

**IMPACT OF DISCIPLINE ON LEARNER PERFORMANCE**

**BY**

**DUMISANI EZRA MKHIZE  
B.PAED; B.ED (HONS) (UNIZUL)**

**A DISSERTATION SUBMITTED TO THE FACULTY  
OF  
EDUCATION**

**AT THE UNIVERSITY OF ZULULAND  
IN FULFILMENT OF PARTIAL  
REQUIREMENTS FOR THE DEGREE OF  
MASTERS OF EDUCATION**

**IN THE  
DEPARTMENT OF FOUNDATIONS  
OF EDUCATION**

**SUPERVISOR : DR N.Q. MKABELA  
CO-SUPERVISOR : DR D.C. SIBAYA**

**JANUARY 2002**

## ACKNOWLEDGEMENT

My heartfelt indebtedness, appreciation and gratitude go to the following persons:

1. The Lord Almighty for the ever present guidance, courage and fortitude he granted me to accomplish this project.
2. Dr N.Q. Mkabela for her tireless guidance, enthusiasm, support, guidance and patience throughout the research.
3. My wife Ntombifuthi, and our daughter, Mawande for their endless support and tolerance.
4. Mrs ZV Ncwane who did all the typing of this work without whose patience, sacrifice and dedication its completion would not have been realized.
5. The Principals of schools for granting me permission to conduct research in their schools.
6. To respondents (Educators) who gave up their time humbly to respond to questionnaires.
7. Friends and colleagues who offered me countless contributions as I persuade this study, and especially Sipho Nxaba, Bongani Mpungose and Sihle Ngcobo.

## **DECLARATION**

I declare that :

“ IMPACT OF DISCIPLINE ON LEARNER PERFORMANCE”

is my own work and that all the sources I have quoted have been acknowledged by means of references.

---

D.E. MKHIZE

---

DATE

## DEDICATION

I dedicate this work to :

1. My mother, Adelaide Duduzile and my late father Sphiwe Phillip Mkhize.
2. My present family.
3. Principals and educators of South Africa.

## **ABSTRACT**

The research examined the impact of discipline on learner performance in KwaZulu-Natal.

This study made use of questionnaires and interviews to determine whether discipline has any impact on learner performance.

On the basis of views from respondents, the study concluded that in the areas studies learner-performance is indeed influenced by discipline. Further than that, there was a high percentage of respondents who suggested that in restoring discipline in schools, societal background of learners must be taken into consideration.

## TABLE OF CONTENTS

| CONTENT                                   | PAGE     |
|---|----------|
| ACKNOWLEDGEMENT .....                     | (i)      |
| DECLARATION .....                         | (ii)     |
| DEDICATION .....                          | (iii)    |
| ABSTRACT .....                            | (iv)     |
| <br><b>CHAPTER 1</b>                      |          |
| <br><b>ORIENTATION .....</b>              | <b>1</b> |
| 1.1 MOTIVATION .....                      | 1        |
| 1.2 ANALYSIS OF THE PROBLEM .....         | 2        |
| 1.3 STATEMENT OF THE PROBLEM .....        | 10       |
| 1.4 AIMS OF THE STUDY .....               | 10       |
| 1.5 HYPOTHESIS .....                      | 10       |
| 1.6 ELUDICATION OF CONCEPTS .....         | 11       |
| 1.6.1 IMPACT .....                        | 11       |
| 1.6.2 DISCIPLINE .....                    | 11       |
| 1.6.3 LEARNER .....                       | 13       |
| 1.6.4 PERFORMANCE .....                   | 14       |
| 1.7 METHODOLOGY .....                     | 14       |
| 1.7.1 AN IN-DEPTH LITERATURE REVIEW ..... | 14       |
| 1.7.2 SAMPLE .....                        | 15 ✓     |
| 1.8 PLAN OF STUDY .....                   | 15       |
| 1.8.1 CHAPTER ONE .....                   | 15       |
| 1.8.2 CHAPTER TWO .....                   | 15       |
| 1.8.3 CHAPTER THREE .....                 | 15       |
| 1.8.4 CHAPTER FOUR .....                  | 15       |
| 1.8.5 CHAPTER FIVE .....                  | 16       |

## CHAPTER 2

|   |           |
|---|-----------|
| <b>LITERATURE REVIEW .....</b>                                  | <b>17</b> |
| 2.1 INTRODUCTION .....  | 17        |
| 2.2 DISCIPLINE IN SCHOOLS .....                                 | 17        |
| 2.3 PHILOSOPHY OF DISCIPLINE .....                              | 18        |
| 2.3.1 THE NATURE OF DISCIPLINE .....                            | 19        |
| 2.4 TYPES OF DISCIPLINE .....                                   | 21        |
| 2.4.1 MARVA COLLIS TYPE .....                                   | 22        |
| 2.4.2 BACK TO BASICS TYPE .....                                 | 22        |
| 2.4.3 TRYING HARD TYPE .....                                    | 23        |
| 2.4.4 LIBERAL NON-DIRECTED TYPE .....                           | 24        |
| 2.5 DISCIPLINE APPROACHES .....                                 | 25        |
| 2.5.1 AUTHORITARIAN DISCIPLINE APPROACHES .....                 | 25        |
| 2.5.2 HUMANISTIC DISCIPLINE APPROACHES .....                    | 29        |
| 2.6 BLACK PUPIL PASS RATE .....                                 | 30        |
| 2.6.1 UMLAZI DISTRICT EXAMINATION RESULTS .....                 | 31        |
| 2.6.2 UMLAZI SOUTH DISTRICT EXAMINATIO RESULTS .....            | 31        |
| 2.7 FACTORS THAT INFLUENCE DISCIPLINE APPROACHES .....          | 32        |
| 2.7.1 LACK OF WORK-ETHIC .....                                  | 36        |
| 2.7.2 LACK OF SELF DISCIPLINE .....                             | 37        |
| 2.7.3 HIGH ABUSE OF DRUGS .....                                 | 37        |
| 2.7.4 SELF-ESTEEM .....   | 37        |
| 2.7.5 MOTIVATION .....  | 38        |
| 2.8 CORPORAL PUNISHMENT STILL IN FORCE IN MANY<br>SCHOOLS ..... | 39        |
| 2.9 STUDIES CONDUCTED ON CORPORAL PUNISHMENT .....              | 40        |
| 2.10 EFFECTS OF CORPORAL PUNISHMENT .....                       | 41        |
| 2.10.1 POSITIVE EFFECTS OF CORPORAL PUNISHMENT .....            | 44        |
| 2.11 THE NECESSITY OF DISCIPLINE IN SCHOOLS .....               | 45        |
| 2.12 FACTORS RELATED TO DISCIPLINE .....                        | 47        |

|        |   |    |
|--------|---|----|
| 2.13   | SOME OF THE FACTORS RELATED TO CORPORAL PUNISHMENT .....                                | 49 |
| 2.13.1 | PARENTAL INVOLVEMENT .....  | 49 |
| 2.13.2 | THE TEACHER-LEARNER RATIO .....   | 50 |
| 2.14   | CHARACTERISTICS OF SCHOOLS WITH FEW DISCIPLINE PROBLEMS .....                           | 51 |
| 2.14.1 | FEW DISCIPLINE PROBLEMS .....   | 51 |
| 2.15   | CHARACTERISTICS OF DISRUPTIVE YOUTH .....   | 52 |
| 2.16   | CORPORAL PUNISHMENT IN STATE SCHOOLS .....  | 53 |
| 2.16.1 | PUBLIC SCHOOL .....   | 53 |
| 2.16.2 | CORPORAL PUNISHMENT IN SCHOOLS .....  | 55 |
| 2.16.3 | WHY SOME EDUCATORS FEEL CORPOAL PUNISHMENT SHOULD BE BANNED IN SCHOOLS .....            | 55 |
| 2.16.4 | VIEWS ON CORPORAL PUNISHMENT .....  | 57 |
| 2.16.5 | CURRENT LEGAL STATUS OF CORPORAL PUNISHMENT ....  | 58 |
| 2.17   | THE CASE FOR CORPORAL PUNISHMENT .....  | 60 |
| 2.18   | RECOMMENDATIONS BY PRO-SPANKING ADVOCATES .....   | 62 |
| 2.19   | CORPORAL PUNISHMENT IN SCHOOL – AS APPROVED BY COUNCIL, JUNE 1998 .....                 | 63 |
| 2.20   | CORPORAL PUNISHMENT AS VIEWED BY LIBERALS AS AGAINST WHAT THEY REFER TO AS “MYTH” ..... | 64 |
| 2.21   | CORPORAL PUNISHMENT IN THE HOME AND SCHOOL .....  | 69 |
| 2.21.1 | INTRODUCTION .....  | 69 |
| 2.22   | WHERE DOES CORPORAL PUNISHMENT FIT INTO A CULTURE OF HUMAN RIGHTS ? .....               | 71 |
| 2.23   | SUMMARY .....   | 73 |
| 2.24   | SATISFACTION OF DISCIPLINE AND PUNISHMENT .....   | 73 |
| 2.25   | FACTORS WHICH MAY INFLUENCE DISCIPLINE .....  | 74 |
| 2.25   | KNOWLEDGE OF THE SUBJECT MATTER .....   | 74 |
| 2.25.1 | EDUCATORS TEACHING STYLE .....  | 75 |
| 2.25.2 | SOME CORNERSTONE OF DISCIPLINE .....  | 76 |
| 2.26.1 | LOVE .....  | 76 |
| 2.26.2 | RESPECT .....   | 77 |



|                                 |    |
|---------------------------------|----|
| 2.26.3 FREEDOM .....            | 78 |
| 2.26.4 LEADING BY EXAMPLE ..... | 78 |
| 2.27 CONCLUSIONN .....          | 79 |

## **CHAPTER 3**

### **THE RESEARCH INSTRUMENT**

|  |    |
|--|----|
| 3.1 INTRODUCTION .....   | 80 |
| 3.2 PERMISSION TO CONDUCT RESEARCH .....   | 80 |
| 3.3 SAMPLE .....   | 80 |
| 3.4 PILOT STUDY .....  | 81 |
| 3.5 DESCRIPTION OF POPULATION .....  | 83 |
| 3.6 CRITERIA OF THE GOOD QUESTIONNAIRE .....   | 84 |
| 3.7 SUMMARY .....  | 84 |
| 3.8 THE SUITABILITY OF QUESTIONNAIRES AS DATA<br>COLLECTING INSTRUMENTS FOR THIS STUDY ..... | 84 |
| 3.8.1 APPEARANCE OF QUESTIONNAIRES .....   | 85 |
| 3.9 THE RESEARCH INSTRUMENT .....  | 85 |
| 3.9.1 THE QUESTIONNAIRE AS RESEARCH INSTRUMENT .....   | 85 |
| 3.9.2 CONSTRUCTION OF THE QUESTIONNAIRE .....  | 87 |
| 3.9.3 CHARACTERISTICS OF A GOOD QUESTIONNAIRE .....  | 87 |
| 3.9.4 ADVANTAGES AND DISADVANTAGES OF THE<br>QUESTIONNAIRE .....                             | 89 |
| 3.9.5 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE ...                                      | 92 |
| 3.10 ADMINISTRATION OF THE QUESTIONNAIRE .....   | 97 |
| 3.11 LIMITATIONS IN THE METHODOLOG .....   | 98 |
| 3.12 SUMMARY .....   | 99 |

