationship.
- . Enthusiasm and dedication for teaching.
- . Approachable pleasant personality;
- . A thorough knowledge of the subject(s) being taught
- . A sense of humour;
- . Flexible approach;
- . Impartial.

The characteristics of bad teachers were arranged in the following way by pupils in their order of importance:

- . has discipline problems either through being too lenient or too strict;
- . an inability to teach in a clear way;
- . uninterested in pupils as individuals, does not allow for different learning abilities;
- . low standard of behaviour;
- . unapproachable, intolerant, cold;
- . impatient
- . teaching in a boring way and does not inspire pupils to want to learn;
- . inflexible approach to teaching and school rules;
- . dislike and has no respect for his pupils;
- . victimises pupils and has obvious favourites;
- . an inadequate knowledge of the subject(s).
- . no sense of humour

From this study it is obvious that the pupils are quite

sensitive about the role of a teacher as a disciplinarian. Concerning the qualities of a teacher as a disciplinarian, Duminy (1973, p. 135), in his study conducted in South Africa, has the following to say:

Somehow it seems as if the meeting out of corporal punishment plays a very important role in the classroom activities in our secondary schools, so much so that it comes second in rank - very close to the first place - in the list of reasons for disliking Teacher B.

This exposition by Duminy also confirms that the role of a teacher, as he disciplines pupils, is a decisive one for good pupil-teacher relationship in the classroom.

3.3 Some essentials of discipline

What will be discussed in this sub-topic is what has been regarded by the researcher as essentials of discipline, if pedagogic authority is to be maintained in the classroom. These essentials are, however, not blueprints for authority. They have been enumerated because of their effect on pupil-teacher

relationship as far as they affect discipline in a didactic situation. Guidelines to be used will be some of the criteria suggested by Gunter (1978, pp. 154-161), but only as far as they apply to discipline in a pedagogic-didactic situation.

3.3.1 Love

Educative teaching is only possible where the spirit of love prevails. With reference to a pedagogic-didactic situation, love means a love in loco parentis so that the child is able to face the school task with the necessary confidence and enthusiasm. That is why educators generally agree that any pedagogic situation devoid of love leads to strained relations between the teacher and the pupils. This can lead to the hindrance of the learning process; for, the child may develop a negative attitude towards that particular teacher and the subject he teaches.

Such a pupil may become a disruptive liability to the school because of the lack of volitional urge for scholastic achievement. Dreyer and Duminy (1983, p. 156), therefore, correctly remarks:

A teacher who creates a favourable environment for learning, i.e. warm, friendly, accepting work atmosphere in class and who inspires and motivates his pupils will considerably minimize the occurrence of learning problems in class.

This, therefore, presupposes that the authority of a teacher is meaningful when it is accompanied by the spirit of love.

3.3.2 Respect

In a teaching learning situation the teacher and the child are endowed with the same kind of dignity. The difference is only that the teacher as an adult is the custodian of norms, skills and understanding which the adolescent pupil does not yet possess. This implies a sub-ordinate-super-ordinate relationship.

Respect, however, does not mean that it is only the child who is obliged to respect the teacher. Respect means mutual respect between the teacher and the child. For that matter Mohanoo's (1983, p. 78) argument becomes relevant in this instance when he contends:

This situation is, however, not typified by tyrannical dominance by the teacher over the pupil, but by the sympathetic understanding and pedagogical love and reciprocal respect.

This situation of pedagogical love and mutual respect where there is a positive relationship between the pupil and the teacher calls for a normal youth to be prepared to accept the teachers' authority and to be his disciple until such time that he acquires self-discipline.

3.3.3 Freedom

The right to freedom flows from the nature of man. As a rational being, man ought to be free, to determine the direction of his own life. This, however, does not mean that the child should be free to do what he likes because he still requires educative actualization by the teacher. The goal of education cannot be achieved until the teacher intervenes in the life of a child when necessary. Freedom, therefore, is freedom accompanied by authority, otherwise a pedagogic-didactic situation may be chaotic (vide supra 2.3.3).

With regard to freedom as related to authority Ndaba (1969, p. 156) rightly, points out that:

the authority of the teacher and the freedom of the pupil must reach a happy compromise with no extremism on either side. The harsh military discipline of the 'task master' or loose discipline of the 'soft pedagogue' which verges on licences are definately out of place here.

3.3.4 Friendliness

A good pedagogical leader and disciplinarian is the one who is a true friend of his pupils. Friendliness however, should not create an impression in the minds of the pupils that it is equitable with familiarity and cheap popularity because this is pedagogically dangerous:

The teacher should be friendly but not familiar. There is a tendency on the part of some teachers to be overly concerned with their status with students. This can lead to a tendency to court students' popularity. Such an attitude can give rise to an undesirable degree of familiarity between teachers and students. The teacher must be continuously conscious of the fact that he has unique status with

students and that they do not expect or desire that the teacher be one of the boys. (Adams and Garret, 1969, p. 59)

From experience of the researcher it does not take too long before pupils discover, especially at higher classes, like the secondary school phase, the nature of friendship the teacher has for them. If it is educational friendliness for instance, it lasts longer, but if it is the type of friendliness that is coupled with selfishness, pupils become resentful and discipline may therefore not be achieved. Gunter, (1978, p. 159) remarks appropriately when he says:

It is essential that the teacher should make his pupils feel that he is their interested and well interested friend who seeks only the promotion of their true interests and their happiness in everything that he does, including the exercise of his discipline; even in the extreme form of inflicting punishment.

3.3.5 The relationship of dialogue

The pedagogical situation is characterized by dialogue between the teacher and the pupil. Likewise in the exercise of discipline there is a need for a teacher to sometimes find himself in a dialogue relationship

with the pupils. This means that a teacher should not be a 'take no nonsense' type of a person because there are moments when he should actually give a chance to the child (pupil) to express his views, in which case he will have to listen to what the child says.

Furthermore an adolescent is in most cases apt to scrutinize and criticize his teachers and disregard authority. This is because at this stage of development the pupil would like to argue and express his opinions. A teacher who does not give a chance to such pupils to express their views is likely to experience problems with regard to discipline. One wonders as to how often do teachers actually find out why individual pupils have not done their homework. Why, for instance, a particular child is usually late for morning lessons?

In a situation where dialogue exists between the teacher and the pupils, the pupils' self-esteem is usually enhanced. In this case the pupil feels that he is a partner in the whole educative process.

In a situation such as described above, discipline is likely to be

administered with fairness and justice. Under such circumstances it is likely to be recognised and accepted by the adolescents who yearn for a fair share and reasonable say in matters that are affecting them (Mohano, 1983, p. 82).

3.3.6 A clear consistent policy and exemplary behaviour

Gunter, 1978, p. 161 puts it very clearly when he argues that the educator:

.... should have a clear and consistent policy, that what he requires of them should be clear, reasonable and within the limits of their ability at their stage of development, and that they should always know exactly what is expected of them and where they stand with him.

Concerning exemplary behaviour Mohano, 1983, p. 317 remarks in the following manner:

some teachers in Black high schools make a habit of going to school unsober. In a drunken stupor they commit irresponsible acts which dent the disciplinary machinery of the school.

By virtue of their positions teachers are the initiators of the learning encounter and they determine its course and consumption. In order to avoid a situation of demotivation, insecurity and finally intellectual paralysis a teacher should have a clear and consistent policy as well as exemplary behaviour. Where these elements are lacking it is possible to have a disruptive educational situation. It is for this reason that Mohanoe (1983, p. 229) is correct:

It is however imperative that the teachers should deserve that respect and liking because of their exemplary conduct.

3.4 Conclusion

The problem of discipline at school and in the classroom in particular, is a very complex matter. To try and give absolute truths about this issue would be an attempt to oversimplify a highly complex matter. However, the teacher, as the initiator and the director of the teaching learning situation has a decisive role to play. That is why Duminy (1969, p. 8) remarks:

to teach implies that he who is going to do so, has been instructed or commissioned to carry out a task and he has accepted that task. Every teacher should always be aware of the great responsibility that follows in the wake of his acceptance. He must realize that he is in a position where he can either help, assist, and urge on, or do irreparable damage to the child.

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CHAPTER 4

EMPIRICAL RESEARCH DESIGN AND PROCEDURE

4.1 Introduction

In Chapter 1 it was indicated that use would be made of a descriptive method of research. In order to meet this requirement, questionnaires were sent to pupils, teachers and principals in order to obtain an objective view of the problem of discipline in Black schools. This objective understanding of the problem would be brought about by the availability of quantitative data that would be obtained from the empirical area.

A comprehensive view of the problem is only possible when both the empirical and the theoretical approaches are used. This principle has been adhered to by the researcher because of the belief that it is through the utilization of the quantitative-qualitative coupling that a near to real appraisal can be made.

4.2 Permission

Permission was obtained to do research in schools under

the Department of Education and Culture.

4.3 The pilot study

Experienced researchers generally agree that a pilot study, a preliminary trial of research measures and techniques, is essential for the development of a sound research plan. It is, as a rule carried out with fewer subjects than will be employed in the main study.

In this research project this rule was adhered to as the pilot study was carried out at two secondary schools at Mehlesizwe Circuit. Concerning a pilot study Ary et al (1979, p. 83) has the following to say:

It provides the opportunity to assess the appropriateness and particularly of data collection instruments. It permits a preliminary testing of the hypothesis which may give some indication of its tenability and suggests whether or not further refinement is needed.

4.3.1 Initial trial run of questionnaires

The initial trial run of questionnaires was done at a high school in the vicinity of the University of Zululand. This was done by the researcher himself. A sample of ten pupils, eight teachers and a principal was obtained. The sample of pupils was drawn from Form V (Std 10). When analysing their responses and after further discussion with the principal it became clear that this class was not at all punished corporally. The possible reasons advanced by the principal were that it is likely that teachers meet some resistance from this group. The principal further argued that being a senior group in the school it is unlikely that they receive the same treatment as the junior classes, like Std 6.

Because of the above stated reasons the researcher decided to conduct another initial trial run of questionnaires that would include all the grades in the school, i.e. from Std 6 to 10. From this trial run it became clear that both teachers and pupils had some problem in questions that required the ranking and frequency of some disciplinary problems and forms of

punishment used at school. This, therefore became the main focus of the final trial run of questionnaires.

4.3.2 Final trial run of questionnaires

Before the final application, the adopted questionnaires were given a final trial run at a secondary school at Esikhawini Location. Although the researcher had wished to take along research assistants at this stage, so that they could see how the questionnaires were administered, this was not possible. The reason is that research assistants were students, who at a time of the administration of the final trial run of questionnaires, were involved in other academic activities. At this stage the researcher was able to establish the

4.3.2.1 time that it took the respondents to complete the questionnaires;

4.3.2.2 the difficulties that arose during the administration, with the object of eliminating them before hand.

In connection with 4.3.2.1, it was established that an optimum time of 20 minutes was necessary for the completion of the questionnaire in the case of students. In the case of teachers it took about 10 minutes to complete a questionnaire.

Concerning 4.3.2.2 very few problems were encountered at that stage. In view of these procedures it could be reasonably expected that the final administration would proceed without any serious hindrance.

4.4 Training of research assistants

Although the overall supervision of the questionnaire administration was mainly the personal responsibility of the researcher, research assistants had to be involved in this study. Initially the researcher had not planned to involve research assistants but this became a necessity after schools that were to be visited had been selected. With instability and turmoil in some Black schools, travelling costs, and time involved, it would be difficult to conduct this research without the help of research assistants.

Research assistants consisted of students who were doing their teacher training at the University of Zululand. Some of the research assistants had already taught in Black secondary schools. It is mainly because of this reason that it was not a difficult task to generate interest from these students. As a result it was not time consuming to train them as far as the administration of questionnaires was concerned.

The procedure that was followed in the training of research assistants can be explained in the following way. Because it was not possible to get all the research assistants at the same time, the researcher had to train those research assistants that were available at a particular time. Each research assistant had to familiarize himself with the questionnaires. He was therefore given some time to study the questionnaires. Thereafter the researcher had to read and explain each and every category of the questionnaires. The researcher had also to explain the whole procedure to be followed during the administration of questionnaires.