## **CHAPTER 4**

### **ANALYSIS AND INTERPRETATION OF DATA**

|       |   |     |
|-------|---|-----|
| 4.1   | INTRODUCTION .....                                | 100 |
| 4.2   | PILOT STUDY .....                                 | 100 |
| 4.3   | PRESENTATION AND ANALYSIS OF DATA .....           | 101 |
| 4.3.1 | PERSONAL DETAILS .....                            | 102 |
| 4.4   | DISCIPLINE POLICY .....                           | 104 |
| 4.5   | DISCIPLINE PROGRAMMES .....                       | 108 |
| 4.6   | CORPORAL PUNISHMENT .....                         | 118 |
| 4.7   | IMPACT OF DISCIPLINE ON LEARNER PERFORMANCE ..... | 129 |
| 4.8   | GENERAL/OVERVIEW OF DATA ANALYSED/FINDINGS .....  | 134 |

## **CHAPTER 5**

### **RECOMMENDATIONS AND CONCLUSION**

|      |   |     |
|------|---|-----|
| 5.1  | INTRODUCTION .....  | 136 |
| 5.2  | RECOMMENDATIONS DIRECTED AT A SCHOOL .....                                      | 136 |
| 5.3  | RECOMMENDATIONS DIRECTED AT LEARNERS .....                                      | 137 |
| 5.4  | RECOMMENDATIONS DIRECTED AT EDUCATORS .....                                     | 139 |
| 5.5  | NEED FOR UNITY AMONG STAFF MEMBERS .....  | 140 |
| 5.6  | NEED FOR GUARDIAN EDUCATORS .....   | 141 |
| 5.7  | NECESSITY TO IMPROVE QUALITY OF DISCIPLINE IN<br>SCHOOLS .....                  | 142 |
| 5.8  | PLACEMENT OF DISCIPLINE AND EDUCATION<br>INSTRUMENT IN A SCHOOL SITUATION ..... | 143 |
| 5.9  | FURTHER RESEARCH .....  | 144 |
| 5.10 | THE NECESSITY OF DISCIPLINE IN EDUCATION .....                                  | 144 |
| 5.11 | CONCLUSION .....  | 147 |
| 5.12 | REFERENCES .....  | 148 |

## CHAPTER 1

### ORIENTATION

#### 1.1 MOTIVATION

*the educators have*  
Education in South Africa is faced with major challenges as a result of lack of discipline. Pillay (1993:3) argues that instead of improving in recent years after the democratic elections of 1994, discipline in many schools has continued to break down. The situation in schools is reflective of an observable lack of commitment and interest to teaching and learning. These schools are characterized by a high failure rate, low morale and anti-academic attitude amongst educators and learners (Smith, 1996:1).

In these learning schools, learners are habitual late comers at school. This is contrary to the policy. They leave school as they wish, do not bring their books to school, refuse to do their homework, reject any kind of authority and resist any disciplinary measures taken against them. Educators on the other hand, are always absent from school, present ill-prepared lessons, fail to exercise discipline in the classroom and lack a professional work ethic. According to Calitz (1998:14) and Bissety (1997:1) the lack of discipline, authority and respect among educators causes a severe barrier to effective teaching and learning in the classroom. Order and discipline have been underestimated by overactualizing freedom and rights, an understatement of responsibilities and obligations, marginalisation of the authority of the principal, poor role models by some educators, lack of punctuality, abscondment of classes by both learners and teachers and the unionist attitude of some educators.

President Thabo Mbheki's address at the recent national conference of the South African Democratic Teachers Union (SADTU) in Durban has stirred an hornets nest among educators and education organization. In a controversial speech, the president slammed SADTU and its membership for not being committed to discipline in schools as well as of being too prone to strike action. Allegation of

too much absenteeism, drunkenness and in-punctuality were also levelled against educators. (Bridgraj, 1998:17). Problems which have to do with the lack of discipline deserve immediate attention from all the stakeholders in order to eradicate all the unnecessary forms of sicknesses in the education arena, particularly in Black schools.

2. The lack of discipline in Black schools is an issue of concern. Mkhathshwa (1997:3) concurs with the above statement when he states that <sup>3</sup> South African Black schools have lost their academic culture as a result of the lack of discipline. The social, political and economic instability which has always existed has led to the crisis in education. Historically, this crisis has been intensified by the widespread political unrests which in turn eroded discipline in schools. This political unrest was expressed by parents, learners, political organizations and educators struggle against the previous Bantu education under apartheid. DeVilliers (1997:76) emphasizes this statement when he states that the political factors, especially the role the school played in apartheid played a major role in undermining discipline in the South African Black schools.

## 1.2 ANALYSIS OF THE PROBLEM

The drive to build effective schooling follow the systematic collapse of teaching and learning which resulted from the political turbulence of the past (Mona & Dooms, 1997:6). Many Black schools were caught up in the political battle of the seventies and the eighties when contesting groups used education as a site of struggle. The result was that many people were caught up in a web of conflict, suffered declining teacher morale, learner motivation and a lack of discipline by both educators and learners. Mkondo (1995:11) stated that children have been immersed in politics and anti-social behaviour for so long that parents face an uphill struggle to convince them that going to school is politically acceptable, let alone essential and vital for their progress towards responsible adulthood.

In many schools, a conflict manifests itself physically as confrontations between teachers and learners (Bissety, 1997:1). According to Van Niekerk and Meier (1995:74) a major problem facing teachers is how to get children to attend school and how to make those children who attend school gain full benefit from their education. It is however of paramount importance that educators lead from the front. Educators are to be exemplary to learners.

The former minister of education Professor Sbusiso Bhengu has sounded a strong warning to educators who are lazy and ill-disciplined, saying that they were among impediments to an effective culture of teaching and learning (Mona and Dooms, 1997:6). The governments ultimate vision is to see normality being restored in schools. Educators must teach and learners must learn and the parents must be involved in the education of their learners. Schools must become successful centres of learning. Schools need motivated educators who are committed to their work and enthusiastic and disciplined learners who have passion for learning.

Smith (1996:1) suggests that the reconstruction of the teaching and learning disposition is likely to be a gradual process, requiring time and intensive attention from all stakeholders. The motivation of educators and learners, the restoration of discipline and recovery of a climate that promotes teaching and learning will only be accomplished over time. This requires an immediate reformation in the attitude of learners, educators and parents towards education.

Educators are faced with serious problems concerning learners in schools. While they have to teach, they have to maintain discipline in their schools. They are faced with environments which are not conducive for teaching and learning. Learners have lost respect for authority, including that of educators (Hartstone, 1992:339-340). They have experienced the heady taste of power

over their principals and educators. This has led to the arrogance in their respect, speech and actions. There is little discipline left in learners. Demoralised and demotivated educators in turn are required to create a suitable learning environment that will meet the needs of these learners. If nothing is done urgently, especially to improve educators' efficiency of the system to more acceptable levels, the problems that teachers are confronted with can further be accelerated by transformation and development in education (De Villiers, 1997:78). Some teachers find it difficult to deal with changing situations in schools since departmental supervision is meagre.

Discipline involves commitment, motivation and joint efforts by different stakeholders who have a vested interest in education. Educators are one of the major stakeholders in education and therefore their responsibility to restore respect and discipline in schools plays a big role.

The fact that South Africa now has one Education Department does not mean that all the problems that South Africa has been faced with are over. It does not mean that all the problems of the formerly fragmented systems are something of the past. Actually, it must be clearly understood that the system is plagued by the same inefficiency problems as before because the same educators and administrative staff and personnel are still running the system. The previously so-called black schools are still known for inter alia the following:

*Why learner might fail?*

~~low pass rate~~, unsustained school attendance, dropping out due to pregnancy, drug and alcohol abuse, gangsterism (Christie, 1992:47), breaking of schools and school violence (Van Aardweg, 1987:177), and overcrowded classrooms, early drop-outs, learners from disadvantage backgrounds who have been affected by violence and discrimination, poverty, overcrowded families, unemployment and lack of recreational facilities (Nxumalo, 1993:57). The schools of this nature are unlikely to be a model of efficiency and quality service.

The non-existent culture of teaching and learning these schools have is an issue of concern Mkhathshwa, (1997:3) affirms that when he states that South African previously so-called black schools have lost their academic culture. The political, social, and economic instability which existed led to a crisis in education. This crisis may be traced back from widespread political unrests which in turn eroded the culture of teaching and learning. This political unrest was expressed through learners, parents, civics, political organisation against the so-called Bantu Education. De Villiers (1997:76) affirms this statement when he emphatically states that political factors, especially the role played by the school in dismantling apartheid played a major role in undermining the development and maintenance of the culture of teaching and learning in the South African Schools.

Coetzee (1994:1-3) states categorically that South Africa needs a culture of learning and no other group is so crucial to achieve this as educators. This suggests that educators have a major role to play in so far as South African education is concerned. Education in South Africa still has a drastic shortage of qualified, hardworking, genuinely committed to-work-educators and dedicated educators. This makes it hard for the education to be reflective of discipline and quality education in South Africa. Educators in South Africa lack motivation, probably because not much is done through the present remuneration system to motivate educators or to increase their efficiency. Furthermore, it is of paramount importance to note that teaching and learning facilities such as classrooms, textbooks, furniture, libraries do not suffice in schools. This may be a source which aggravate indiscipline problems which eventually lead and contribute to erosion of a culture of teaching and learning.

Some educators are dispirited, demotivated and demoralized. Some of these educators cling to their unions and organizations in order to avoid taking responsibility. They have unionist attitudes and they use unions as refuge for

those who could not make it in class (Smith, 1996:9). They believe that unions should provide them with protective services. They abscond from classes and schools. They disrupt a culture of teaching and learning in schools. Birkenbach (1990:19) and Fenton (1996:32) concur that the development of a culture of teaching and learning in education and learners' organizations or unions within workplace is essential.

Educators are faced with serious problems regarding learners in schools. Educators have to create and restore the culture of learning in learners who are restless and disturbed, angry and frustrated by what is going on around them and who are furthermore living in a general environment which is not conducive to learning in which regular learning habits have broken down. These learners have since lost respect for authority, including that of educators (Hartslome, 1992:339-340). They have experienced the heady taste of power over their principals and educators. This has led to arrogance in their respect speech and actions. Very little discipline is left in learners. Demotivated and demoralized educators in them are required to create suitable learning environment that will meet the needs of these learners. If something is not done urgently, especially to improve educator immoral and school readiness of learners, it may become a losing battle to increase the efficiency of the system to more acceptable levels (De Villiers, 1997:78).

Studies and reports on a culture of teaching and learning reveal that the culture of teaching is eroded in some schools, especially and particularly the Black township schools. Educationists such as Nelson, Polonsky and Carlson (1990:243), Maree (1992:7) Nkokha (1996:2) and Smith believe that educators are part of the solution to discipline as a key to effective and efficient culture of teaching and learning.



A sound culture of teaching in schools can be revived among others by dedication, commitment, discipline and joint efforts of different stakeholders who have an interest in education.

According to Smith and Pacheco (1996:163) a culture of teaching and learning in order to ensure good learner performance in schools is determined by inter alia the following factors:

- ✗ • The learner and his personal characteristics which include his attitude towards learning.
- ✗ • School related factors such as the management style of principal, school and classroom atmosphere and professional competence of an educator.
- ✓ • Discipline as demonstrated by both learners and educators in the school.

✗ It is thus of vital importance for educators to understand all the factors that may help create a conducive atmosphere which will enable learners to attain good performance in their school activities. The degree to which a culture of teaching and learning in schools becomes a reality in schools depends upon the attitudes and behaviour of both learners and educators in the classrooms.


Furthermore, it is clear that these are a number of changes which have affected discipline and order in schools. Probably, the department of education has tended to overlook the following in education:


- To improve educators conditions of service in so far as schools maintainance is concerned.

- Reviewing redeployment and retrenchment.
- Implementation of management development and education development programmes to discontinue poor management which undermines effective teaching and learning.
- Cleaning the uncertainty which has been brought about by right-sizing process.

Actually, the National Professional Teachers Organization of South Africa (NAPTOSA) and the South African Democratic Teachers Union (SADTU) agree that improving the conditions of service for educators builds the educators' morale and motivation and it further places educators behind a culture of teaching and learning. They further maintain that confusion and uncertainty surrounding educator redeployment needs to be looked into and eliminated in order to boost the education morale because it impacts negatively on both learner performance and success when educators are lacking motivation (Mona, 1997:3).

Ota (1997:14) concurs with Naptosa and SADTU that factors which affect educator morale, motivation and competence have an impact on learning culture and learners' performance in the school. According to Ota (1997:14) strategies to improve education and learner morale, motivation and competence, include the following:

- 
- Improving salaries, pay procedures and conditions of service to educators.
  - Providing the physical facilities, teaching and learning materials necessary for effective teaching.

- 
- Expanding opportunities for self-development through updating and upgrading programmes.
  - Establishing resource centres for educators' professional development and support.
  - Establishing resource centres for learners in the leadership structures.
  - Developing discipline structures in the school.

By introducing and implementing the above strategies, many issues which many concerned people raise as serious issues in education could be addressed. However, if these issues are not treated with seriousness and dignity, educators may resort to mass actions and strikes, stay-aways, marches, and "go-slow". These actions may impact negatively on the purpose of schooling and learner performance.

Problems which face South African previously so-called black education is further compounded by under-qualified educators who have poor moral because of low pay and unsafe working conditions (Nkabinde, 1997:53). Learners accuse educators of not performing their duties efficiently, whereas parents label them as incompetent.

On the other hand, educators are complaining of the indisciplined learners who are unable to behave themselves appropriately while the department is not providing them with the alternatives on how they should go about dealing with learner misbehavior.

### **1.3 STATEMENT OF THE PROBLEM**

In essence the problem that will be investigated in this study focuses on the impact of discipline on learner performance. If one has to understand the crux of the problem, answers will have to be found to the following questions.

- 1.3.1 Is discipline a contributory factor on learner level of performance in schools ?
- 1.3.2 In what way does discipline influence learner performance?
- 1.3.3 What are the causes for the lack of discipline in schools?
- 1.3.4 Does educator's discipline influence learner performance?
- 1.3.5 How far does discipline affect teaching and learning in school?

### **1.4 AIMS OF THE STUDY**

- (a) To determine to what extent lack of discipline has influenced learner performance in schools.
- (b) To establish if it should be through the school that discipline is enforced in learners for their performance in school.
- (c) To undertake an empirical investigation concerning the role of discipline in promoting the culture of educating and learning. ✓
- (d) To formulate recommendations that may serve as guidelines to the reconstruction of discipline in schools.

### **1.5 HYPOTHESIS**

- The hypothesis based on this study are that high failure rate in schools should be traced back from lack of discipline.

- Transformation in the Education Department has left educators without any alternatives after it banished corporal punishment.
- Both educators and learners are a source of indiscipline in schools.

## **1.6 ELUCIDATION OF CONCEPTS**

### **1.6.1 IMPACT**

Impact is an influence of anything on something. This can either be positive or negative (Mendly,1997:3). Every influence that is exerted on something should be derived from a particular point of origin (Flanders,1997:2). The Oxford dictionary (1970:59) defines impact as an effect of one thing on another. In this context, particularly, impact refers to both the positive & negative influence and effect discipline has on learner performance, in a school situation. Discipline, for instance can produce positive results on learner performance, depending upon the situation prevailing in a school.

### **1.6.2 DISCIPLINE**

The Oxford dictionary (1970:375) defines discipline as a pattern of behaviour which can be traced back from a particular training. This behaviour is portrayed by a person in order to demonstrate his personal traits. A child, for instance reflects a particular behaviour in a school situation and his behavior contributes towards attaining his or her goal at school.

Jones (1989:6) defines discipline as the maintenance of an orderly system that creates the conditions in which learning takes place, and that allows aims and objectives of the school to be achieved.

Smith & Rivera (1993:2) define discipline as a system of rules and mechanism for ensuring that disciplinary codes are followed. This research essay is built on the philosophy that behaviour or conduct can be managed while a positive atmosphere of growth and learning is maintained.

Smith & Rivera (1993:4) suggest that disciplining learners does not have to result in a repressive climate where learners behave because they are afraid not to follow conduct codes. More than that the primary purpose of the educational system is to teach learners social and academic discipline.

Furthermore, the terms “discipline” may be given a number of connotations depending upon how it is used. In Afrikaans and Netherlands there are two concepts namely, “tug” and “discipline”. Tug has its origin in the word “trkken” which is actually a Dutch word meaning retraining the child. The term also refers to the positive guidance of the child towards adulthood. On the other hand the term discipline is derived from the Latin word “Disco” which means instruction, knowledge imparted to disciples or pupils and “disciples” which means pupil, follower or disciple. Discipline and disciple are therefore two different concepts that are, however interrelated. Cawood & Gibbon(1981:293) support this view when they argue that disciple and discipline are related concepts which denote willingness to learn from someone and be influenced by that person.

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

... the creation and maintainances for work, self-control,preperation for responsible citizenship,intelligent obedience, 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 & Gibbon 1981:239).

It is therefore imperative to emphasize that in this context discipline does not merely mean ensuring that learners are quiet in class and thus maintaining order. There is however a vast difference between order and discipline. Order is related to the external circumstances of the learning situation. For instance, it is by virtue of the authority conferred upon the teacher that he may maintain order. Discipline, however is innermost in the person and particularly in this context, discipline is the innermost being in both the learner and the educator. It does not rely on a particular individual who regards it as his duty, and him alone to foster his or her class to keep quiet. It however lies in an inward disposition that grows out of the inner acceptance and that concerns the will towards the right direction.

It is thus imperative that, particularly in this context, discipline is fostered by an educator while the learner or the educand must accept it, however, it is crucial that the learner must eventually learn to be self-disciplined along the process of learning.

### X 1.6.3 LEARNER

Mitzel (1958:19) defines a learner as someone who is under the guidance and in the process of learning from an adult, particularly in this context, an educator. In this context a learner is someone who is still attending school in order to learn and accumulate knowledge that will help him or her to reach adulthood.

A learner is a person who is engaged in learning. A learner is any person, whether a child or an adult, who receives education in terms of the South African Schools Act (South African Schools act, 1997:viii).

It is also of paramount importance to note that learning does not take place in a vacuum. It can therefore not be overemphasized that in this very context, when a learner is being referred to, it implies a learner who is in the school and under the guidance of an adult, who is, in this context a educator.

#### **\*1.6.4 PERFORMANCE**

The Oxford dictionary (1969:974) defines performance as the act of performing. In this context, performance reflects in an achievement. In other words, performance is the basis of achievement. There can be no achievement without performance.

Flander (1958:5) is of the opinion that achievement and performance cannot be divorced from each other. Achievement is as a result of performance. In order for a child to achieve better results at school, he or she has to render better performance.

Performance in this context further encompasses all the activities that take place in a school situation. This does not only pertain to academic performance, however, it goes beyond academic performance. This goes as far as sporting and extra-curricular activities such as music, cultural activities, soccer, netball, volleyball, karate, and many more activities that take place in a school situation.

### **1.7 METHODOLOGY**

#### **1.7.1 AN IN-DEPTH LITERATURE REVIEW**

An in-depth literature review of the role played by discipline in schools will be done, based on both the advantages of a school which is characterized by discipline and the disadvantages of a school which lacks discipline.



### **1.7.2 SAMPLE**

The instrument consists of the teaching staff from Umlazi North and Umlazi South District schools.

## **1.8 PLAN OF STUDY**

The study is organized as follows:

### **1.8.1 CHAPTER ONE**

This chapter consists of motivation for the investigation in this field, analysis of the problem, statement of the problem, elucidation of concepts, aims of the study, hypothesis, organization of the study and its scientific report.

### **1.8.2 CHAPTER TWO**

Chapter two provides a theoretical background to the study.

### **1.8.3 CHAPTER THREE**

Chapter three contains the research design and the methodology of the study. The design and methods of investigation is discussed in detail. This includes the manner in which data has been collected, a plan for organization and analysis of data. The chapter details how fieldwork was carried out.

### **1.8.4 CHAPTER FOUR**

This chapter is based on presentation, analysis and interpretation of data. The main findings of this study also reflect in this chapter.

## **1.8.5 CHAPTER FIVE**

Chapter five reflects the main findings of this study. It will also conclude the research report by making recommendations and a summary in respect of this study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The present situation in South African Schools illustrates that a lack of discipline and self-discipline in among high school pupils has probably led to a continuation of unsuccessful learning and teaching. Bearing this in mind it has become increasingly important to investigate the perceptions held of discipline by educators in order to understand the impact of discipline on learner performance. According to Jackson (1994:42) no matter how well teachers prepare their lessons or how motivated they are, their competence to maintain discipline and learner standards of good work will be measured by learner performance and will further be affected and influenced by discipline. It is therefore good to know not only that our method of discipline is theoretically affected and accepted, but also the way we execute discipline is pragmatic and achieves the goal of preventing and, if necessary, checking disruptive behaviour. Briefly, it is imperative to determine as to whether discipline does influence learner performance, and if so, to what extent does discipline influence learner performance practically and realistically.

Furthermore, it is imperative to understand that discipline influences any activity that one is engaged in. Whether discipline influences the activity in a successful or unsuccessful way needs strong observation by those engaged in the activity, and in particular, and in this context, the educators. It is thus significant that educators, learners and parents look into the matter critically in order to arrive at the conclusion as to whether discipline in schools is good or bad for good performance by learners.

#### **2.2 DISCIPLINE IN SCHOOLS**

The ongoing turmoil in most South African schools underscores the failure of parents, educators and school management in assuming responsibility to create a culture of learning (Alexander, 1993:1). Children have become immersed in politics and anti-

social behaviour for so long that parents face an uphill struggle to convince them that going to school is politically acceptable, let alone essential and vital for their progress towards adulthood (Mkondo, 1995: 111).