After this briefing session the research assistant had

to rehearse the procedure to be followed to the complete satisfaction of the investigator. It was only in one case where the research assistant had not received enough briefing. As a result it became necessary for the investigator to go along with him to the schools that were to be used for this investigation.

4.5. Sampling

4.5.1 Selection of schools

The primary purpose of any sampling procedure is to obtain a sample which within the restrictions imposed by its size will produce the characteristics of the population with the greatest possible accuracy (Barr et al, 1953, pp. 160-161).

An attempt was made to comply with this rule in this study.

During the time of investigation there were 25 circuits in KwaZulu. Obviously it could have been an unrealistic ambition and unnecessary to visit all the circuits which had 551 secondary schools. The researcher, therefore, decided to use a stratified

sampling procedure. According to Mandenhall and Scheaffer (1971, p. 531), a stratified sample is obtained by separating the population elements into non-overlapping groups, called strata, and then selecting a simple random sample from within strata.

While this study is not comparative in nature, after a considerable literature study and consideration of many variables, the researcher came out with one main characteristic which seemed very important: stratified sampling based on selection of schools according to the nature of settlement in which they are found, that is, an urban and rural settlement.

As I have stated earlier on, during the time of this investigation there were 25 circuits in KwaZulu in both urban and rural areas. Stratification according to urban and rural environment, however, did create some problems.

There are circuits that have schools that are found in both urban and rural areas. This problem was further complicated by the fact that there are schools that are built at places that are still regarded as mission

stations because of the early influence of the missionaries. People living in these areas have a considerable degree of Western influence because of their early exposure to it. Nevertheless, these people live in areas which are generally classified as rural. The question therefore, remains as to whether one should classify a school in this area as urban or semi-urban. These are places like Inanda and Adams Mission.

There are also locations such as Esikhawini and KwaMakhutha that may not be classified as urban locations because of their age and proximity to rural settlements. This also did create some problems during stratification.

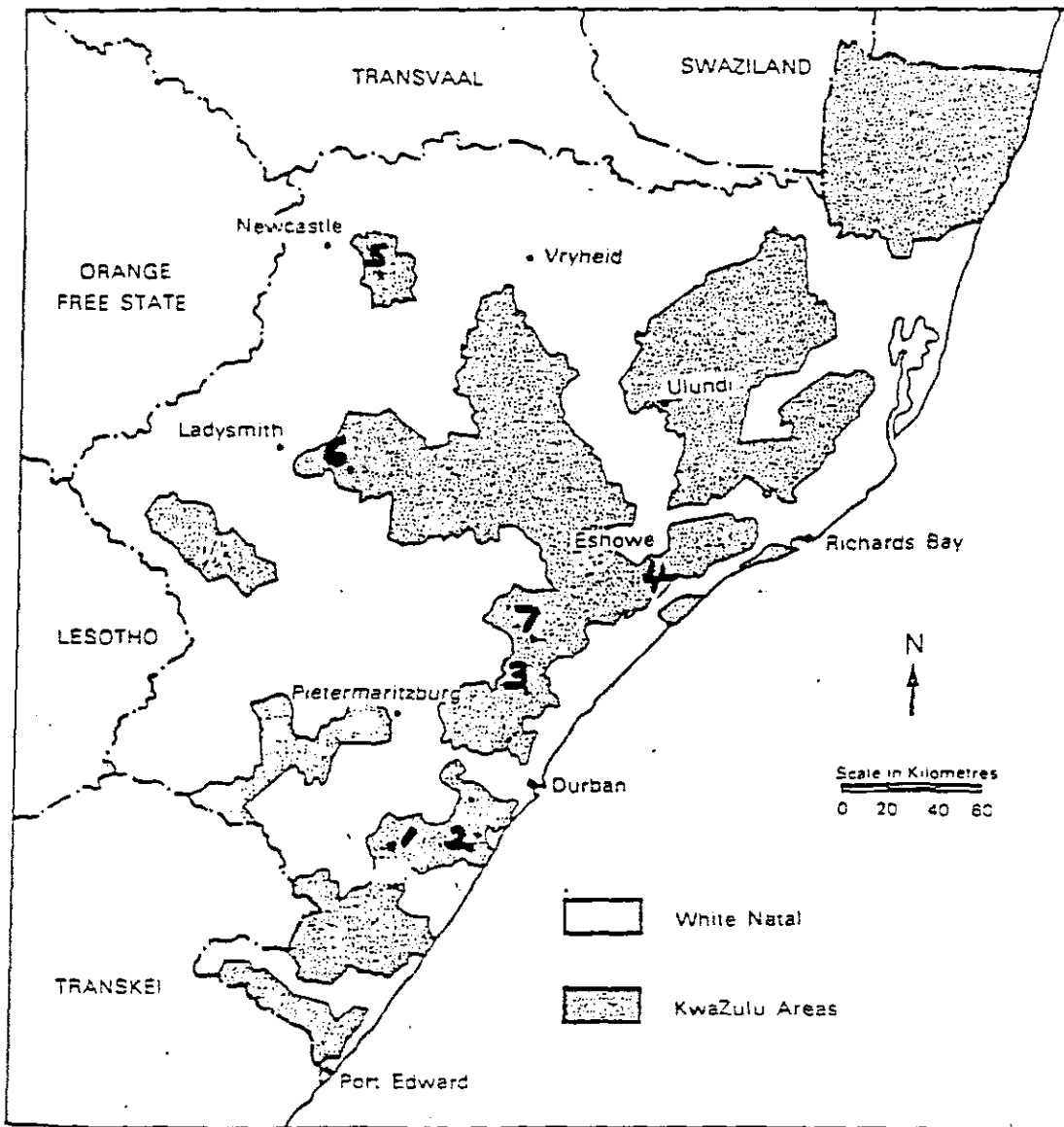
Another factor is that of mobility. Teachers and pupils from both urban and rural areas find themselves in rural and urban schools respectively. However, the researcher is not unmindful of the possibility that a considerable number of urban pupils opt for schooling in rural areas because of prevalent turmoil in urban schools. This mobility of pupils and teachers brings along with them attitudes and behaviour that is typical of the environment from which they come.

The researcher having made a careful and thorough study of the geographical position of all schools in each circuit came to a conclusion that 19 circuits could be regarded as being in rural areas and only 6 as being in urban areas. What actually determined whether the circuit was urban or rural was the number of schools that were in the rural or urban area in each circuit. A circuit with, for instance, a large number of schools that were in the urban area was classified as an urban circuit. Likewise the circuit that had more schools in the rural areas was classified as rural. However, the researcher being mindful of the problems that have already been stated concerning stratification decided to include the category of semi-urban schools in the questionnaire.

After the classification it was possible to select schools through randomization. An attempt had to be made towards a proportional representation of both urban and rural circuits. An ideal ratio would have been 1 (urban) to 4 (rural) schools. Four schools were selected from two urban circuits and ten schools from five rural circuits. This was done through simple random sampling.

In all, 7 circuits were involved. Two schools in each circuit were therefore, randomly selected in order to draw the principals, teachers, and pupils to form 3 distinct population samples. These circuits are Umlazi, South, Ndwedwe, Mehlesizwe, Madadeni and Maphumulo. The map that follows shows a geographical location of these circuits.

EDUCATION CIRCUITS OF KWA-ZULU



CIRCUIT

1. Umbumbulu
2. Umlazi South
3. Ndwedwe
4. Mehlesizwe
5. Madadeni
6. Maphumulo
7. Umlazi

4.5.2 Selection of population samples

In this study there were three distinct and separate samples, namely, pupils, teachers and principals. Questionnaires were therefore designed for each population sample as instruments to elicit the required information.

4.5.2.1 The principals and teachers

From 13 schools that were actually visited as it will be explained in 4.7.2 of this chapter, the principals thereof formed a distinct population sample of 13. Concerning the teacher population, 130 teachers were selected from schools involved. This means that each school provided 10 teachers who were randomly selected. Bailey (1982, pp. 95-96) argues that:

stratified sampling is not limited to stratification and only one variable. One can stratify on two or more variables simultaneously

This had earlier been taken into account in this study because it was planned that teachers would be

classified according to sex. There would therefore be a proportional representation of both sexes. However, this could not be the case in all schools because of the imbalance in the male and female teacher ratio. There were schools that had, for instance, only 2 female teachers. In some schools it could not be possible to obtain equal representation because the teaching staff was committed with other matters during the time of investigation. At the end only those selected teachers from each school were invited to respond to the teachers' questionnaire irrespective of their sex.

4.5.2.2 The pupils

Since the study was about secondary school pupils, all the pupils in a selected school had to be represented in the sample. The researcher had to ask for class lists (where it was possible to do so) and pupils were randomly selected from all levels of study in a particular school. A stratified sample was also obtained because of a number of boys had to equal the number of girls.

In all 13, schools had to be visited with a sample of 40 pupils in each school, i.e. 20 boys and 20 girls

randomly selected. In all, the pupils sample ended up being 520 pupils.

4.6 Drafting of questionnaires

It has been argued correctly by Masson and Bramble (1978, p. 303) that the researcher in conducting an investigation should select from among a variety of procedures available, those most supportive of the research objectives. It is usually recommended to explore several existing measurement instruments before selecting one or designing a new one to use in a research investigation. Bailey (1982, pp. 221-330) regards experiments, observation, ethnomethodology, document study, simulation and games as methods of obtaining information about the status of a phenomenon.

Because of the nature of this study and the wide ranging investigation envisaged, the questionnaire became a major tool in this study. Considerable attention was therefore focussed on drawing it up.

The following reasons prompted the researcher to choose the questionnaire survey:

- The questionnaire is less time consuming. For instance, in this study it took about 45 minutes to administer the questionnaires for all groups in the schools i.e. pupils, teachers and the principal, to complete their respective questionnaires.

- This study was conducted at the beginning of the year. During this time principals of schools do not favour interference with teaching time. It was possible for the respondents to complete the questionnaires during the study period in some of the schools.

- The questionnaire method affords a good measure of objectivity in soliciting and coding the responses of the population sample.

These reasons are enough to show that an interview method would have created problems for the researcher had it been used in this study. Sax (1979, p. 245) also argues rightly when he contends:

Another advantage claimed for the questionnaire is that each respondent receives the same set of

questions phrased exactly in the same way, as they are on standardized tests. Questionnaires are thus supposed to yield more comparable data than do interviews.

4.7 Collection of data

Before going to the selected schools for data collection, circuit inspectors and principals that were affected were written letters of notification about intended visits. Enclosed in these letters was a letter from KwaZulu Department of Education and Culture, granting the researcher permission to do research in KwaZulu schools.

Because of the possibility of delay in mailed letters and lack of precision concerning the addresses of certain schools, the principals of some of the schools were telephoned and made aware of intended visits. Another form of safeguard was that of giving each research assistant a copy of a letter addressed to the principal and that from the Department of Education and Culture (KwaZulu) granting permission to do research in schools.

4.7.1 Administration of questionnaires

Generally the administration of questionnaires was as planned. This may be attributed to the following factors:

- clear and precise instructions given to research assistants;
- ready co-operation from respondents;
- prior arrangements made with schools.

4.7.1.1 The principals' and the teachers' questionnaires

Generally, principals and teachers had no problems with responding to questionnaires. It is only in a few cases that a brief explanation had to be given. Although the instructions were clear in questions 9, 10 and 20 some teachers needed some brief explanation.

In question 9 they were given 11 disciplinary problems which they had to rank according to frequency in their schools. In question 10 they had to rate the given forms of punishment according to frequency in their schools. In both cases the few that had some problems

had thought that they could give similar ranks for different categories, e.g. for insubordination they thought they could rank it as 4 and for cheating in tests and examinations as 4. This also happened in some cases during a pilot study.

4.7.1.2 The pupils' questionnaire

Because of the problem of time and the fact that junior classes e.g. Std 6 had problems, in the pilot study, of not understanding some questions, no matter how the researcher had simplified them, it was decided that each and every item would be read and explained to the selected sample.