Conflict in many schools manifests itself physically as confrontations between students and teachers, students and principals as well as between students and their parents (Alexander, 1993:2-3; Bissety, 1997:1). A major problem facing parents and principals according to Ngakane and Naidoo (1995:13) and van Niekerk and Meyer--- (1995:74-77) is how to get children to attend school and how to make those children who attend school gain the full benefit of their education. As South Africa commits herself more and more to education, parents and principals have to make sure the conditions for teaching and learning are in place (De Villiers, 1997:76). According to Ngakane Naidoo (1995:13) and Ramphele (1992:17) a well equipped school will be of no use if parents, principals and learners fail in their responsibilities to ensure that the conditions for teaching and learning are in place. It would therefore be probable that parents and educators should work collaborately towards enforcing discipline so that the school as an organization becomes conducive for teaching and learning.

### **2.3 PHILOSOPHY OF DISCIPLINE**

Smith and Rivera (1993:4) suggest that disciplining learners does not have to result in a repressive climate where pupils behave because they are afraid not to follow conduct codes. More than that, the primary purpose of the educational system is to teach learners social and academic skills needed by productive members of society. The overriding goal of education is for learners to acquire the motivation and necessary skills to achieve and discover their maximum potentials. Hence educators pursue this goal by encouraging and motivating their learners to master their curriculum through discipline and orderliness.

Educationists and Philosophers always argue that the educators' main task is to teach the learners in a classroom. Part of the values of education is discipline. The African

cultural context emphasises “inhlonipho” which rates high among the African communities. Hence, it is pivotal for an educator to be clear and conscious of his or her philosophy of discipline which also reflects a philosophical trend in education.

It is thus important that even before the educator goes to class, he understands what a philosophy of discipline entails. This understanding is particularly rooted in his context, and that is, in space and time where and when he operates. In this context, a teacher should understand the philosophy of discipline in the South African context and legislation. Further than that, the educator must identify his philosophy and relate it to that before him in the classroom situation. At the end of the day his philosophy (teacher’s) and that in a classroom situation should balance each other.

Smith and Rivera (1996:20), when analyzing philosophy of discipline, suggest that , in establishing philosophy of discipline, teachers must know the following:

- What expectations do they have for learners
- What type of learning environment are they willing to promote, and
- How will they respond to appropriate and inappropriate behaviours.

Against the philosophical background of the African educators perceptions of discipline, are the eurocentric approaches. These approaches are juxtaposed to each other hence a eurocentric approach, informed by legislation become dominant. It is on this basis that quite often questions are on the effects of the corporal punishment. One seeking to establish whether or not it’s a positive exercise or the opposite in effecting progressive learning environment: Responses vary, some see it as inflicting physical harm to learners while others take it as an exercise worth-taking.

### **2.3.1 THE NATURE OF DISCIPLINE**

According to Charles (1992:96) every living creature is subjected to discipline:

- As a liberating influence that endows us with best personality traits and abilities;

- For psychological security; and
- As a necessity to maintain an effective and efficient learning environment.

Furthermore, Charles (1992:63) claims that good discipline has little to do with punishment . Punishment could be seen as physical pain, humiliation, isolation, and revenge, a force imposed on one from an outside source. Charles (1992:63) further believes that teachers who are most effective in establishing discipline are those who teach demographically. Discipline requires freedom of choice and understanding possible consequences. It is not imposed by people on authority, but by individuals on themselves. When one chooses to behave in a particular way, one learns to be accepted by the people he lives with and by himself as an individual. Charles (1992:64) asserts that teaching self-discipline requires a positive and accepting atmosphere.

Discipline in the classroom means one's confinement within particular parameters so as to avoid infringing with other people's peace. Particularly in a school situation, a learner has to understand that not all his likes and principles are going to be accepted by his peers and his teachers. That being the case, then every individual should draw a line, using of course, his associate's principles and behaviour which is acceptable to everyone so that his or her behaviour may as well be accepted.

Discipline involves allowing learners the freedom of choice with regards to their own behaviour. They can do this because they know exactly the consequences that will follow any chosen behaviour. Poor behaviour, for instance will probably result to undesired consequences. When educators convey this message to learners, they are teaching learners acceptable social norms and standards. This helps learners to preserve discipline and maintain their own welfare in all situations.

## 2.4 TYPES OF DISCIPLINE

The problem of discipline in the urban schools is a major concern of educators and committees at large. The question of control of student behaviour order, and discipline is still perplexing and unresolved educational issue today.

Thernton, Kuriloff, and Seclosky (1974, 20), in their study on disruptive behaviour, found that many of those responsible for discipline believe that the chaos of the daily operation of schools is a function of the "disruptive" student. Kunriloff, at al (1974,35) disagreed with this opinion, suggesting that, although individual personality characteristics play a role in the problem, considerations of a social-psychological and social nature assume equal importance.

In an effort to deal with misconduct, many schools have designed codes of discipline, discipline policy, as well as the procedures to be followed in dealing with non-conformity. However, such procedures should not supersede any educational legislation particularly the South Africa School' Act 84 of 1996 and the Republic South Africa Constitution Act 108 of 1996. Of cardinal importance is that these forgoing policies are formed on the basis of the unique circumstance prevalent in that school. It suffices to say that discipline issues and behaviour should be afrocentric in nature than being eurocentric as it would be irrelevant to our society.

There are a number of reasons why educators discipline learners the way they do. One of those ways is pupil control ideology (PCI). This has to do with the way an educator perceives the educational process as well as the role of the student. This theory classifies teachers' orientation of their students along a continuum from custodial to humanistic. Custodial teachers are viewed as authoritative figures whose duty is to transmit the information to their students. The role of a learner in this perspective is to learn and abide by all rules and regulations given to him without objection or question.

Teachers with humanistic orientations, however, view the process quite differently. In this theory, students take a more active role in their learning. Learners are free to question and express their views about their learning. These views have direct consequences and impact on the attitude toward discipline at school. Helsel and Willower (1984,29) highlighted that custodial teachers are more authoritarian and intolerant of learner misbehaviour, whilst humanistic educators are more tolerant and always encourage positive and self-discipline and independence among learners.

Beyond pupil control ideology, there is Teacher Sense of Authority (TSA). This can be defined as power to command obedience. It has to do with respect and esteem the educator feels for himself and transmits to the students and which students reciprocate.

The four, then describes the types of educators that may prevail and particularly may have direct influence on the way learners behave themselves in a school situation.

#### **2.4.1 MARVA COLLIS TYPE**

This is a humanistic approach with a strong sense of authority. A teacher is regarded the highest authority. The teacher is highly respected and is definitely in control of his class. If such a teacher has disciplinary referrals, they are very few.

#### **2.4.2 BACK TO BASICS TYPE**

Such educators have a strong sense of authority. They have very highly structured and orderly classrooms. Such educators usually give good instruction, and students know what is acceptable behaviour. Students have always responded in a positive way to such educators. These teachers will experience a few referrals because of an occasional need to make an example.

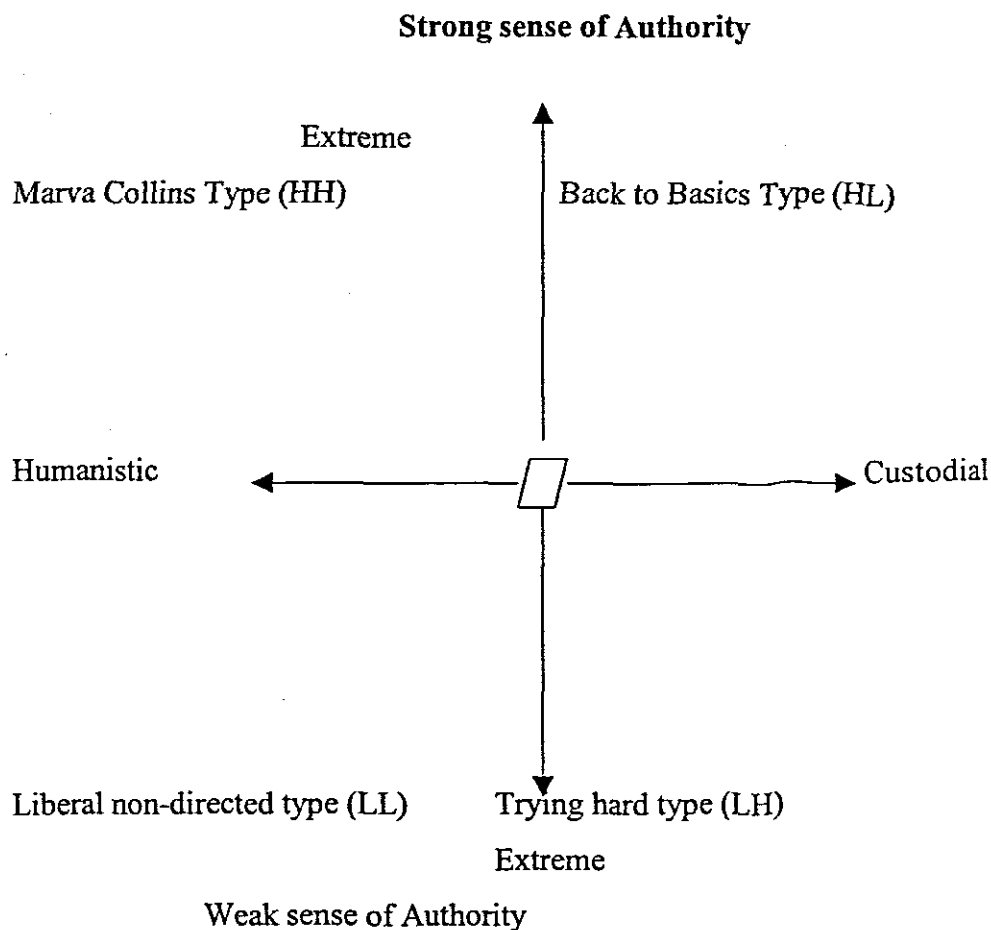


### **2.4.3 TRYING HARD TYPE**

This is custodial with a weak sense of authority. Teachers of this nature have a feeling that students have to come to school to learn and not to question the teacher. It is however, difficult for them to convey what they want to, and consequently students tend to get away with more than the teachers would like because teachers lack the inner power to control their learners. teachers of this nature will probably have a huge number of referrals because they lack the potential and ability to command the desired behaviour from their students. Probably students with such teachers get out of hand and eventually tempted to engage in high disrespect and extreme misbehaviour. Such students' teachers generally, are faced with aggression and frustration as a result of their student behaviour. Such behaviour if demonstrated at school may probably end-up impacting highly on the learning of the child at school.

**Figure 1**

Control ideology and sense of authority.