Because of this procedure there was hardly a problem that was experienced by pupils in answering questions. Help was therefore given in isolated cases when requested.

4.7.2 Problems experienced during administration

It is true that principals were generally uneasy to enable an outsider to gain access to the pupils.

Others even stated that they had to accede to our request because there was a letter giving permission to do research from the Department of Education and Culture (KwaZulu).

The reason for fear was based on the fact that during the time of investigation there were crisis in Black education. Because of these events it was not easy for the principals to predict the behaviour of the pupils at any given time.

The most serious problem was experienced in one circuit when the principal of a school flatly refused to allow the administration of questionnaires in his school. This was an urban school. Because of his refusal an investigation could not be conducted in one urban school, which means that out of 4 selected schools only 3 schools had to provide information required for this investigation.

An attempt was made to replace this school with another one in the urban environment around Durban. Because of turmoil around Durban (Umlazi and Kwamashu) schools during that time, it could not have been a safe measure

to conduct research in those areas. Consequently, an idea of obtaining more respondents from a school in the urban area was abandoned.

4.8 Returned and spoiled questionnaires

One of the advantages of the personal administration of the questionnaires is that it is possible for all questionnaires to be returned. In this study that is what actually happened except that after checking and sorting out all the questionnaires only 9 questionnaires were spoiled. These questionnaires were those for teachers and principals.

4.9 Data processing

While there were a few questions that had to be processed manually, the data was processed by the computer. It was because the researcher was mindful of the possibility of many errors involved in manual processing that he opted for computer analysis. As a consequent the services of a qualified computer programmer were used.

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CHAPTER 5

PRESENTATION, DISCUSSION AND INTERPRETATION OF THE RESULTS

5.1 Introduction

It will be recalled that the aim of this study is (a) to look at discipline from a pedagogic-didactic perspective (vide supra 1.4). Literature study would bring to light some of the factors that are related to the practice of discipline in Black secondary schools. (b) to investigate empirically the problem of discipline in Black secondary schools so as to establish whether discipline in these schools does follow a normative course.

In this chapter, the results of the investigation will be presented, discussed and interpreted. Towards the end of this chapter the results will be further analysed by making use of the Chi-Square Test, to test whether there are any significant differences between the responses of urban and rural pupils.

5.2 Pupils' responses about discipline

5.2.1 General discipline in schools

5.2.1.1 At our school there is a wide use of corporal punishment

The following table depicts the findings in this category:

Table 5.2.1.1 : The use of corporal punishment in schools

Value Label	Frequency	Percentage
Strongly agree	122	23
Agree	190	37
Not sure	42	8
Disagree	128	25
Strongly disagree	38	7
	<hr/>	<hr/>
	520	100
	<hr/>	<hr/>

✕ Out of 520 respondents 60% agreed that there was a wide use of corporal punishment in their schools. It is interesting to note that 23 strongly agreed and 37% agreed as reflected on the table above.

5.2.1.2 Discipline in secondary schools should be like that of an army i.e. unquestioning submission to authority

The following table illustrates the perception of the pupils as to how discipline should be in secondary schools.

Table 5.2.1.2: The pupils' perception of how discipline should be in secondary schools

Value Label	Frequency	Percentage
Strongly agree	61	12
Agree	73	14
Not sure	48	9
Disagree	197	38
Strongly disagree	141	27
	<hr/>	
	520	100
	<hr/>	

Only 26% felt that discipline in secondary schools should be like that of an army whereas 65% did not agree with this. This gives an impression that pupils in secondary schools are generally not in favour of the authoritarian type of discipline. Concerning crude and

harsh military discipline Mohanoe (1983,p.315) has the following to say:

Even where the pupil seems on the surface to derive benefit for this imposed authoritarian discipline, it is short lived and born of bitterness. In fact the pupil while outwardly apparently subdued may be inwardly bristling looking for an opportunity when he can return the compliment.

In view of the alleged authoritarianism in many Black secondary schools, it seems there is a considerable discrepancy between the widespread task master type of discipline and its acceptability by the pupils.

5.2.1.3 When corporal punishment is administered to us in our school, this happens in the presence of another teacher or principal.

The following table illustrates the perceptions of the pupils in this category:

Table 5.2.1.3: The administration of corporal punishment

Value Label	Frequency	Percentage
Strongly agree	77	15
Agree	129	25
Not sure	36	7
Disagree	117	34
Strongly disagree	101	19
	<hr/> 520	<hr/> 100%

While 40% reported that when corporal punishment is administered to them in their schools, this happens in the presence of another teacher or principal, 53% reported the contrary. From the above figures it is apparent that the rule which says that corporal punishment should be administered in private by a principal or by an assistant teacher in the presence of a principal is in most cases violated (vide supra 4.2.1)

5.2.1.4. Rate from 1 to 5 the following forms of punishment according to frequency of use in your school

This can be tabularized in the following manner:

Table 5.2.1.4: Frequency in the use of some forms of punishment

	Rank Order				
Forms of punishment	1	2	3	4	5
Reproach/warning	42	29	15	8	6
Corporal punishment	36	25	20	14	5
Extra manual labour	9	16	23	32	20
Exclusion from class	10	22	29	23	16
Withdrawal of privileges and rewards	3	8	3	23	53
<hr/>					
N	=			520	

What is interesting here is that reproach/warning (42%) is apparently the most widely used form of punishment and it is followed by corporal punishment (36%). This difference between the two is not so wide and this gives an impression that corporal punishment is widely used in Black schools (vide supra 5.2.1.1).

When looking at the table only 3% of the pupils have rated withdrawal of privileges and rewards as number one and only 8% have rated it as number two. This gives an indication that positive reinforcements as part of disciplinary measures are hardly practised in Black schools.

Other forms of punishment used as perceived by pupils include "kneeling down" (4%) and "suspension". It was only in two schools where forms of punishment such as "demand love" (2%) and "demand money" (3%) were used. Although the latter responses were obviously not widespread, such responses do give a clue that there is serious misconduct by teachers in some schools.

5.2.1.5 Do students have any say in your school affairs?

Only 38% reported that they have a say in their school affairs and 62% reported that they do not have a say in their school affairs. This implies that whilst in some secondary schools pupils may have some say in the school affairs, the majority of the pupils have no say in their school affairs.

What can be derived from this is that in most cases adolescents in Black schools are apparently not being prepared and encouraged by their teachers to take part in preparing themselves for the challenges of life ahead of them. This is contrary to the present day secondary school pupils who yearn for participation in larger issues of life, although their energies may sometimes be misdirected.

In a situation where the pupils have hardly any say in their school affairs, the teacher may be tempted to take advantage of his superior position and ride rough shod over the pupil. This is likely to generate an emotional ferment within the pupil, which may lead to overt rejection of what he may come to regard as intolerant and unreasonable imposition of rigid adult norms. This may spell the snapping of the already strained relations that sometimes prevail between teacher and pupil in Black secondary schools.

Secondary school pupils resent being talked down instead of with, because this is not promotive of a healthy emotional emancipation and overall personality

development. It runs counter to the secondary school pupil's impulsive urge for participation and blunts his ego. It is also likely to stunt the growth of mental resources.

Concerning pupils' involvement in school affairs Ramsey (1981,p.29) has the following to say:

The centerpiece of the schools' program for maintaining a mellow behavioural atmosphere must be positive, free and frequent communication among all parties involved. Students must have not only meaningful opportunities to express themselves, but they must believe that they are heard.

If Black teachers aspire to succeed in handling disciplinary problems they must do away with the antiquated attitude that youngsters must be seen and not heard and that they must do as they are told without questioning. It will be very interesting to investigate the extent of pupils' involvement in a didactic situation.

5.2.1.6 Do you have love affairs between teachers and pupils in your school?

In Gilbert's (1982,p.30) study more than 50% (N=1829) of the pupils perceived that there were love affairs between teachers and pupils in African schools. In this study 60% (N=520) of the pupils reported that there were love affairs between teachers and pupils and only 40% reported the contrary.

The issue of love affairs between teachers and pupils may not sound new to many Black educationists because a number of marriages are alleged to have taken place between teachers and their former pupils when it is not known when the love affair could have started. In some few cases older male pupils are alleged to have got married to their female teachers. Nevertheless, in a school situation where there are love affairs between teachers and pupils the problem of discipline arises because it seems very unlikely that a teacher can pedagogically discipline his girl friend.

In terms of the findings of this study, it does seem that this is a widespread practice in Black secondary schools. It is also interesting to note that there are already reported strikes in Black secondary schools

where love affairs between teachers and pupils have been one of the grievances of the pupils. Boys, especially are likely to be sensitive about this unfair "competition" and this will in no doubt dent the disciplinary machinery of the school.

This problem of love affairs between teachers and pupils is further compounded by the narrow age gap between teachers and pupils. In this study, for instance, 60% of the teachers were between the ages 20 and 29, and 27% of the pupils were between the ages 19 and 26 years. Gilbert (1982,p.29) puts this point in a very clear perspective when he contends that:

One of the possible sources of conflict is the problem of small age differentials between teachers and pupils. Whereas in most secondary schools there exists an age gap, this is, not necessarily the case in African schools.

While on the other hand there are a number of older pupils in Black schools, on the other there are a number of teachers who complete a teacher training course at a very young age and come into schools to

teach at this age. Gilbert (1982, p. 30) is thus correct to summarize the situation as follows:

Finally there is the question of love affairs between pupils and teachers. Once again because of instances of low age differentials it has been felt by some that this may increase the likelihood of pupils and teachers falling in love.

That love affairs between teachers and pupils is one of the sources of conflict in Black secondary schools, and therefore a disciplinary problem, cannot be overemphasized. It would seem as if teacher training institutions will have to put more emphasis on moral training, thus trying to come into grips with this type of problem. Another possible way of reducing this problem is that principals of secondary schools should make a deliberate effort to conscientise the new male teachers about inherent dangers incurred when a teacher falls in love with a school girl.

5.3.1 Discipline in the classroom

5.3.1.1 Students feel frustrated when they are punished and this affects their learning

This category is illustrated by the following table:

Table 5.3.1.1: Whether corporal punishment leads to frustration and affects learning

Value Label	Frequency	Percentage
Strongly agree	213	41
← Agree	157	30
Not sure	12	3
Disagree	90	17
Strongly disagree	48	9
	<hr/>	<hr/>
	520	100
	<hr/>	<hr/>

From the table above we note that 71% of the pupils reported that they felt frustrated when they were punished and that this affected their learning. However, only 26% stated the contrary. Although the word punishment is embrassive in nature because of the diversification of forms of punishment, it is

reasonable, to suggest that corporal punishment has the largest share in this case as it has already been found that it is widely used in Black schools.

5.3.1.2 When we do not understand our subjects our teachers punish us corporally

This category is illustrated in the following way:

Table 5.3.1.2: Punishment of pupils for not understanding subjects .

Value Label	Frequency	Percentage
Strongly agree	82	16
Agree	78	15
Not sure	27	5
Disagree	197	38
Strongly disagree	136	26
	<hr/>	<hr/>
	520	100
	<hr/>	<hr/>

When 31% of the pupils who reported that they are punished when they do not understand their subjects, this gives an impression some pupils become victims of

frustration when they are punished for not understanding their subjects. Punishment, however, may be administered in good faith in some cases, whereas the teacher becomes unconsciously responsible for the frustration of pupils (vide supra 3.1.1.3).

Although punishment for not understanding school subjects does not seem to be widely spread, in cases where it happens it may create learning problems as the majority of the pupils in this study feel that corporal punishment does not in any way motivate them and it creates a rule by fear in the classroom (vide infra 5.3.4.).

5.3.1.3 Corporal punishment does not in any way motivate us and it creates a rule by fear in the classroom

Table 5.3.1.3 Whether corporal punishment motivates the pupils or creates a rule by fear in the classroom

Value Label	Frequency	Percentage
Strongly agree	243	47
Agree	131	25
Not sure	30	6
Disagree	79	15
Strongly disagree	37	7
<hr/>		
	520	100
<hr/>		

72% of the pupils felt that corporal punishment does not in any way motivate them and it creates a rule by fear in the classroom, whereas only 22% stated the contrary. This implies that Black pupils at large do not regard corporal punishment as an extrinsic motivator for them to learn, but, instead it creates fear. The already reported wide use of corporal punishment appears to be one of the inhibiting factors in scholastic excellence of Black pupils, let alone that it may not necessarily bring about order in the classroom.

5.3.1.4 Our teachers cause us to be afraid to ask questions or show different opinions than their's in the class

The table that follows explains this category.

Table 5.3.1.4: Whether teachers cause pupils to be afraid to ask questions or show different opinions than their's

Value Label	Frequency	Percentage
Strongly agree	78	15
Agree	109	21
Not sure	26	5
Disagree	205	39
Strongly disagree	101	19
	519	100

As the above table indicates 36% of the pupils stated that their teachers cause them to be afraid to ask questions or show different opinions than theirs and 58% felt that this was not the case. Whilst apparently in a number of schools authoritarianism may not be the order of the day, the findings of this study do suggest that quite a number of teachers are still authoritarian in their approach to didactic situations.

3.5.1.5 Personal friendship between teachers and pupils destroy good relations between them in class

The findings in this category are illustrated by the following table:

Table 5.3.1.5: personal friendship between teachers and pupils

Value Label	Frequency	Percentage
Strongly agree	122	23
Agree	125	24
Not sure	40	8
Disagree	144	28
Strongly disagree	89	17
	<hr/> 520	<hr/> 100%

From the table above 47% of the pupils agreed that personal friendship between teachers and pupils destroys good relations between them in class and 45% disagreed. Whilst it is likely that a number of pupils could have regarded "friendship" in its normal sense, in this study, it is worth noting that in Gilbert's study (1982,p.30) 54% felt that personal friendship between teachers and pupils destroys good relations between them in class and only 43% felt that it does not destroy good relations.

From these findings it can be inferred that some pupils feel strong about this issue, although it does not appear to be a widespread view. Personal friendship between teachers and pupils is likely to create tension between pupils and teachers not only because it may lead to favouritism in class but because boys, in particular may resent the unfair "competition" (vide supra 5.2.1.6) if male teachers have personal friendship with female pupils.

5.3.1.6 Do your teachers talk to you after class about problems that may be bothering you?

43% reported that their teachers do talk to them after class about their problems, whereas 57% reported the contrary. While this may not be a problem in all schools, it does seem that some pupils in a number of schools may have serious academic and personal problems which may not have an outlet if teachers do not initiate a system of dialogue with their pupils outside the classroom situation. Those who said their teachers do talk to them about their problems have stated problems such as those related to the subject matter (35%) and personal problems (11%). They also reported about problems related to school fees, transport, careers and behaviour.

5.3.1.7 Do your teachers make classwork interesting?

72% stated that their teachers do make classwork interesting and only 27% stated the contrary. Pupils seem to be quite positive about their teachers in this category. As the skills of the teachers improve, as a

result of incentive programmes and in-service training this evaluation is likely to improve. This appears to be one of the positive aspects in Black schools.

5.3.1.8 Is corporal punishment administered to both boys and girls?

82% reported that corporal punishment is administered to both boys and girls and only 18% stated the contrary. Whilst it is possible that the administration of corporal punishment to girls may result from factors such as overcrowding, impatience of teachers and lack of other means of discipline etc., it stands to reason that there is a great deal of misconduct on the part of teachers because this is contrary to the regulation that under no circumstances should corporal punishment be applied to female pupils. It would be very interesting to investigate under what circumstances is this corporal punishment administered.

5.3.1.9 Rate from 1 to 6 the following forms of punishment according to frequency of use in your class. One mostly administered should be rated 1, and the one least administered should be rated as 6.

The following table illustrates this category:

Table 5.3.1.9: Frequency in the use of some forms of punishment in the classroom

Forms of punishment	Rank				Order	
	1	2	3	4	5	6
Reproach/warning	42	20	16	6	5	4
Corporal punishment	35	28	20	10	4	3
Exclusion from class	11	26	29	18	8	7
Withdrawal of privileges and rewards	2	6	18	25	31	16
Detention after school	4	4	7	21	25	30
Extra manual labour	6	8	9	22	26	10
N.				=	520	

As the case was in 5.2.1.4. when the above categories were examined in terms of general school discipline, corporal punishment seemed to be the widely used form of punishment. It comes just after the first choice and 35% of the respondents have rated it as number one.

Other forms of punishment used that are mentioned by pupils are the following:

"standing on one foot" (3%) "teacher leaves the classroom" (3%), "sitting on an invisible chair" (2%), "kneeling" (4%), "pinching and squeezing of ears" (27%). This latter response tells us more about the uneducative and unjustified use of power by teachers in some schools.

5.4 Teachers' and Principals' responses about discipline

5.4.1 General discipline in schools

5.4.1.1 Do you experience any disruption of learning activities in your school?

It needs to be pointed out that for purposes of this study the designation "teacher", will be used to refer to both teachers and principals. 133 teachers and principals actually responded to the questionnaire. 13% of them felt that there was always disruption of learning activities in their schools. 34% felt that this occasionally happened and 54% felt that this seldom took place.

Whilst it is possible that certain schools do not experience the disruption of learning activities as others, this seems to be a phenomenon that has become part of Black education in view of the fact that quite a substantial number of teachers reported that the disruption of learning activities does occur. The fact that 88% of the teachers reported that it is difficult to control students these days (vide infra 5.4.1.6) confirms this.

5.4.1.2 Please rank the following disciplinary problems according to frequency in your school

This category is better illustrated in the following table:

Table 5.4.1.2: Frequency of some disciplinary problems

Disciplinary problems	Rank Order										
	1	2	3	4	5	6	7	8	9	10	11
Late coming	53	16	9	7	3	1	3	4	3	4	0
Inattentive and noisy classes	8	26	26	13	9	5	3	3	5	2	0
Incomplete school uniform	5	20	15	13	7	6	2	7	5	10	10
Cheating in tests and exams	8	2	15	16	14	8	6	7	5	6	5
Smoking	9	9	10	9	18	19	10	5	4	2	4
Liquor abuse	2	2	5	7	8	10	20	14	14	14	5
Drug abuse	3	3	2	2	5	6	10	22	14	13	20
Playing truant	6	7	8	15	15	17	8	8	6	8	4
Insubordination	2	2	5	13	11	8	16	11	7	7	9
Bullying	0	3	2	5	5	15	12	11	15	2	11
Use of abusive language	0	2	2	5	6	6	12	10	12	15	25
N = 133											

From the perception of the teachers, late coming (53%) seems to be the most frequently occurring disciplinary problem in Black schools. This may be partly confirmed by the fact that some pupils have already indicated

that their teachers talk to them about transport problems (vide supra 5.3.1.6)

It is also interesting to note that 40% of the teachers (vide infra 5.4.2.4) say they use corporal punishment when the pupils make noise in class, whereas a number of teachers rate it as problem number two (26%) and three (26%). This does give an impression that the use of corporal punishment in this instance is not of much value. It would be interesting to investigate why these pupils make noise.

Concerning smoking and drug abuse it is possible that some teachers have confused the two when it comes to dagga smoking because it tends to fall into both categories. Nevertheless, from the above table these two do not seem to be serious disciplinary problems in Black schools. In the case of smoking Padayachee (1982,p.86) argues that "no smoking" rule has never worked in schools. In her study in Indian schools she found that the general student body did not regard smoking as a type of deviant behaviour, although the school rules regard it as being so.

In the case of drug abuse she quotes Morse as having listed the following reasons for the use of drugs among juveniles:

- a) for the sense of belonging and identification;
- b) our adult culture is drug oriented;
- c) our society values having fun;
- d) job opportunities are scarce and there is a booming market if a juvenile wants to take the risk of selling drugs.

It is also worth noting that a high percentage of teachers, in this study, have not regarded cheating in tests and exams as a serious disciplinary problem, when the issue of malpractice in exams in Black education has become a sociopedagogic problem. One would have expected to have more teachers and principals complaining about this. Cheating in tests and exams includes behaviours such as using notes in an examination hall, copying answers from another pupil, letting others copy a piece of homework etc. The likely reason for cheating in tests and exams is fear for failure. Padayache (1982,p.85) found in her study

that copying was more prevalent among deviant pupils (94,81%) than among non - deviant pupils.

Other disciplinary problems mentioned by teachers are the following: "absenteeism", "politically motivated problems", "refusing to take punishment", "love affairs between teachers and pupils and among pupils themselves".

Concerning the question of love affairs between teachers and pupils, it is possible that most teachers could not mention this as a disciplinary problem because they know that it could have reflected upon their professional integrity. On the other hand when one takes into account that a high percentage of pupils (60%) have felt strong about this issue, one does come to the conclusion that there is a great deal of misconduct in this case (vide supra 5.2.1.6).

Furthermore, the fact that some teachers have indicated that the refusal by the pupils to take punishment is one of the disciplinary problems, does give some indication about the wide use and severity of corporal punishment in Black schools. This has to some extent,

been confirmed by teachers themselves when 63% of them indicated that pupils do resist corporal punishment in class (vide infra 5.4.2.6).

5.4.1.3 Rate the following forms of punishment according to frequency of use in your school. One mostly administered should be rated as 1 and the one least administered should be rated as 5.

This category is illustrated by the following table:

Table 5.4.1.3: Frequency of some forms of punishment generally used at schools

Forms of corporal punishment	Rank Order				
	1	2	3	4	5
Reproach/warning	72	16	8	3	1
Corporal punishment	17	30	25	10	18
Extra manual labour	5	23	24	32	16
Exclusion from class	2	18	25	33	22
Withdrawal of privileges and rewards	3	13	20	22	42
	N				= 133

As reflected on the above table and table 5.2.1.4. a high percentage of both teachers and pupils regard reproach and warning as a widely used form of punishment. † Whilst corporal punishment (17%) comes after reproach and warning as the case was with the pupils (36%) (vide supra 5.2.1.4.), there is an interesting difference in the perceptions of two groups concerning this category. This difference also sounds contradictory to 5.2.1.1., where 60% of the pupils indicated that there is a wide use of corporal punishment in schools. It is, of course, at the same time true that there will always be different perceptions between teachers and pupils on a number of categories. In this case, however, it is possible that some teachers could not have given high ratings to corporal punishment when they know that there are specific regulations governing the use of corporal punishment in Black schools (vide supra 4.2.1.). Other forms of punishment used that are mentioned by teachers include suspension and expulsion.

5.4.1.4 There is close co-operation in this school between parents and teachers in matters of school discipline

64% of the teachers reported that there was co-operation between parents and teachers in matters of school discipline, whereas 36% reported the contrary. It would seem that at quite a number of schools there is awareness of the fact that the involvement of parents in the education of their children is one of the fundamental considerations in education.

It is also noted that in some schools (36%), this does not appear to be a practice. If parents are not involved in disciplining their children at school, whatever behaviour change programme that is embarked upon by teachers at school is likely not to be effective (vide supra 3.1.1.1.).

5.4.1.5 In your opinion who should be responsible for the administration of corporal punishment?

32% believe that the teacher alone should administer corporal punishment, 9% believe that it should be the

teacher in the presence of a principal or another teacher.

If 32% feel that the teacher alone should be responsible for the administration of corporal punishment, this tells us more about the discrepancy between what the regulation says and what teachers actually do in a practical situation. This actually does give some credibility to the response by pupils (53%) that when corporal punishment is administered to them it happens in the absence of another teacher or principal (vide supra 5.2.1.3.).

5.4.1.6 It is becoming increasingly difficult to control students these days:

The perception of teachers of this category is illustrated by the following table:

Table 5.4.1.6: Student control

	Frequency	Percentage
Strongly agree	61	46
Agree	55	42
Not sure	4	2
Disagree	10	8
Strongly disagree	2	2
<hr/>		
N	= 132	100
<hr/>		

As the above table shows 88% of the teachers agree that it is difficult to control students these days. 46% of these have strongly agreed and 42% have agreed.