#### **2.4.4 LIBERAL NON-DIRECTED TYPE**

Liberal non-directed approach is humanistic with a very weak sense of authority. The proponents have very weak and little control over their classrooms. They avoid any confrontation with learners. Generally, students have little respect of such educators, if any. These teachers are likely to have more referrals than “Tyring Hard Type” because they are less-concerned about discipline and such educators believe that they are “on the side of the students.” Such educators of this nature tend to be friendly to undisciplined learners. They probably do this in order to gain a muscle against those who will blame them for their laxity, probably their superiors which could in this case

be the school management team (SMT). The educator in this situation is out of control of his learners.

It is even hard to differentiate between an educator and a learner if there is liberal-non directed type. It would not even be surprising to find an educator chanting with a learner during the time the teacher should be offering his lesson. At this juncture, it is not impossible for the teacher to know whether his students are benefiting out of his presence at school or not. It is not even important whether he himself is developing as member of staff or not. The educator of this nature is more concerned with his salary at the end of the month or pay day. The question of discipline is a far fetched concept to both the educator and the learner. If a learner happens to pass, anyway it has been by chance, if a teacher earns his salary on the pay day, anyway he deserves it because he has been present at school for the rest of the month, whether he did his work or not.

Students who eventually become the product of the said teacher become unruly and are generally characterized by indiscipline. Once they are indisciplined, and it is observed at a later stage, it becomes the "duty and responsibility of school management team to deal with it. Indiscipline affects learner performance, inside and outside the classroom. The prevalence of the lack of discipline among learners lead to poor performance with the result that a school with such a problem will produce social misfits and academic morons.

## **2.5 DISCIPLINE APPROACHES**

### **2.5.1 AUTHORITARIAN DISCIPLINE APPROACHES**

In most cases, educators who are authoritarians are least effective in dealing with problems presented by learners who misbehave in schools.

Most of such educators have negative motives, self-interests, personal anger, and imitations which correlate positively with an intent to control or suppress aggressive

behaviour of students and firmness in enforcing demands. These motive correlate with goals of diagnosing and treating underlying causes of misbehaviour, promoting insight and good peer relations, sympathetic listening, and stress on long term prevention or cure (Brophy and Rohrkemper, 1982:18). Educators with this special combination of authoritarian traits are among the most potentially dangerous individuals in the profession (Crow and Boney, 1975:40). It is suggested that such educators see the classroom as a place to exercise almost unlimited power. They make adulthood too costly, degrade rights and duties of the learners and can lead to pathological adaptation (Garbarino, 1978:174).

Many educationists feel that corporal punishment of the learners jeopardizes the right of a learner to learn freely and to enjoy being a learner. The learners' inability to avoid pain seems to be the critical variable in altering his ability to cope successfully with his own aggressive impulses (Welsh, 1980:18). While many scholars feel that corporal punishment is not the only tool through which discipline can be sustained, most authoritarians feel that corporal punishment is the only tool to preserve discipline.

A group leader who has a dictatorial style of leadership tends to be very directive, very control oriented, and is punishment oriented (Guskin and Guskin, 1970, p.81).

An educator of this nature directs every exercise which takes place either in a classroom or school situation. Under such circumstances, learners become passive recipients of whatever is prepared by the teacher. They (learners) are submissive to everything said and taught by the teacher. The role they play is to do as they are told. Even threats are probable under such circumstances.

In this situation the teacher is the sole ruler. He cannot be challenged, criticized or questioned. If, by chance such an educator is challenged by the learner, it is because the learner is rude and unruly.

The end- results under such circumstances where there is an educator who is a dictator tend to breed learners with the following features:

- Short –tempered
- Resistant
- Low self esteem
- Passive
- Very dependent
- Apologetic
- Oversubmissive
- Demonstrate little capacity, if any, for initiative
- Full of hostility
- Very much reserved
- Indiscipline

It may be very hard to find and enunciate discipline among learners with a teacher who is a dictator. Even when the learners have got to take instructions from other teachers, it becomes hard because they probably may not eventually be able to discriminate between something dictated to them and that which is going to be to their benefit. This may eventually have great impact on learners' performance in their personality as well as on their scholastic achievement.

A teacher who has an autocratic style of leadership tends to take and make all decisions by himself. He does everything and he is never prepared to be opposed or rather confronted in any way.

If such an educator is challenged, he defines his challenge by learners as defiance and unruliness. Dreyer and Duminy in Ngcobo (1983, p.157) suggest that a teacher who is autocratic oriented tends to produce learners who occasionally show hostility toward one another. Learners of such produce are also likely to be very dependent and lack confidence.

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

The end results of such a teaching strategy are usually found to depict the following:

- Learners are free to express themselves
- Learners are less-dependent on the teacher
- Learners are more friendly towards one another.
- Learners tend to be confident
- Learners tend to be self-reliant
- Learners tend to like and face challenges in their daily-life situations.

They show more initiative and personal involvement (Dreyer and Duminy, 1983,p.158). From the discussion of the latter teaching style, it is clear that disciplinary problems will be very minimal because in the latter case the teacher acts as a bearer and messenger of authority without being licentious. If this style of leadership is preserved in the teaching and learning situation, co-operation from both learners and educators reflects. Teaching and learning, can then be uninterrupted by unnecessary hindrances.

In this context, Laissez-Fair, however means that the learners are left or rather allowed to do as they please. In this case, the leader who is in this case, the educator, does not exercise any direct influence. (Cawood and Gibbon, 1981,p.59).

Dreyer, Duminy and Ngcobo (1983,p-58) argue that such a learner is present in a class, but it is the learner who decides when he will do something, what he will do and how he will go about doing it.

In most cases, learners who are faced with such a situation tend to be insecure because the teacher is probably not taking any responsibility. A number of

educational problems may arise during the process. Such problems may arise, probably because no authority is exercised.

The discussion on four stages of discipline have revealed that the social and emotional climate in the classroom is crucial. Good achievement by learners and learners' maximum potential is dependent upon a high level of discipline in achieving good work output. Since it is the learners that are affected at the end of the day, for the good or for the bad in the pedagogic situation, it is therefore, necessary to look into such discipline stages in order to derive the causes of indiscipline, and how such may influence learner-performance in our schools.

## **2.5.2 HUMANISTIC DISCIPLINE APPROACHES**

There are a number of characteristics upon which an educator who is able to effect and control discipline in a school is observed. Both teacher features and educator methods may in general be characterized as humanistic. Kindswatter and Levine (1980:691) describe effective teachers as those who "tend to exhibit identifiable personality traits broadly characterized by warmth, a democratic attitude, effective awareness, and a personal concern for learners". In an ethnographic study, Palowsky (1977:50-51) found that educators who reach out to learners in an warm and personal way are able to bridge nastility in the student teacher relationship, teach subject matter, and positively affect the lives of individuals. He further discovered that when learners perceive educators as caring individuals who respect learners, they receive co-operation from learners without regard for the quality of the learner's academic preparation or the excellence of his or her instructional ability.

Brophy and Rohrkemper (1982:72) saw that teachers who used positive humanistic strategies achieved long-term prevention of misbehaviour and compared them to teachers who employed negative, custodial strategies and achieved only short-term control. In an earlier related study, Rohrkemper and Brophy (1980:14) found that

highly ability teachers used supportive behaviour and contracts, thus involving students in their own behaviour change and helping them to internalize controls.

Konnin (1970:2) identified the characteristics of teachers who are able to create effective learning environments and consistently to use techniques for the prevention of misbehaviour. He confirms that they exhibit "witness" (the ability to monitor more than one activity at a time) and overlapping (the ability to do two or more things at once).

## **2.6 BLACK PUPIL PASS RATE**

With more than sixty percent of the learners in the former black department of Education having failed at least once during their schooling career or having left school, indicates that these schools are characterized by an apparent absence of a learning culture (Van Der Vyver , 1997:156-158).

The pass rate in the former education department responsible for Black Education is very disappointing (Smith, 1996: 1-2). Approximately 37% of learners fail or leave the system within the first two years of their schooling career. During the rest of the primary school phase pass rates in excess of 86% are achieved . Despite this fact, only 35% of learners who start class one reach standard six within the normal seven years. The pass rate in the high school are consistently in the region of 84%, except in grade twelve where the rate drops drastically. Approximately 22% of standard six learners pass grade twelve successfully within the normal five years. Only eight out of every 100 class are pupils pass matric within 12 years. The high failure rate at high schools is an indication that primary school learners pass easily, but the poor pass rate in grade twelve shows that even at high school the standard of promotion may be too lenient (De Villiers, 1997:80).

An increasing number of Black learners are entering the South African school system each year but they do not progress successfully (De Villiers, 1997:76). This chapter is



then trying to explore as to whether discipline does not have any impact on learner – performance in schools.

### 2.6.1 UMLAZI DISTRICT EXAMINATION RESULTS

### 2.6.2 UMLAZI SOUTH DISTRICT EXAMINATIO RESULTS

The below table demonstrates that learner performance in schools is deteriorating.

#### 1998 Matric Examination Results

| Name of School        | Entries | Passes | % Pass |
|-----------------------|---------|--------|--------|
| 1. Umlazi Comp Tech   | 82      | 82     | 100%   |
| 2. Vukuzakhe          | 88      | 87     | 98,86  |
| 3. Ndukwenhle         | 49      | 41     | 83,67  |
| 4. Umlazi Commercial  | 107     | 85     | 79,44  |
| 5. Isipingo Secondary | 188     | 148    | 78,72  |
| 6. Nwabi              | 41      | 31     | 75,61  |
| 7. Ogwini             | 207     | 156    | 75,36  |
| 8. Okumhlophe         | 119     | 83     | 69,75  |
| 9. KwaMgaga           | 91      | 60     | 65,93  |
| 10. KwaMathanda       | 83      | 51     | 61,45  |
| 11. Strelitzia        | 236     | 144    | 61,02  |
| 12. Sikhwana          | 25      | 15     | 60     |
| 13. Reunion Secondary | 153     | 89     | 58,17  |
| 14. Umbelebele        | 74      | 24     | 32,43  |
| 15. Sishosonke        | 116     | 34     | 29,31  |
| 16. Igagasi           | 95      | 27     | 28,42  |
| 17. Shumayela         | 81      | 19     | 23,46  |
| 18. Mhawu             | 148     | 33     | 22,30  |
| 19. Mziwamandla       | 171     | 23     | 13,45  |
| 20. Zwelihle          | 65      | 08     | 12,31  |

It is clear that there has been a dramatic deterioration in as far as the pass rate is concerned in South Africa as a whole and this is confirmed by the results in the Umlazi South District after 1996. Further than that it is true that some principals and teachers of school strongly believe that discipline has had a huge influence on the results and performance of learners.

A number of educators even go beyond the question of discipline in general, and even blame the banishment of corporal punishment as promulgated by section 10 of the South African Schools Act of 1996. This section is strongly against corporal punishment in schools. It even suggests that it is illegal and criminal offence for a teacher to corporally punish the learner. It calls it child abuse and can even lead to the imprisonment of any person found using corporal punishment in a school situation. For that reason, there is an outcry from many parents and educators who are complaining that the abolishment of corporal punishment does not leave them with any alternative on how they should go about calling for and maintaining discipline in schools. Some principals are even of the idea that corporal punishment must be reinstated. The question of corporal punishment is presently discussed at Chamber level to consider if it has to be reinstated or not.