In view of the present crisis in Black education it is not surprising that a large number of teachers complain about a problem of controlling pupils. However, the schools from which the data for this study were gathered have not been seriously affected by the present turmoil in Black schools. It seems as if the internal organization of a school is one of the decisive factors on the question of difficulty in controlling students. Gilbert (1982,p.39) is probably, correct to contend that:

from discussions with staff members it appears that the behaviour of the school principal is often a critical factor in whether or not unrest will occur.

- 5.4.1.7. In view of disciplinary problems in schools these days professionally trained people e.g. social workers, etc. to handle these problems are urgently needed

The following table shows responses to this category:

Table 5.4.1.7: The need for professionally trained people to handle disciplinary problems in schools.

	Frequency	Percentage
Strongly agree	62	47
Agree	43	32
Not sure	12	9
Disagree	13	8
Strongly disagree	3	4
<hr/>		
N =	133	100
<hr/>		

In view of the apparent difficulty in controlling students these days (vide supra 5.4.1.6.) it appears that teachers are in desperate readiness to receive help from other professionally trained people who are not necessarily in the teaching profession. These could be school councillors, social workers, etc.

Concerning the school councillor Shertzer and Stone (1976,p.14) argue that:

A widely held view which this text support is that the councillor must be involved in the disciplinary process. The involvement is of a particular kind, however, i.e. as counselor to the student who has misbehaved, the counselor has the responsibility of helping students explore, sort out, understand and correct the motivations underlying misbehaviour

5.4.1.8. Who of the following people or bodies are responsible for the expulsion of pupils at your school?

21% feel that the principal and governing council should be responsible for the expulsion of pupils, 11% feel that the principal alone and 67% feel that the principal and the school committee should expel pupils from school. It would seem that the present regulation regarding the suspension and expulsion of pupils (vide supra 2.6.) from school is compatible with the reality in schools.

5.4.1.9 In your opinion, who of the following bodies or people should expel pupils from school?

12% stated that the principal and the Governing Council, 11% the principal alone and 75% the principal

and the school committee should be responsible for the expulsion of pupils from school. It seems as if the regulation referred to above (5.4.1.8.) is also compatible with the teachers' expectations at large (75%).

5.4.1.10 Are pupils involved in decisions on disciplinary action at your school?

35% reported that pupils are involved in disciplinary action in schools, whereas 65% gave a contrary report.

This more or less tallies with the category 5.2.1.5. Whatever the reason for this problem may be, principals of schools need to seriously and urgently attend to this problem, it seems.

5.4.1.11 Is corporal punishment administered to both boys and girls at your school?

82% of the teachers agree that corporal punishment is administered to both boys and girls, whereas 18% disagree. What is interesting here is that this response tallies with the one by the pupils (vide supra

5.3.1.8). It would be interesting to know whether teachers are aware of the regulation against the use of corporal punishment to female pupils. If at all they are aware it would also be interesting to know what reasons they can furnish for breaking this regulation.

5.4.2 Discipline in the classroom

5.4.2.1 It is impossible to give individual attention to pupils during a class period:

Teachers' responses on this category are illustrated as follows:

Table 5.4.2.1

Value Label	Frequency	Percentage
Strongly agree	64	48
Agree	43	32
Not sure	3	3
Disagree	15	11
Strongly disagree	8	6
	<hr/>	
N	= 133	100%

According to the above table 80% of the teachers felt that it was impossible to give individual attention in the classroom. Of these 48% strongly agreed and 32% agreed.

Generally, educationists and didacticians in particular, agree that the principle of individualization is based on the fact that each and every child is a unique person, and therefore the classroom situation should be so organised that it caters for individual differences. This, however, can hardly be realized in Black schools as the majority of the teachers (80%) feel that it is impossible to give individual attention to the pupils in the classroom.

Whilst there could be other reasons for the impossibility to give individual attention to pupils, the most possible reason seems to be the unproportional teacher-pupil ratio. The question of teacher-pupil ratio is not as simply as merely dividing the total enrolment with the number of teachers in a sector of education for a territory or nation (vide supra 3.1.1.3.). The concrete classroom situation may present a different picture. For instance, overall

figures for Kwa-Zulu secondary schools put the teacher-pupil ratio at 1:36. However, the situation in schools visited by the researcher for this study, presents a different picture. The total enrolment for these schools in the first half of 1986 stood at 8160 with 170 teachers. These figures give a teacher-pupil ratio of 1:48. A situation like this is bound to affect the teacher's effectiveness, and therefore discipline.

On teacher-pupil ratio, Malherbe (1977, p.225) summarizes the classroom situation facing the Black teacher when he says:

...a Bantu (sic) teacher on the average has to cope with twice as many pupils as a Coloured, or an Asian teacher and three times as a White teacher.

The following table shows the teacher-pupil ratios for different groups between 1971 and 1982. The figures for 1980 exclude Transkei, Bophuthatswana and Venda and the figures for 1982 exclude the Ciskei as well.

Table 5.4.2.1.1: Teacher-pupil ratios in South Africa,
selected years:

Year	African	Coloured	Indian	White
1971	1 : 58	1 : 31	1 : 27	1 : 20
1976	1 : 52	1 : 30	1 : 27	1 : 20
1977	1 : 50	1 : 29	1 : 27	1 : 20
1978	1 : 49	1 : 29	1 : 27	1 : 20
1980	1 : 47	1 : 29	1 : 25	1 : 19
1982	1 : 39	1 : 27	1 : 24	1 : 18
1983	1 : 43	1 : 27	1 : 24	1 : 18

Source: S.A.I.R.R. Surveys

If one were to look at the situation in Kwa-Zulu schools in general as compared to other homelands, one is likely to come to the conclusion that the problem of individualization in Kwa-Zulu is more serious. The following table illustrates this.

Table 5.4.2.1.2: Teacher-pupil ratios in homelands
1981:

Bophuthatswana	1 : 45,7
Kwa-Zulu	1 : 49,7
Lebowa	1 : 49,2

Source: S.A.I.R.R. Surveys

To reduce the teacher-pupil ratio from the present 1 : 48 to 1 : 30, the number of teachers will have to increase from 95 501 in 1980 to 239 943 in the year 2000.

Source: De Lange Report 1981

5.4.2.2 The curriculum i.e. subjects, does contribute to pupils' disciplinary problems in my school:

This category is illustrated by the following table:

Table 5.4.2.2: The curriculum and disciplinary problems:

	Frequency	Percentage
Strongly agree	21	16
Agree	44	33
Not sure	32	24
Disagree	26	20
Strongly disagree	10	9
<hr/>		
N	= 133	100
<hr/>		

From the above table, it is apparent that the majority (49%) of the teachers perceive the present school curriculum as related to disciplinary problems. However, quite a substantial number of teachers (29%) do not perceive this and (24%) is not sure whether the curriculum is related to disciplinary problems in Black schools.

Mncwabe (1985,p.157) found that:

the majority of teachers and principals (61,5% and 65,7% respectively) in the survey about the curriculum felt that the pupils viewed their curriculum as irrelevant.

Bearing in mind Mncwabe's findings it is also thought provoking that according to Gilbert's study:

twenty one per cent of the responses referred directly to the nature of education: that the education is only for 'Bantus' (18% of the total number of respondents); that the choice of subjects was not related to careers (10%); that one cannot find work after leaving school despite having some qualifications (5%) and that examination results are always late (Gilbert, 1982, p.25).

Lawton et.al. (1978, p.4) have described one method of comprehensive curriculum planning based on the idea that schools be concerned with preparing the young for the world as it will be when they leave school, i.e. preparing them to cope with the kind of situation they will encounter as adults. Unless the problem of the curriculum is urgently attended to, the problems that have already plagued Black education are likely to escalate.

Those who agree or strongly agree that the curriculum does contribute to disciplinary problems have attributed to this lack of facilities (2%), curriculum differentiation (5%) and teacher quality (2%).

5.4.2.3 Corporal punishment assists the pupils in their learning at my school:

The following table shows the perception of teachers on this category:

Table 5.4.2.3: Whether corporal punishment does assist pupils in their learning:

	Frequency	Percentage
Strongly agree	18	14
Agree	60	45
Not sure	16	11
Disagree	33	25
Strongly disagree	6	5
	<hr/>	
N	=	133
		100

As the above table reflects, 59% agree that corporal punishment assists pupils in their learning, whereas 30% do not agree. Only 12% is not sure that corporal punishment assist pupils in their learning.

From this table it can be safely inferred that the wide use of corporal punishment by teachers (vide supra 5.2.1.1.) could be attributed, inter alia, to the fact, that teachers believe that corporal punishment actually assists pupils in their learning at school. This apparent belief by teachers seems to be contrary to the expectations of the pupils and therefore counter productive as the majority of the pupils (71%) reported that they felt frustrated when they were punished and this affected their learning. (vide supra 5.3.1.1.).

This probably, concerns a deep-seated tradition with especially older teachers, that learning is facilitated by punishment. If this is really the case teacher training colleges and universities should purposefully propagate more enlightened ideas in their teacher training programmes.

5.4.2.4 In which of the following forms of disciplinary problems do you use corporal punishment in your class? (You can write more than one):

56% of the respondents reported that they used corporal punishment when the pupils fail to do school work and 40% used it when the pupils make noise in class.

When teachers (56%) say that they punish pupils corporally for failure to do school work, one wonders whether the reason is not, amongst other things, lack of authority over the subject matter. This becomes a matter of concern when one looks at teachers' qualifications according to this survey.

Qualification	Percentage
B.Ed/Hons	5%
Degree	23%
Matric	72%

If 72% of teachers at the secondary schools visited have Matric, it is possible that the majority of Black teachers are still not equal to their tasks.

It has already been indicated that, apparently, the use of a stick when pupils make noise does not seem to be of much value (vide supra 5.4.1.2). Concerning noise in the classroom Farrant has the following to say:

This is not necessarily a bad thing. A certain amount of noise is bound to be associated with some activities and a good laugh is beneficial to everyone from time to time. It is only bad when the noise becomes distracting and reduces efficiency. (Farrant, 1967, p. 248).

5.4.2.5 Rate the following forms of punishment according to frequency of use in your class. One mostly administered should be rated as 1 and the one least administered should be rated as 6:

The following table illustrates this category.

Table 5.4.2.5: Frequency of some forms of punishment in class:

Forms of punishment	Rank Order					
	1	2	3	4	5	6
Reproach/Warning	77	13	4	4	1	1
Corporal Punishment	13	34	14	18	9	13
Exclusion from class	2	22	27	19	19	10
Withdrawal of priviledges & rewards	5	12	19	30	22	12
Detention after school	2	4	17	12	24	41
Extra manual labour	1	5	19	17	25	23
<hr/>						
N	=	133				

Other forms of punishment used in class as stated by teachers include "giving more work", "kneeling", and "direct eye contact".

When one looks at the above table the point that seems to be interesting is that there is not much difference between the perceptions of some forms of punishment in class versus the general situation at school (vide supra 5.4.1.3).

5.4.2.6 Do pupils sometimes resist corporal punishment in class?

63% of the teachers agree that pupils do resist corporal punishment, whereas 37% gave a contrary report.

This gives an impression that the severity of corporal punishment has led to a situation in some schools where the pupils have decided to challenge the authority of teachers by refusing to take punishment. It would seem as if some teachers in Black schools still have got to learn how to arouse respect for authority without developing in the pupils contempt for it. In any case, the reported severity of corporal punishment, in terms of the findings of this study, is likely to lead to this type of situation.

5.5 Further analysis of the results by using a Chi-Square Test (X^2)

Although this study is not comparative in nature, in this section the pupils' responses will be compared in

order to find out whether there is any significant difference between the urban and rural pupils.

The X^2 test is usually used when the research consists of frequencies in discrete categories. In this research a X^2 test has been applied in some of the data to determine the significance of differences between two independent groups, i.e. urban and rural pupils.