This proves that there is a dire need to review this complex issue.

## **2.7 FACTORS THAT INFLUENCE DISCIPLINE APPROACHES**

Specific tasks for learners to perform are determined by the educator and social worker based upon the needs of individual pupils, the class as a whole, the skills of the parents, and the needs of the teacher. Frequently, educators have been unsuccessful in involving parents in the classroom, probably because the parents did not participate in deciding what they would do for example, teachers often try to enlist parent help on field trips. When parents are not familiar with the learners or the school, they are often hesitant to ride on a school bus with a number of learners, bound for unfamiliar

places. Initially, it is better to give parents experiences with individual or small groups of learners in activities in or around the school grounds.

There are even parents who have special skills in dealing with learners in a school situation so that discipline is fostered in school. For instance, some parents are social workers. That being the case, only that is left for the school is to identify people with such skills so as to utilize their potentials to the benefit of the school, and in particular, school discipline. If that is appropriately done, discipline problems can be minimized in schools. Further than that, such act will highlight parent talents which could be of value to the school.

Discipline is one of the factors that brought about an erosion and the lack of teaching and learning culture. Out of many problems educators are faced with, the question of discipline maintenance is always a very crucial and vital component of orderliness and for the school to run smoothly. Without educators and learners as well as parents as stakeholders working towards discipline in a school, there is doubt if effective teaching and learning can ever take place. A code of conduct is the primary need for both learners and educators in a school situation.

Discipline, according to Badenhorst (ed) (1987:81) does not merely imply punishment, but it also refers to leading, influencing for better ensuring, reporting and exercising that which is good and right. If discipline does not prevail in a school situation, conduct by both learners and educators can lead to a situation which is unacceptable. That may destroy the culture of teaching and learning. Broiles (1982:8) states that maintaining discipline in the classroom is one of the sources of stress for many teachers. Discipline can and should actually be considered to be a way of doing things according to norms of decency.

For many times, it has been highlighted by many educationists that discipline should not be interpreted as punishment. Punishment, is however one disciplinary measure. Graham-Brown (1993:210) cities the frequent use of corporal punishment by teachers

as one of the reasons for children to leave school. Nkabinde (1997:50) agrees with her when he also states that excessive use of corporal punishment has been reported as a catalyst to drop out.

According to Aurubel and Robenson (1993:466) discipline has four functions:

- Socialization
- Normal personality maturation
- Internalization of moral standards and obligations
- Learners' emotional security

Discipline aims at guiding and directing the child or the learner towards:

- Self-discipline
- A good moral character

Responsible behaviour in accordance with personal and interpersonal convictions and practices (Smith, 1996:18).

Evans, Smith and Gable (1991:72) categorically emphasize that educators are frustrated and receive heartache as result of the lack of discipline and as a result of learner behaviour in schools. According to Kruger and Van Schalkwyk (1993:74) healthy discipline in a school is a prerequisite for the success of the school's curricular and extra curricular programmes. They further inculcate that discipline is an important element of school and classroom management, and further than that, discipline ensures good academic results. It, however goes without saying that discipline in the school and classroom does not happen all by itself (Kruger, 1995:45). Today, principals and learners contend with numerous factors that cause misconduct and disciplinary problems which have a negative influence on a culture of educating and learning.

De Villiers (1997:77) and Doyle (1990:63) put forward the following as possible causes of undisciplined behaviour in schools:

- Situational and environmental factors.

Social class conflicts, irresponsible parents and poor family conditions trigger emotional problems which are reflected in classroom behaviour.

- Size of the school. Crowded classrooms adversely affected behaviour.
- Class size and composition. If, for instance, the size of the class grows larger so do discipline problems multiply.
- poor administrations and school organization. This drains teachers' emotional energy and learners behave aggressively, and impulsively.
- Too much emphasis on control and punishment by educators. If, for instance, there is too much punishment and restrictive requirements are the name of the game in a school situation, then rebellion by learners may lead to discipline problems. Learners may be unable to bare the situation.
- Inexperienced educators. This is always associated with discipline problems experienced by young teachers whereas rigidity and being out of touch with values and behavioural standards of a younger generation are found with the older educators.

Academic and curriculum factors.

Discipline problems crop up when learning tasks are unchallenging. Learners may have a lot of time to do less work on unchallenging work, which eventually may lead to learners having a lot of time to engage in uncalled activities and uncalled behaviour.

- Ill-discipline may be as a result of learners' personality and growth factors. Ill-discipline may be –caused by the fact that the child is used to that behaviour,

and it is accepted at home because it is accumulating, and the parents are not doing anything to minimize or even to stop it.

- Difference between developmental and reactive defiance.
- Group dynamics. The group is a very powerful force to bring out the bully in some and the leader in others. This force can be so strong that the individuals tend to bow to majority opinions even if they know that it is wrong.
- Drug abuse has a very big influence on learner discipline, and more than that it has damaged the lives and health of many learners.

Smith (1996:36) and Sgwebela and Lemmer (1994:40) view the following as the main factors contributing to poor discipline in schools.

- Political instability
- Inadequate school management, including teachers and curricula.
- Learners themselves
- Lack of resources such as textbooks, chairs and desks.
- Overcrowded classrooms.
- Violence
- Family disintegration
- Poverty
- Boring and meaningless education to learners.
- Lax discipline in many schools.

### 2.7.1 LACK OF WORK-ETHIC

A culture of doing work, and in particular, learning is deteriorating day by day among learners. Most learners do not know what it means to work hard. At times, learners are not ready to prepare themselves for their studies because they are short of role models from their educators. Some educators are not even committed to do their work

as outlined by the department of education. When learners copy, then they copy the wrong habits.

### X 2.7.2 LACK OF SELF DISCIPLINE

Many learners display a lack of discipline to do their work as well as for being punctual for school. According to Smith(1993:37) a new generation of students, the influence of peers and the emergency of students rights are also central to disciplinary problems. Learners never uphold the question of discipline and obedience as primary needs for them to perform well in schools. <sup>LEARNERS</sup> Students are becoming more and more outspoken. <sup>LEARNERS</sup> Students have begun to be concerned more of their rights than what they have come to school for C to learn. Learners can easily challenge educators' decisions.

### X 2.7.3 HIGH ABUSE OF DRUGS

Educators are always faced with the problems of drugs in school. Even if it is unlawful to bring into the school any form of intoxications, learners still claim that they can do it, and they eventually do it. Some learners are all by themselves even at home. That allows them enough time to keep on using drugs. This often happens under the influence of peers who play a very significant role during adolescence. The use of dagga, alcohol , glue sniffing make a teenager acceptable to his peers. Further than that, such activities enable the learner to escape from the responsibilities of school life. Such eventually leads to the learners' lack of discipline. The child begins to disrespect his educators.

### X 2.7.4 SELF-ESTEEM

Self-esteem is a degree of positive or negative feelings that one has on evaluation of oneself. It is actually what we feel about ourselves. Such feelings are concrete and obvious when we compare ourselves with others (Van Der Aardwag and Van Der

Aarweg, (1990:206). One develops positive self-esteem if he is able to perform duties better than others. Positive self-esteem may also be as a result of one's history of success. It is one's self-judgement of one's abilities, influence, popularity and this limits wrong behaviour (van der Merwe, 1997:77).

Some learners are at a stage where they do not know what is expected of them to do. Others are still looking for the appropriate role-model. Others suffer from an identity crisis because they want to imitate others as they are not happy about who they are. They (learners) have negative self-esteem (Steyn, 1993:11). Such learners eventually become aggressive and defensive if educators try to prune and shape their personality. They regard that as an attack of their self-worth.

According to Els and Els (1993:171 – 172) children with discipline and learning problems often regard the school as the cause of all their unhappiness. Such learners eventually become ill-disciplined. They feel insecure, helpless and neglected. To them, a school is a threat to camouflage that, most of such learners engage in uncalled behaviour which is characterized by ill-discipline.

They experience a school situation as threatening and this might, lead to the following:

- Disobedience to teachers.
- Behavioural problems e.g. alcohol, drug abuse and delinquency.
- It is therefore of vital importance to realize that one's perception of his self-esteem might either lead him to disciplined behaviour or ill-disciplined behaviour.

## ✂ 2.7.5 MOTIVATION

The effectiveness as well as success of learning in a school situation rests upon motivation, which is, of course a result of discipline by both the teacher and the learner. If the learners in class are motivated, they participate and co-operate meaningfully (Van Rooyen, 1993:87). According to De Witt (1993:20) motivation is the spark which induces action and influences the direction of human behaviour.



## **2.8 CORPORAL PUNISHMENT STILL IN FORCE IN MANY SCHOOLS**

It is a long time since corporal punishment has been outlawed by the constitutional court, but it appears that changing the legislation was the easy part, getting schools and teachers to accept it would be a tough exercise. The rationale behind this is the philosophical stance that most African educators assume in relation to corporal punishment

In the year 2000-05-02 the star spoke to educators in Atteridgeville near Pretoria, in Soweto and in schools in the Southern Suburbs of Johannesburg. Although all the educators were aware that corporal punishment was no longer allowed, some admitted to turning a blind eye to the law.

“There are some very difficult kids in this school, and with such large classes it is difficult to keep them in line. Often the only thing they respond to is threats of being hit with the cane”, a Soweto teacher said.

In the year 2000, sometime during the course of the year, Anne Router of the Human Rights Commission visited the Eastern Cape School and mentioned at that school that corporal punishment is no longer allowed and illegal. Anna Router further mentioned and explained to the learners that the use of corporal punishment was considered a criminal act and that learners should report any such incidents to the Human Rights Commission.

It was less than a month later when Anne Router was consulted by two learner-girls who had been punished for bad behaviour. Anne persuaded the learners to give her the names of the educators who punished them. That she did so that the principal of the school would initiate a charge against the said educator. The charges went ahead and the educator was removed.

It is and it has not been only at the Cape where there are teachers who still make use of corporal punishment. It is again, not only but the Eastern Cape where there are learners who must be forced to behave themselves. A woman teacher in the South of Johannesburg, only a few years older than some of her grade 12 students explained that her students intimidated her and she felt that she had very little recourse against them” “They laugh at me when I threaten to punish them and they do not do the written punishment I give them.”

The woman educator was expressing her feelings as well as her concern about the behaviour of learners who were not even prepared to perform either the written punishment which would be to the benefit of the students or rather punish them corporally.

Routier, however expressed that that was a common response from teachers who felt that removal of corporal punishment had “left them powerless”. She advised educators who are faced with learners with disruptive behaviour to investigate the cause and possibility of the learner having a learning, hearing or visual disability, further than that to look into family conditions.

## **2.9 STUDIES CONDUCTED ON CORPORAL PUNISHMENT**

To some, corporal punishment is “declaring a war on the learner”.

Sithole (1990:22) argued that many African teachers carry a stick when going to class. She believes this is to declare war on the child. Generally, punishment is used only in response to repeated misbehaviour. It is a “treatment” of last resort for learners who persist in the same kind of misbehaviour despite continued expressions of concerns and explanations of the reasons for rules (Gunter 1988:163), Landman et al 1989:15), Van Zyl and Duminy 1976:56).

There is controversy in the use of corporal punishment. According to Mc Donald (1979:283) "Controversy implies a "debate", contention, dispute, a war of opinions, in books, pamphlets, etc".

Ngobese (1991:12) argues that the controversy of corporal punishment stems from the fact that rules and regulations that govern corporal punishment were made by people outside the African Cultural group, whose norms, values, beliefs, and philosophy of life are different from Black culture. He further states that as African educators do not know the regulations on corporal punishment, the tendency is to adopt the style that is being used at home and make use of it at a school situation.

Corporal punishment as meted out in the African family is very different from those rules and regulations by the education department. (Hlatshwayo 1992:40) points out that such controversy is being caused by the fact that Blacks were not fully part and parcel of these rules and regulations when they were formulated. He contends that the manner in which corporal punishment is looked upon in White culture differs from the way it is implemented in the African culture. The philosophy of life of the people should always be taken into account when such rules are formulated because they eventually affect the relationship between the child and the teacher in the school situation. Even the people whose children will be governed by such rules and regulations should be incorporated when these rules and regulations are designed as party to the system . This may probably alleviate the dispute that exists between the educators and the young people.

In fact, in the South African context, the child is subject to discipline. A child must lead his life through observing those older than him who set him an example.

## **2.10 EFFECTS OF CORPORAL PUNISHMENT**

Children and their parents progress through social and emotional developmental stages in relation to each other. For school-aged children and their teachers, these stages

become developmental tasks which they must accomplish to assure optimal cognitive development. Discipline is necessary for the accomplishment and attainment of these tasks. Discipline is also important and significant for the safety and physical well-being of the child as well as for his or her social, emotional and cognitive development. Development and corporal punishment are, however not synonymous. It should be the aim of all discipline of all children to develop the child's character in the form of a social conscience. The African society will for instance not successfully develop its children unless corporal punishment is used. At the end of the day children should be made to understand that they live in a society. Therefore they are responsible for the positive growth of the society. It is the universal truth that many parents and adults resort to punishment when discipline fails.

A child will not progress through the developmental tasks unless corporal punishment is used. Sometimes corporal punishment inhibits the accomplishment of each stage. According to Erik Erikson, (1988:1). The developmental stages of school aged children are: trust versus mistrust, autonomy or doubt, initiative, industry versus inferiority, identity versus role confusion. By school age, the child must have developed what Erikson terms "basic trust". The parallel developmental task of the teacher is to learn the cues. Corporal punishment may erode the child's basic trust, stimulate mistrust, anger and resentment. Corporal punishment, may, of course, undermine the teacher's ability to interpret a learner's basic needs and to provide an environment of mutual trust conducive for both teaching and learning. Infact, by school age, the autonomy. It is an undisputed fact that the teacher has a task to understand and perceive the growth of the learner such that he the teacher can delegate some control to the students.

Again, corporal punishment may slow the development of a child's feeling of autonomy and produce some degree of doubt and shame. By school age, most children must have achieved some degree of what Erikson calls initiative, that is, to be able to move out in the world and appropriately assert himself or herself. It is quite true that to some extent, teachers must distant themselves from their learners and

allow children to develop independently while the teacher models optimal behavioural standards (Erickson, 1998:13).

It is probable that corporal punishment demeans, inhibits initiative, and stimulates in many children the development of shame, guilt, anger, and the wish to retaliate, others are uncovering and disclosing data which show a direct relationship between severe corporal punishment in early childhood and delinquency later in the life cycle (Smith, 1996:15).

His or her educator has a task of accepting some degree of rejection and loss of control yet managing to be there when needed without intruding unnecessarily. It is however, possible that corporal punishment interferes with these processes by producing in the child some feeling of inferiority helplessness, and inability to accomplish while thrusting the teacher into the role of intruder rather than learning facilitator or teacher.

The school child explores roles and relationships and struggles to develop his or her own identity, that is, who he or she is in relation to others. The teacher, therefore, must adjust to changing classroom rules, relationships, and interactions. Corporal punishment may again interfere. The child, for instance, may see himself in relation to the authority figure administering the corporal punishment. The teacher loses some flexibility interrelating with the individual student and with the class. In addition to interfering with the developmental tasks of both teacher and pupil, corporal punishment may be physically harmful to the child. There are a number of recorded incidents of severe tissue damage, lower-spine injuries, sciatic nerve damage, and even blood clots due to paddling. Striking the hand of a child with cane, ruler, strap or other such implement may also result to a whole range of orthopedic complications. The hand in particular is sensitive to injury due to the proximity of ligaments, tendons, nerves and blood vessels to the skin, which does not have underlying, protective tissue. Some people and particularly specialist cancer that younger children are even more susceptible to permanent deformity because of the possibility of injury to growth plates in the bones. Injuries can range from fractures to dislocation, particularly to terminal phalangeal joint, which could probably lead to premature

osteoarthritic changes. There are also risks of developing severe infections in the fascial spaces of the hand, particularly if there are pre-existing undiagnosed subnugal infections.

Some people view corporal punishment as one-teacher child interaction harm to children. They view corporal punishment as something which inhibits learning, interfering with the accomplishment of each of the developmental tasks of children and their teachers, and has the potential for physical harm to the child. Some feel that corporal punishment should be viewed as and considered as a child abuse and feel that it be prohibited in all schools. Some people further feel that children who are regularly treated with excessive punitiveness learn to become immune to pain sometimes, or often hear them say so as they grow older "Okay, hit me. I went cry of course, this is not a desirable result because, actually in a process of learning to steel themselves against pain, learning may become a little less human. If severely punished children may consequently learn to shut off their emotions and become more mechanical beings.

### **2.10.1 POSITIVE EFFECTS OF CORPORAL PUNISHMENT**

Van Den Aardweg and Van Den Aardweg (1988:53) put the following forward as findings in favour of corporal punishment.

- The majority of children are sent to school because of the immature and neglected habit development.
- Those who misuse freedom should be stopped from doing so.
- When the child knows caning follows some act, it stops him from following such an action.
- Corporal punishment should be used so that the child does not repeat the same misdemeanours.
- It becomes far better to suffer slight physical pain than to experience severe punishment at the hands of an impersonal world at a later stage.

- Caning can activate the mind and conscience of a child.
- Parents who have got learners of school age are more in favour of corporal punishment than those with no learners.
- Psychological force can be more destructive than physical force because the learner can understand physical force.
- Corporal punishment is quick, effective, and readily available.

## 2.11 THE NECESSITY OF DISCIPLINE IN SCHOOLS

Monly (1982:29) points out that discipline was maintained historically in order to enable learning to take place without interruption. This rationale is still valid today but it can be argued that currently discipline is maintained with the aim of making the “total” growth of the pupil feasible. Behr et al. (1988:79) contends that discipline is perceived as punishment, control or training intended for self-discipline and regulation of a child’s behaviour. This therefore implies that pupils need further “socialization” which will enable them to be masters of their own behaviour.

Discipline is the means by which the educand comes to self-discipline (Van Zyl and Durminy, 1976:50). Discipline is of vital importance in any society and in any organization for its proper function. Therefore, this means that order must be maintained. The school, as a social institution needs control by some or other authority. Discipline is a commitment to a certain way of doing things according to the norms of decency. The writer agrees with Van Zyl and Durminy (1976:50) that it is wrong to confuse discipline and punishment as synonymous because punishment is only one disciplinary measure. It means that all the forms of positive help which the child is given in this course of his upbringing are disciplinary measures. Positive guidance should be a dominating aspect in the rearing of children in the sense that it is the preventive aspect of disciplines.

Van Der Aardweg and Van Der Aardweg (1988:161) state that there is no child that can develop positively without the assistance of the educator. This means that if a

child cannot deviate or reach that which is right, acceptable and proper, the educator must intervene and give assistance personally. The fact that a child is a helpless being, confirms without doubt that he is a being who must be educated. (Nel and Urbani, 1990:7). This means that the vital characteristics of man must be regarded as potentials which must be actualized with the assistance of an educator. McCabe (1991:135) formulates as follows: "I don't see harm in a parent giving a child a quick smack on impulse, if the child is pushing the limits. It's far better to express your irritation in a quick, physical way than to bottle it up, when your anger is almost certain to turn into something worse. If you hesitate to take control when necessary, your child will end up feeling very insecured."

Authority is deeply rooted in the educational situation and the relation of authority between educator and educand is an essential characteristic of the phenomenon of education. Education without authority and its exercise over the child, that is, discipline, is impossible (Gunter, 1988:148). He motivates this statement as follows:

"A child enters the world with the sense of ignorance, injudicious, unskilled, chummy, irresponsible, undisciplined, dependent, and to a certain lime, incompetent. He therefore seeks help. The child has the urge and wants to overcome this negative aspect of his existence and thus becomes self-reliant and free. The child cannot do that all by himself. That is the reason why he is desperately in help of an adult and particularly an educator."

No child is naturally good. He goes on to emphasize that the child has a desire to be good, and of course there is willingness that at some stage he does become good. The child is born with potentialities for good which must be natured, encouraged, developed and consolidated. He is also born with potentials for evil, which must, of course be controlled, curbed, regulated and canalized.

The educator's authority must not alien to the child's nature unless it is excercised in a sympathetic, wise and meaningful manner. It may probably unreasonable to punish



a child who did not do the wrong deliberately, also it is useless to punish a child who erred deliberately (Mlondo, 1990:171).

Success and good achievement and performance depends on the ability of the teacher to maintain discipline and order. Punitive measure, may of course be necessary at times, just to inculcate the disapproval of certain actions (Van Zyl and Duminy, 1976:51). Educationally, corporal punishment is meant to reform the transgressor (Van Rensburg and Landman, 1986:427) without fact, patience, wisdom and encouragement, corporal punishment will not convince the transgressor of the goodwill of the educator.

## **2.12 FACTORS RELATED TO DISCIPLINE**

Discipline in the school context can be defined as a state of order in the school that permits learning to proceed (Badenhorst and Scheepers, 1995:45). Educators have always set goals, rules and regulations with an intention to foster an orderly situation in which to teach and learn is feasible. According to Yule (ed) (1991:104), discipline assists learners to acquire characteristics of a positive nature, such as, self control and persistence. In essence, discipline should reflect in self-discipline. Moreover, it is the duty of an educator to maintain discipline and further than that encourage self-discipline.

Discipline is necessary to maintain a certain standard of social conformity so that the community can function in an orderly, and fearless manner. Through discipline, the child realizes the necessity for order in the world around him and that to maintain a certain order, some behaviours are abhorred while other behaviours are praised. Discipline is a means of teaching a child control and self direction, thus sharpening his conscience regarding right and wrong (Van Den Aardweg and Van Den Aardweg, 1988:62). In order to internalize self-discipline, it should therefore be learned from earliest years.