The hypothesis under test which has been formulated as null-hypothesis is that there are no significant differences with respect of some characteristics between urban and rural pupils, and therefore with respect to the relative frequency with which the group members fall into several categories. To test this hypothesis a number of cases from each group were counted which fall into various categories and the proportion of cases from one group was compared with the proportion of cases from another group.

The level of significance chosen was 0.05 for $N=520$. The degrees of freedom (df) differed because of unequal

number of rows (r) in different statistical tables and therefore the region of rejection of the null-hypothesis depend on the degrees of freedom of each statistical table. The number of columns was equal in all tables. If the calculated value of the Chi-Square (X^2) was greater than the tabled value, the null-hypothesis was rejected and the conclusion drawn that there are marked differences in the responses of urban and rural pupils to the questionnaire items and the differences are significant at the level 0.05. In other words, if this research were to be repeated 100 ~~times~~ using in each case a different group of urban and rural pupils from the population under consideration, there would be 95 out of 100 cases be some differences in the responses of the two groups to the questionnaire item.

The following table illustrates the situation with respect to the responses of urban and rural pupils in this research:

Table 5.5: Further analysis of the results by using a Chi-Square Test (χ^2)

General discipline in schools

Question	χ^2	df	Probability	Significant difference at least 0.05
6.	40.07	4	0.001	Significant
7.	7.414	4	0.1156	Not significant
8.	40.562	4	0.0001	Significant
9.1	9.195	4	0.0564	Not significant
9.2	7.181	4	0.0266	Not significant
9.3	6.217	4	0.1836	Not significant
9.4	16.448	4	0.0025	Significant
9.5	20.583	4	0.0004	Significant
11.	0.391	1	0.0516	Not significant
12.	1.059	1	0.3034	Not significant

Discipline in the classroom

13.	3.652	4	0.4591	Not significant
14.	5.627	4	0.2251	Not significant
15.	36.842	4	0.0001	Significant

16.	19.704	4	0.0006	Significant
17.	7.034	4	0.1341	Not Significant
18.	2.752	1	0.0988	Not significant
20.	2.124	1	0.1451	Not significant
21.	5.346	1	0.0208	Significant
22.1	3.731	5	0.5887	Not significant
22.2	7.844	5	0.1651	Not significant
22.3	3.098	5	0.6849	Not significant
22.4	1.006	5	0.9621	Not significant
22.5	3.810	5	0.5770	Not significant
22.6	10.423	6	0.0461	Not significant

In the discussion that follows, only those instances where there has been significant differences in the responses of urban and rural pupils, as reflected on the above table, will be looked into.

5.5.1 Use of corporal punishment in urban and rural schools.
(Question 6 - At our school there is a wide use of corporal punishment)

The table that follows illustrates this category

Table 5.5.1: The use of corporal punishment in urban and rural schools:

Location	Positive	Negative	
Urban	54 (45%)	67 (55%)	= 121
Rural	258 (65%)	141 (35%)	= 399
	<hr/>	<hr/>	
	312	208	= 520
	<hr/>	<hr/>	
	$X = 40.07$	$df = 4$	$P = 0.001$

It is not surprising that corporal punishment in rural schools is more oftenly used than in urban schools. It seems as if teachers in these schools (rural ones) still believe strongly in the dictum, "spare the rod and spoil the child". As it has already been hinted, this is not compatible with the expectations of secondary school pupils and therefore not conducive to effective learning. Another possible reason for the apparent wide use of corporal punishment in rural schools could be that teachers do not receive as much resistance as possibly is the case is with urban pupils. The possibility of overusing a stick, is thus inevitable under such circumstances.

5.5.2 The Administration of corporal punishment in urban and rural schools. (Question 8 - When corporal punishment is administered to us at our school, this happens in the presence of another teacher or principal)

The perception of urban and rural pupils on this category is illustrated by the following table:

Table 5.5.2: The administration of corporal punishment in urban and rural schools:

Location	Positive	Negative
Urban	27 (22%)	94 (76%) = 121
Rural	179 (45%)	220 (55%) = 399
	<hr/> 206	314 <hr/>

$$\chi^2 = 40.562 \quad df = 4 \quad p = 0.0001$$

The significant difference between the responses of urban and rural pupils on this category tells us more about the extent to which the rule that says "corporal

punishment should be administered in private by the principal or an assistant teacher in the presence of a principal" is violated in rural schools if one were to compare the rural schools with the situation in urban schools as the above table illustrates.

5.5.3 The incidence of exclusion of pupils from class in urban and rural schools (Question 9.4 - Rate from 1 to 5 the following forms of punishment according to frequency of use at your school)

The table that follows illustrates the situation with reference to this category:

Table 5.5.3: The incidence of exclusion from class in urban and rural schools:

Forms of punishment

Location	Reproach Warning	Corporal punish- ment	Extra-manual Labour	Exclusion from class	Withdrawal of privile- es & rewards
Urban	11 (9%)	28 (24%)	26 (22%)	22 (18%)	32 (27%)=119
Rural	43 (11%)	87 (22%)	119 (30%)	99 (25%)	49 (12%)=397
	54	115	145	121	81 N=516

As the above table illustrates there is a significant difference in the application of "exclusion from class" as a punitive measure between urban and rural schools. It is practised more in rural schools than in urban schools according to the above table. It would be very interesting to find out why this is the case, particularly, in rural areas.

5.5.4 The incidence of withdrawal of privileges and rewards in urban and rural schools. (Question same as in 5.3.3 except that the question number is 9.5).

Table 5.5.3: The incidence of withdrawal of privileges and rewards in urban and rural schools:

Location	Reproach Warning	Corporal Punish- ment	Extra-manual Labour	Exclusion from class	Withdrawal of privi- leges & rewards
Urban	3 (3%)	7 (6%)	30 (25%)	25 (21%)	53 (45%)=118
Rural	10 (2%)	37 (9%)	38 (7%)	92 (24%)	220 (58%)= 397
	13	44	68	117	273 N=515

Although one would have expected to have withdrawal of privileges and rewards, as a form of punishment, being more practised in urban schools than in rural schools, in view of the reported wide use of corporal punishment, particularly, in rural schools as compared to urban schools the above table depicts the contrary situation.

5.5.5 Whether corporal punishment motivates the pupils or whether it creates a rule by fear in the classroom. (Question 15 - Corporal punishment does in any way motivate us and it creates a rule by fear in the classroom).

The table that follows illustrates this

Table 5.5.5: The perception of the role of corporal punishment in the classroom by urban and rural pupils:

Location	Positive	Negative
Urban	111 (92%)	10 (8%) = 121
Rural	263 (66%)	136 (34%) = 399
	374	146 N = 520
	X = 36.842	df = 4 P = 0.0001

It is clear from the above table that urban pupils do not favour corporal punishment in class if one compares them with rural pupils. This is actually not surprising because corporal punishment has been listed by pupils, in a number of occasions, as one of their grievances, and this has been the case mostly in urban schools.

5.5.6 Whether teachers cause pupils to be afraid to ask questions or show different opinions than their's. (Question 16 - Our teachers cause us to be afraid to ask questions or show different opinions than their's in class)

This category is illustrated by the following table:

Table 5.5.6: Whether teachers cause pupils to be afraid to ask questions or show different opinions than their's as perceived by urban and rural pupils:

Location	Positive	Negative
Urban	57 (47%)	64 (53%) = 121
Rural	130 (33%)	268 (67%) = 398

187 332 N = 519

X = 19.704 df = 4 P = 0.0006

It is surprising that urban pupils feel strong about this issue whereas one would have expected this to be a general feeling for rural pupils. This gives the researcher an impression that rural pupils at large are more submissive if they are compared with urban pupils, if one were to take this category as related to the apparent authoritarian type of a didactic approach in rural schools.

5.5.7 Whether corporal punishment is administered to both boys and girls. (Question 21 - Is corporal punishment administered to both boys and girls in your school?)

This category is illustrated by the following table:

Table 5.5.7: Whether corporal punishment is administered to both boys and girls as perceived by urban and rural pupils:

Location	Yes	No	
Urban	91 (75%)	30 (25%)	= 121
Rural	335 (84%)	62 (16%)	= 397
	426	92	N = 518
	X = 5.346	df = 1	p = 0.0208

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CHAPTER 6

GENERAL CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

Discipline is not a new phenomenon in education, it is as old as formal schooling itself. That is why it is out of question to speak about an educational philosophy that is against disciplining pupils. At the same time the type of discipline that does not lead to pupils eventually being self-disciplined is also counter-productive and valueless.

Discipline therefore, hinges on whether the school is able to produce self-directing individuals. Developing self-discipline in children means helping them to become responsible individuals who know how to act and how not to act and to care for themselves and others. Furtrengler and Konnert (1982, p. 43), therefore, rightly point out:

if the ultimate aim of discipline is humanistic to produce young adults who will act appropriately with a minimum of external

constraints in a variety of situations - then learning to satisfy one's individual needs without inconveniencing and disturbing others is extremely important.

6.2 General conclusions

The role of a teacher in the maintenance of good discipline has been stressed right through this study. That the relationship between the teacher and the pupils is of cardinal importance can no longer be overemphasized.

With regards to the situation in KwaZulu secondary schools it became clear that there is a serious problem in the area of discipline. Through literature study it also came out clearly that discipline or lack of it cannot be attributed to a single factor. That is why an admission was made (vide supra 1.6) that this study is limited by scope and content because factors militating against effective and educative discipline may be factors that fall outside the competence of the school.

It is also worth noting that it seems (according to this study) that there is a wide use of corporal punishment by teachers, and that pupils are totally against this. It is also interesting to learn that the majority of the pupils (72%) (vide supra 5.3.1.7) believe that their teachers make classwork interesting. Other areas that are of critical importance when one considers the question of discipline are that of pupil's involvement in school affairs and that of love affairs between teachers and pupils.

Concerning involvement in school affairs, it would seem that the pupils are not being given a chance to express their views about their education. This may seem rather over-democratic for a conservative teacher but the truth is that nowadays adolescents want to participate in matters affecting them and Black education is likely to be disrupted if they are not consulted, where necessary. Their zeal to participate in their education can be detected from the presently famous Student Representative Councils that they need, because they feel that they are more democratically elected than in the traditional prefect system.

As I have already pointed out, the question of love affairs between teachers and pupils is not a new thing in Black education, although it has always been kept secret. In this study it also came out that this is widely practised. However, an interesting point here is that today's adolescents seem to be vehemently opposed to any form of unfairness and discriminatory treatment. Such fairness imbued pupils are likely to challenge a love affair between the teacher and the pupil. Once this takes place in a school, discipline degenerates into chaos.

6.3 Recommendations

It has already been indicated that the problem of discipline cannot be exhausted in a study like this one. However, this study has attempted to throw some light to some of the problems concerning discipline in Black schools. In view of the findings of this study the following recommendations are made:

6.3.1 Necessity to improve the quality of discipline in Black schools

Any pedagogical-didactical encounter between the educator and the educand is futile where there is poor discipline. All disciplinary actions embarked upon by teachers must be purposive in order to be pedagogically and didactically defensible. In a didactic situation the immediate aim of any disciplinary actions is to promote learning; certainly not to serve as a vindictive or repressive measure. On long term basis, disciplinary actions aim at putting back the defaulter on his pedagogical tracks and thereby facilitate responsible adulthood.

On the other hand the use of crude measures of punishment is an implicit admission of failure, especially by the teacher who lacks self-assurance, to help correct the pupil in a humane manner. This authoritarian form of discipline is equally not useful and it is counter productive because the slightest slip by teachers is exploited to erupt in retribution. When such happens, instead of blaming the pupils for the disorderly and disruptive behaviour, - it is

necessary to locate the possible cause, because the cause may be in this direction i.e. authoritarianism by teachers.

It is, therefore, recommended that Black teachers have got to improve the quality of discipline by doing away with either too lenient type of discipline or an authoritarian form of discipline. Instead teachers should adopt a more democratic way of handling disciplinary cases and do away with a subordinate-superordinate relationship with pupils. Concerning school discipline Furtrengler and Konnert (1982, p. 38) have commented:

Historically the aim of school discipline was to control the behaviour of students through the use of force. In recent decades, this aim, both in the imposition of restraints on individual students and in the use of force as a means of perpetuating the interest of society, has been changed somewhat by the concept of self-direction.

This implies that teachers should adopt a humanistic approach to discipline. In this case a humanistic approach to discipline means self-direction in pupils

as an overriding educational goal. In a classroom setting democratic processes are adopted. This implies that co-operation and inner direction should be consciously taught by the way in which pupils initially submit themselves to authority.

6.3.2 Necessity for the prevention of the degenerating professional and moral conduct of teachers

It has been indicated, in this study, by both teachers and pupils that love affairs between teachers and pupils are quite common in Black secondary schools. Duminy (1973, p. 136) states that there is no point in exhorting pupils to be morally upright and self respecting when some teachers are known to be running affairs with school girls.

Black teachers, because of this problem, seem to be trapped within a wall that is bound to crumble at any time because love affairs between teachers and pupils in the school are likely to be an irritant around which some unrests centre or it could even precipitate them. On the other hand the school authorities are apparently afflicted with a paralysis of inaction against this

kind of misconduct by teachers. One reason for this might be that such things, although they may be aware of, often do not reach them in a formal way. As a consequence, the authorities are incapacitated and therefore helpless, for they cannot provide any assistance.

Although this was not the focal point of this study, it is possible that some teachers come to school being under the influence of liquor. Teachers in this condition are likely to make a nuisance of themselves by engaging in irresponsible acts which decidedly, dent the disciplinary machinery of the school.

When the abovementioned things happen in the school, the pupils are likely to take the law into their hands in an attempt to remedy this unpedagogical situation devoid of professional and moral fibre.

6.3.3 Necessity for positive participation of the pupils in their education

It has been argued that the present day adolescents yearn for participation in larger issues of life

although their energies may sometimes be misdirected (vide supra 5.2.1.5). Since education has got to do with the leading of the not yet mature to maturity, the role of an adult person to properly channel and give direction to the pupils cannot be overemphasized.

In a school where the pupils are not involved in school affairs apathy is likely to result. In this case the school is likely to be viewed by the pupils as a necessary evil that must be endured but in which they are not bound to take an active role. This implies that the pupils have ceased to view themselves as a vital part of the activity within the school setting and come to function as spectators rather than participants in the social interaction of the school. Denying secondary school pupils participation in school affairs may therefore, perpetuate the adverse attitude towards the school. Participation of pupils in school affairs, on the other hand, may encourage a good relationship between teachers and pupils and thereby solve problems, frustration and friction without undue complications.

It is for the sake of development and alleviation of

the problem of discipline that teachers have definitely to do away with the old fashioned attitude that pupils must do what they are told without questions. This is counter-productive and contrary to the nature of secondary school pupils and it blunts their desire to help in the upliftment of their communities. In order to promote progress in Black education, secondary school pupils need self-discipline and this can be partly achieved if they are involved in their school affairs.

6.3.4 Necessity for a team approach to the problem of discipline in Black schools

The majority (87%) of Black teachers, in this study, felt that it is difficult to control students these days (vide supra 5.4.1.6). 79% of the teachers has also agreed that there is a need for professionally trained people to handle disciplinary problems in schools (vide supra 5.4.1.7). In view of the above findings it seems inevitable that other professionally trained people like school councillors and social workers, have got to be made use of in order to alleviate the problem of discipline in Black secondary schools.

It is, therefore, recommended that each and every regional office should have a social worker, a school councillor and a teacher psychologist, in order to deal with the problem of discipline as a team. In this way some pupil behaviour that can be regarded as deviant is likely to be identified early and corrected. This can be complemented by a system of guardian teachers.

6.3.5 Necessity for guardian teachers

The duty of a teacher is much more complex than the mere transmission of knowledge to the pupils. The teacher is also an educator who has to guide and assist the pupil on his way to adulthood.

The system of guardian teachers can be very useful in the alleviation of some disciplinary problems. This can be done by assigning a group of pupils to a particular teacher (not necessarily his class). At the end, each and every teacher should have a group of pupils under his care so as to take care of their problems as individuals.

In this study it came out clearly that some teachers (57%) (vide supra 5.3.1) do not talk to pupils about

problems that may be troubling them. It is also interesting to note that those pupils who reported that their teachers do talk to them about their problems (43%), highlighted problems such as "subject matter" (35%), "personal problems" as well as "career and behaviour"-oriented problems. This gives an impression that a substantial number of pupils, possibly have serious problems which remain unnoticed by their teachers and school authorities because a school does not have a systematic way of attending to their problems.

When this system of guardian teachers is effected one teacher, preferably a guidance teacher should act as a convenor for all guardian teachers. His duty, among others, should be to obtain data relating to the pupils under the jurisdiction of a particular guardian teacher.

6.3.6 Necessity for curriculum differentiation

In Black education there has always been a cry for a curriculum that is broader and differentiated (cf Ndaba 1975, de Lange Report 1981, Mncwabe 1985).

In this study 49% of the teachers felt that the curriculum does contribute to disciplinary problems. The problem of the curriculum has been related to lack of facilities, lack of curriculum differentiation and teacher quality.

Because of the apparent lack of differentiation in the present curriculum for Black secondary schools, it would seem that a number of Black pupils attend school because it is in vogue to do so or because they are expected to do so or even forced by the elders without having genuine interest in the whole exercise. This is a sterile exercise devoid of vision because the problem may be at the lack of the not infrequent upheavals that have a proliferation reminiscent of cancerous cells and about which spirited converted efforts should be made to find long lasting solutions instead of ineffectual intimidating short-lived palliatives which have become futile exercises.

It is, therefore, recommended that the rate at which attempts are made to have the curriculum differentiated should be speeded up. The KwaZulu Department of

Education and Culture should, for instance, conduct a survey to establish whether the curriculum offered to Black secondary schools in this region is not, inter alia, responsible for the frustrations of the pupils. This becomes important when it is not uncommon to come across a Black Matriculant who has done History, Business Economics and Biblical Studies at a High school. This shows that even school principals have a real problem in the area of curriculum development.

6.3.7 Necessity for a democratic approach to the didactic situation.

A substantial number of pupils (72%) have reported that their teachers make classwork interesting. This was indeed very encouraging to find.

On the other hand the overuse of corporal punishment and the finding that the majority of pupils are not involved in their school affairs makes one to come to the conclusion that there is a great deal of authoritarianism in the classroom.

It is thus recommended that teachers should adopt a more democratic approach to the didactic situation so that it can be possible to elicit full participation of the pupils in the subject matter. Some of the advantages of the democratic approach to teachers have already been cited (vide supra 3.1.1.5).

6.3.8 The establishment of an Education Research Unit as an urgent necessity

The school, it appears, has no longer the simple responsibility of only imparting knowledge, but must now also cope with a complex set of responsibilities which include academic, social, psychological and physical factors, related to the total development of pupils.

The study of school discipline is related to many other societal problems as it has already been stated. Other later research investigations and reflections may well bring some light on the relationship between school discipline and other factors that are within and outside school. Any research that is carried out in the area of discipline is likely to be welcomed by

teachers and educationists because it could suggest improvements in actual practice.

If, for instance, the KwaZulu Department of Education and Culture is to be able to gain insight into disciplinary problems in schools, it should regard the establishment of the Education Research Unit as an urgent necessity.

6.4 Further research

This study has a number of shortcomings as an admission has already been made. The chief shortcoming is that it tries to grapple with a gigantic problem by adopting a global approach, instead of a piecemeal one. Such an approach is bound to be general and peripheral. Perhaps merit in this particular study lies in the fact that the global peripheral survey has, while scratching the surface of the iceberg, unravelled a number of problem areas which need urgent attention. Some of these problems are isolated and pinpointed as possible lines for further research in the following areas:

- a. The relationship between the use of corporal punishment and disciplinary problems;
- b. Disciplinary actions in Black and White schools in South Africa - A Comparative-didactic approach.
- c. The influence of punishment on learning
- d. The influence of the actual didactic approach of teachers on discipline at the micro-level, the classroom.
- e. The extent to which differentiation of the curriculum is related to disciplinary problems in the classroom.
- f. The problem of individualization and discipline.

6.5

Conclusion

This study has actually revealed that educative teaching is not possible in a situation where there is poor discipline. Good discipline can, therefore, be

used as a reinforcement to attain a pedagogical objective of leading the child to adulthood with the minimal generation of bitterness and friction.

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APPENDIX "A"

QUESTIONNAIRE NUMBER

A QUESTIONNAIRE TO SECONDARY SCHOOL STUDENTS

INSTRUCTIONS:

There are many views that our students/pupils hold on discipline. People do not often ask the students themselves what they think about this. This therefore, is what I want to do, and I ask for your co-operation in answering these questions.

As you will see, this is not a test and there are no right and wrong answers. Instead, I shall ask your opinions or attitudes on many things. You are requested to put exactly what you think. That is all that interest me as a researcher.

CONFIDENTIALITY

Your answers will be treated as confidential and no other person will know how you have responded to questions. That is why you are not even required to write down your name or the name of your school.

DIRECTIONS:

Please complete by putting a cross (X) in the appropriate boxes or by providing the information required.

A. GENERAL:

1. Where your school is situated?

Urban	<input type="checkbox"/>
Rural	<input type="checkbox"/>
Semi-urban	<input type="checkbox"/>

2. Which standard are you in?

6	1	<input type="checkbox"/>
7	2	<input type="checkbox"/>
8	3	<input type="checkbox"/>
9	4	<input type="checkbox"/>
10	5	<input type="checkbox"/>

3. Sex

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

4. How long have you been to this school?

- | | | |
|--------------|---|--------------------------|
| 1 year | 1 | <input type="checkbox"/> |
| 2 years | 2 | <input type="checkbox"/> |
| 3 years | 3 | <input type="checkbox"/> |
| 4 years | 4 | <input type="checkbox"/> |
| 5 years | 5 | <input type="checkbox"/> |
| over 5 years | 6 | <input type="checkbox"/> |

5. How old are you?

- | | | |
|---------------|---|--------------------------|
| 13 and below | 1 | <input type="checkbox"/> |
| 14 - 18 years | 2 | <input type="checkbox"/> |
| 19 - 22 years | 3 | <input type="checkbox"/> |
| 23 - 26 years | 4 | <input type="checkbox"/> |
| over 26 years | 5 | <input type="checkbox"/> |

B. DISCIPLINE IN THE SCHOOL

6. At our school there is a wide use of corporal punishment:

- | | | |
|-------------------|---|--------------------------|
| strongly agree | 1 | <input type="checkbox"/> |
| agree | 2 | <input type="checkbox"/> |
| not sure | 3 | <input type="checkbox"/> |
| disagree | 4 | <input type="checkbox"/> |
| strongly disagree | 5 | <input type="checkbox"/> |

7. Discipline in secondary schools should be like that of an army i.e. unquestioning submission to authority:

- | | | |
|-------------------|---|--------------------------|
| strongly agree | 1 | <input type="checkbox"/> |
| agree | 2 | <input type="checkbox"/> |
| not sure | 3 | <input type="checkbox"/> |
| disagree | 4 | <input type="checkbox"/> |
| strongly disagree | 5 | <input type="checkbox"/> |

8. When corporal punishment is administered to us at our school; this happens in the presence of another teacher or principal

- | | | |
|-------------------|---|--------------------------|
| strongly agree | 1 | <input type="checkbox"/> |
| agree | 2 | <input type="checkbox"/> |
| not sure | 3 | <input type="checkbox"/> |
| disagree | 4 | <input type="checkbox"/> |
| strongly disagree | 5 | <input type="checkbox"/> |

9. Rate from 1 to 5 the following forms of punishment according to frequency of use at your school.

- | | | | |
|-----|--------------------------------------|---|--------------------------|
| 9.1 | Reproach/warning | 1 | <input type="checkbox"/> |
| 9.2 | Corporal punishment | 2 | <input type="checkbox"/> |
| 9.3 | Extra manual labour | 3 | <input type="checkbox"/> |
| 9.4 | Exclusion from class | 4 | <input type="checkbox"/> |
| 9.5 | Withdrawal of privileges and rewards | 5 | <input type="checkbox"/> |

10. What other form of punishment is used at your school? (if any)

11. Do students have any say at your school affairs?

- | | | |
|-----|---|--------------------------|
| Yes | 1 | <input type="checkbox"/> |
| No | 2 | <input type="checkbox"/> |

12. Do you have love affairs between teachers and pupils at your school?

Yes	1	<input type="checkbox"/>
No	2	<input type="checkbox"/>

C. DISCIPLINE IN THE CLASSROOM

13. Students feel frustrated when they are punished and this affects their learning:

strongly agree	1	<input type="checkbox"/>
agree	2	<input type="checkbox"/>
not sure	3	<input type="checkbox"/>
disagree	4	<input type="checkbox"/>
strongly disagree	5	<input type="checkbox"/>

14. When we do not understand our subjects our teachers punish us corporally:

strongly agree	1	<input type="checkbox"/>
agree	2	<input type="checkbox"/>
not sure	3	<input type="checkbox"/>
disagree	4	<input type="checkbox"/>
strongly disagree	5	<input type="checkbox"/>

15. Corporal punishment does not in any way motivate us and it creates a rule by fear in the classroom:

- | | | |
|-------------------|---|--------------------------|
| strongly agree | 1 | <input type="checkbox"/> |
| agree | 2 | <input type="checkbox"/> |
| not sure | 3 | <input type="checkbox"/> |
| disagree | 4 | <input type="checkbox"/> |
| strongly disagree | 5 | <input type="checkbox"/> |

16. Our teachers cause us to be afraid to ask questions or show different opinions than their's in the class:

- | | | |
|-------------------|---|--------------------------|
| strongly agree | 1 | <input type="checkbox"/> |
| agree | 2 | <input type="checkbox"/> |
| not sure | 3 | <input type="checkbox"/> |
| disagree | 4 | <input type="checkbox"/> |
| strongly disagree | 5 | <input type="checkbox"/> |

17. Personal friendship between teachers and pupils destroy good relations between them in class:

- | | | |
|-------------------|---|--------------------------|
| strongly agree | 1 | <input type="checkbox"/> |
| agree | 2 | <input type="checkbox"/> |
| not sure | 3 | <input type="checkbox"/> |
| disagree | 4 | <input type="checkbox"/> |
| strongly disagree | 5 | <input type="checkbox"/> |

18. Do your teachers talk to you after class about problems that may be bothering you?

Yes 1

No 2

19. If yes, what type of problems do you discuss with the teachers?

20. Do your teachers make classwork interesting?

Yes 1

No 2

21. Is corporal punishment administered to both girls and boys in your school?

Yes 1

No 2

22. Rate from 1 to 6 the following forms of punishment according to frequency of use in your class. One mostly administered should be rated 1, and the one least administered should be rated as 6:

22.1	Reproach/warning	1	<input type="checkbox"/>
22.2	Corporal punishment	2	<input type="checkbox"/>
22.3	Exclusion from class	3	<input type="checkbox"/>
22.4	Withdrawals of privileges & rewards	4	<input type="checkbox"/>
22.5	Detention after school	5	<input type="checkbox"/>
22.6	Extra manual labour	6	<input type="checkbox"/>

23. What other forms of punishment is administered in your classroom which is not mentioned above?

APPENDIX "B"

QUESTIONNAIRE NUMBER

A QUESTIONNAIRE TO THE PRINCIPALS AND TEACHERS

1. DIRECTIONS:

Please complete by putting a cross (X) in the appropriate boxes or by providing the information required.

2. CONFIDENTIALITY:

Your answers will be treated as confidential and no other person will know how you have responded to questions. That is why you are not even required to write down your name or the name of your school.

A. GENERAL

1. Place where the school is situated:

Urban	1	<input type="checkbox"/>
Rural	2	<input type="checkbox"/>
Semi-urban	3	<input type="checkbox"/>

2. Rank:

Principal	1	<input type="checkbox"/>
Vice-Principal	2	<input type="checkbox"/>
H.O.D	3	<input type="checkbox"/>
Teacher	4	<input type="checkbox"/>

3. Sex:

Male	1	<input type="checkbox"/>
Female	2	<input type="checkbox"/>

4. Age range:

Below 20 years	1	<input type="checkbox"/>
20-29 years	2	<input type="checkbox"/>
30-39 years	3	<input type="checkbox"/>
40-49 years	4	<input type="checkbox"/>
50-59 years	5	<input type="checkbox"/>
60 and above	6	<input type="checkbox"/>

5. Teaching experience:

less than 1 year	1	<input type="checkbox"/>
1-5 years	2	<input type="checkbox"/>
6-10 years	3	<input type="checkbox"/>
11-15 years	4	<input type="checkbox"/>
16-20 years	5	<input type="checkbox"/>
over 20 years	6	<input type="checkbox"/>

6. Please indicate your highest academic qualification:

Doctorate	1	<input type="checkbox"/>
Masters	2	<input type="checkbox"/>
B.Ed/Hons	3	<input type="checkbox"/>
Degree	4	<input type="checkbox"/>
Matric	5	<input type="checkbox"/>

7. Please indicate your professional qualifications:

U.E.D.	1	<input type="checkbox"/>
S.T.D. (University)	2	<input type="checkbox"/>
S.S.T.C./J.S.T.C.	3	<input type="checkbox"/>
S.T.D./P.T.D. (College)	4	<input type="checkbox"/>
H.P.T.C.	5	<input type="checkbox"/>
T3	6	<input type="checkbox"/>
T4	7	<input type="checkbox"/>

B. DISCIPLINE IN THE SCHOOL

8. Do you experience any disruption of learning activities in your school?

Yes, always	1	<input type="checkbox"/>
occasionally	2	<input type="checkbox"/>
seldom	3	<input type="checkbox"/>

9. Please rank the following disciplinary problems according to frequency in your school:

9.1	Student late coming	1	<input type="checkbox"/>
9.2	Inattentive and noisy classes	2	<input type="checkbox"/>
9.3	Incomplete school uniform	3	<input type="checkbox"/>
9.4	Cheating in tests and examinations	4	<input type="checkbox"/>
9.5	Smoking	5	<input type="checkbox"/>
9.6	Liquor abuse	6	<input type="checkbox"/>
9.7	Drug abuse	7	<input type="checkbox"/>
9.8	Playing truant	8	<input type="checkbox"/>
9.9	Insurbordination	9	<input type="checkbox"/>
9.10	Bullying	10	<input type="checkbox"/>
9.11	Use of abusive language	11	<input type="checkbox"/>
9.12	Others, specify	12	<input type="checkbox"/>

Rate the following forms of punishment according to frequency of use in your school. One mostly administered should be rated as 1 and the one least administered should be rated 5:

- | | | | |
|-----|------------------------------------|---|--------------------------|
| 0.1 | Reproach/warning | 1 | <input type="checkbox"/> |
| 0.2 | Corporal punishment | 2 | <input type="checkbox"/> |
| 0.3 | Extra manual labour | 3 | <input type="checkbox"/> |
| 0.4 | Exclusion from class | 4 | <input type="checkbox"/> |
| 0.5 | Withdrawal of privileges & rewards | 5 | <input type="checkbox"/> |

0.6 Are there any other forms of punishment that you administer in your school which are not included above?

1. There is a close co-operation in this school between parents and teachers in matters of school discipline:

- | | | |
|-----|---|--------------------------|
| Yes | 1 | <input type="checkbox"/> |
| No | 2 | <input type="checkbox"/> |

12. In your opinion, who should be responsible for the administration of corporal punishment?

- | | | |
|---|---|--------------------------|
| any teacher all by himself | 1 | <input type="checkbox"/> |
| a principal alone | 2 | <input type="checkbox"/> |
| a teacher in the presence of a principal or another teacher | 3 | <input type="checkbox"/> |

13. It is becoming increasingly difficult to control students these days:

- | | | |
|-------------------|---|--------------------------|
| strongly agree | 1 | <input type="checkbox"/> |
| agree | 2 | <input type="checkbox"/> |
| not sure | 3 | <input type="checkbox"/> |
| disagree | 4 | <input type="checkbox"/> |
| strongly disagree | 5 | <input type="checkbox"/> |

14. In view of disciplinary problems in schools these days professionally trained people e.g. school councillors, social workers, etc., to handle these problems are urgently needed:

- | | | |
|-------------------|---|--------------------------|
| strongly agree | 1 | <input type="checkbox"/> |
| agree | 2 | <input type="checkbox"/> |
| not sure | 3 | <input type="checkbox"/> |
| disagree | 4 | <input type="checkbox"/> |
| strongly disagree | 5 | <input type="checkbox"/> |

5. Who of the following people or bodies are responsible for the expulsion of pupils at your school?

- Principal and Governing Council 1
- Principal alone 2
- Class teacher 3
- Principal and School Committee 4

6. In your opinion, who of the following bodies or people should expel pupils from school?

- Principal and Governing Council 1
- Principal alone 2
- Class teacher 3
- Principal and School Committee 4

7. Are pupils involved in decisions on disciplinary action at your school?

- Yes 1
- No 2

8. Is corporal punishment administered to both boys and girls in your school?

- Yes 1
- No 2

DISCIPLINE IN THE CLASSROOM

19. It is impossible to give individual attention to pupils during a class period:

- | | | |
|-------------------|---|--------------------------|
| strongly agree | 1 | <input type="checkbox"/> |
| agree | 2 | <input type="checkbox"/> |
| not sure | 3 | <input type="checkbox"/> |
| disagree | 4 | <input type="checkbox"/> |
| strongly disagree | 5 | <input type="checkbox"/> |

20. The curriculum i.e. subjects, does contribute to pupil's disciplinary problems at my school:

- | | | |
|-------------------|---|--------------------------|
| strongly agree | 1 | <input type="checkbox"/> |
| agree | 2 | <input type="checkbox"/> |
| not sure | 3 | <input type="checkbox"/> |
| disagree | 4 | <input type="checkbox"/> |
| strongly disagree | 5 | <input type="checkbox"/> |

21. If you "agree" or "strongly agree" motivate briefly: _____

22. Corporal punishment assist the pupils in their learning at my school:

- | | | |
|-------------------|---|--------------------------|
| strongly agree | 1 | <input type="checkbox"/> |
| agree | 2 | <input type="checkbox"/> |
| not sure | 3 | <input type="checkbox"/> |
| disagree | 4 | <input type="checkbox"/> |
| strongly disagree | 5 | <input type="checkbox"/> |

23. In which of the following forms of disciplinary problems do you use corporal punishment in your class? (You can write more than one).

- | | | | |
|------|---|---|--------------------------|
| 23.1 | failure to do work | 1 | <input type="checkbox"/> |
| 23.2 | making noise in class | 2 | <input type="checkbox"/> |
| 23.3 | failure to pass tests | 3 | <input type="checkbox"/> |
| 23.4 | failure to give answers to questions by teacher | 4 | <input type="checkbox"/> |

24. Rate the following forms of punishment according to frequency of use in your class. One mostly administered should be rated as 1 and the one least administered should be rated as 6:

24.1	Reproach/warning	1	<input type="checkbox"/>
24.2	Corporal punishment	2	<input type="checkbox"/>
24.3	Exclusion from class	3	<input type="checkbox"/>
24.4	Withdrawal of privileges & rewards	4	<input type="checkbox"/>
24.5	Detention after school	5	<input type="checkbox"/>
24.6	Extra manual labour	6	<input type="checkbox"/>

25. What other forms of punishment do you administer in the classroom which is not mentioned above? (if any):

26. Do pupils sometimes resist corporal punishment in class?

Yes	1	<input type="checkbox"/>
No	2	<input type="checkbox"/>