From the above explanation it is clear that the parent has a great responsibility as far as his child is concerned. A child is always in need of an adult for proper guidance. It shows a pedagogical relation as a special type of relation, as a relation of closeness between the educator and the educand in which both are accountably responsible for the progress of the latter to mature adulthood (Cemane, 1984:56-57). From a Christian reformatory point of view, the family is the only God given institution which originated from creation: a primary irreplaceable educational situation (Banard, 1976:3). This implies that the parent sees his child as a gift from God, a wonderful distinction and privilege on the one hand but on the other a great responsibility. Urban (1987:42) stresses the fact that the word parenthood is synonymous with the acceptance of responsibility for the precreation and rearing of one's child.

Parenthood is seen as having obedience to God and the voluntary acceptance of responsibility towards a being whom God has brought into the life of man (Van Wyk, 1974:15). Parenthood is a task of love in thankfulness for a kind of deed of God. It is fulfillment of a task and an answering to a call from eternity (Preller 1978:682). Likewise, teachers as parent-representatives should always strive to guide children towards adulthood to the best of their abilities.

Primary parents, however, as parents of the covenant are under the explicit authority of the Baptismal vow (Theron and Botha 1990:160); do you promise and intend to instruct this child, of whom you are the father and mother (guardian) in this doctrine, and counsel him to be instructed therein to the utmost of your ability? In terms of the Baptismal vow the parent is responsible for his child and on the strength of this, involved in everything that concerns his child. However, without the help of a secondary educator, all that work on learner guidance will be a futile exercise. Both a primary parent as well as a secondary parent (teacher) should work hand in hand in ensuring learner discipline. This will prevent any unnecessary loopholes for a learner to engage in any sort of ill disciplined activity because:

- (a) His education at home is discipline encompassed.
- (b) His education at school is discipline encompassed

Discipline in schools is subordinate and is dependent and related to a number of factors which cannot all be listed in this study. Thus only those factors directly affecting learner performance as per reflected by this study shall be focused upon.

For a number of times it has been highlighted that it is of paramount importance that discipline should prevail in a school situation. Discipline creates a good teaching and learning atmosphere in a school situation. It is thus unthinkable that desirable learning and wholesome personality development can ever take place in an atmosphere of chaos and disorderliness.

## **2.13 SOME OF THE FACTORS RELATED TO CORPORAL PUNISHMENT**

### **2.13.1 PARENTAL INVOLVEMENT**

Gabela (1983:p.62) when writing about parental involvement in Black education, he 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, 1.289) argue that in a limited number of instances both the rewards and punishment available in schools are simply powerful not enough to elicit desirable behaviour from a child.

There is a feeling that further than what has been mentioned above, there is a lot to be done in order to preserve discipline in our schools.

Mncwabe (1985, p.156) points out the following:

“...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 as certain points”.

Mncwabe poses the significance of having parents involved in the education of their children. Parents should be involved in the education of their children at a very early and fundamental stage, and in all school activities.

### **2.13.2 THE TEACHER-LEARNER RATIO**

The question of teacher –learner ratio has always been a matter of concern from many teachers and people who have interest in education. The problem of teacher-learner ratio coupled with many other problems prevalent in the education system shows that there are a number of serious inadequacies in the education system in South Africa.

Because of a high unproportional teacher-learner ratio, Thembela ( 1984:8) is justified to ask the following question:

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

Such a question makes clear the problem reflected by the system in education, and particularly previously so-called Black schools. This further makes it clear that a teacher, and in particular a Black teacher is put in a very predicament situation. A teacher who is teaching more than 60 learners has a problem of individualization. A teacher who works under such conditions is even likely to be tempted to resort to corporal punishment should he or she happen to experience any didactic problems.

Currently, the teacher-learner ratio is 1:35, however it is important to take note of the fact that the teacher- learner 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. The concrete classroom situation may present a total different picture at all. A grade 12 class may for instance have 50 learners out of which only 12 of them are doing Maths. 50 of these learners, will however all be doing English. At the end of the day

the English teacher has more work than a Maths teacher, however in principle, the weight of the subjects is considered the same.

## **2.14 CHARACTERISTICS OF SCHOOLS WITH FEW DISCIPLINE PROBLEMS**

### **2.14.1 FEW DISCIPLINE PROBLEMS**

- Usually, student violence is lower in schools where the principal is considered strict.
- Schools where students perceive discipline to be strictly administered and adhered to.

Property loss is lower in schools:

- Where fewer students live close to the school
- Whose attendance areas have schools whose attendance areas have low crime rates and few or no fighting gangs.
- Schools that have a smaller percentage of males
- Schools that are composed of higher grades
- *Small schools*
- Schools where learners' rate classrooms as well disciplined, where rules are strictly observed, and low crime rates.
- Where families support school disciplinary policies
- Where teachers are commending the principal for co-operatively working with staff and learners.
- Whose students value their teacher's opinion of them.

Characteristics of schools with low crime rates:

- There is systematic discipline school policy
- Educators take it upon themselves responsibility for learner discipline
- Learners abide by rules and orders of the school.

## 2.15 CHARACTERISTICS OF DISRUPTIVE YOUTH

Only a small percentage, probably 10% of students from the core of problem students who are responsible for indiscipline, violence and uncalled vandalism in a school. These disruptive youths tend to be having trouble academically, and they are frequently trouble makers in their committees and even at homes. These youths are usually:

- Physically aggressive
- Sometimes violent
- Often over ages for grade done
- Negative attitude toward school
- Frequently absent, truant and lazy to do the school work.

Glabser (1978,21) found that students with discipline problem did poor academically and were not involved with extra-curricular activities e.g. athletics, soccer, music etc. Such students have no positive deliberations either about themselves or people around them. That being the case, means the rules of the school mean nothing to them. Students of that nature behave as if they have two options, drop out or come to school and cause trouble.

Duke (1978,64) reaffirms that students classified as chronic discipline problems typically were poor students in academic subjects. "Delinquent behaviour is an ego defender, in the psycho-analytic meaning of that term, against external realities which threatens a young person's self-esteem. (Gold 1978,p.25) incompetence or failure in school hurts self-esteem and of course, if self-esteem is not enhanced in other ways, like athletic achievement or any popularity, he or she will have to cope in some way with a lowered self-image, and that could probably be delinquent behaviour.

In worst cases, if a learner does not find way of success in his school activity, he probably turns to seek success or recognition in misbehaviour, for as long it is going to

attract the attention of others, no matter how unacceptable it is. He seeks that which will make him a winner.

## **2.16 CORPORAL PUNISHMENT IN STATE SCHOOLS**

The use of corporal punishment was finally banned by parliament in State schools in 1987 (By Majority against one vote) there have been numerous calls to reinstate the cane. Opinion polls show that the general public is certainly in favour of reinstatement of the corporal punishment. Under the headline "Backing for a Whacking" a Newspaper, 1988 reported 92% of callers in favour of corporal punishment. The argument for reinstating the can was well expressed in the newspaper interview by an 82-year – old retired education superintendent. When I was at school there was as often as not a disruptive pupil who distructed the rest of the class from their work. Once it had been carried, the rest of us could get on with studying. Once you had felt the cane, you would feel that you have gained a healthy respect of it."

Similar arguments have been put in the letters columns of newspapers:

"The quickest way of restoring discipline in our state schools would be to bring back the threat of the cane. In the past mere knowledge that a teacher could use the cane as the ultimate function was sufficient to deter all but the recaltucent` offenders. As a consequence, discipline problems were few, and classroom discipline was effectively maintained.

### **2.16.1 PUBLIC SCHOOLS**

The most successful and the most effective public schools assumed a vanguard position in a strife for the abolishment of corporal punishment in the 1960's and 70's.'

A yearly guide to independent education always notes the schools which still permit caning, and the number diminishes year by year. Since the abolition of corporal

punishment in state schools, no school has a right to beat and each year a tiny band of establishments which admit to this so-called abberation becomes the subject of press reports. The sample report, 1994 reports that the journalist was obviously short of material, and padded out the piece with irrelevant “revelations” from the past history of Eton College.

When thousands of “Whackings” took place every year very few of them were deemed newsworthy. Now, any instance of corporal punishment within a school which may probably attract public attention, perhaps because of the subsequent objection of the parents to the correction of their son, becomes the subject of press scrutiny. During the period when corporal punishment was used in state schools, it is true that the actual incidence of canings varied from school to school. In some schools the cane was to the nuclear deterrent-deployed but, with any luck, very seldom used – whilst other establishment gained a reputation for being “Whacking schools”.

(View this list of caning offences from a London’s boys, comprehensive school, detailed in “A Last Resort?, an anti-corporal punishment book of 1972). Some research into the incidence of corporal punishment was carried out by anti-caning pressure group STOPP, which actually claimed in the 1970’s that schools, taken as a whole, were inflicting more than 1000 beatings or corporal punishment in each school day. STOPP has a policy and tendency of publicizing the so-called Whacking schools”, perhaps hoping to shame them into using less corporal punishment.

A boy who attended one such “Whacking School” (A boys, grammar school in the English midlands during the 1970’s recalls:

“Whackings were normally carried out by the Deputy headmaster, a sallow skimmed Irishman with a well deserved reputation for strictness who certainly knew how to apply the cane to maximum effect. Boys whose names appeared on the “Whacking list” had to visit this gentleman directly after morning assembly the next day. You had to bend over a heavy oak stool which I assume, he kept for his purpose, and anything up to six strokes of the cane were inflicted, depending upon the seriousness of your



offence. I was caned on several occasions. As a junior and it hurt an awful lot. The fact that you were put on the "Whacking list" the day before was an added punishment. It meant that you had an entire day and evening to think about your impending caning and you always set out for school the next day with butterflies in your stomach."

The above instance makes it clear that once a student has gone through the punishment, not for as long as he lived would never think of repeating the same mistake he was punished for.

### **2.16.2 CORPORAL PUNISHMENT IN SCHOOLS**

What is corporal punishment in a school situation? There are actually a number of ways in which many people view the question of corporal punishment in a school situation.

The reality of corporal punishment in American schools can melt in the heated cauldron of hearsy anecdote, hearty rationalizations, and Biblicom versus. In schools in 23 states, corporal punishment is a legal method of handling discipline problems. But far from a solution, corporal punishment itself is a hydra, sprouting more new problems in place of old ones. The infractions of which children have been guilty include violent acts like fighting, but learners have also been subjected to corporal punishment for possessing cigarettes, swearing, talking in class, throwing food, and missing football practice.

### **2.16.3 WHY SOME EDUCATORS FEEL CORPOAL PUNISHMENT SHOULD BE BANNED IN SCHOOLS**

Many people who are against corporal punishment feel that it was too cruel for the U.S Armed forces. It was outlawed in 1957, and it has since been illegal for a military instructor to touch a recruit. Corporal punishment has been banished in prisons since 1972, when Delaware actually became the last state to formally burn it,

although there had not been a flagging in prison since 1952. In many American schools, corporal punishment is illegal even today. It is believed that students have suffered bruises, abrasions, broken bones, whiplash, sciatic nerve damage, muscle damage, and brain injury. It is further believed that through corporal punishment, some learners have even died. Under other auspices, these injuries would be categorized as child abuse. There are a number of other views against the use of corporal punishment.

Beyond physical abuse, it is believed that there is a long list of side effects that accompany children subjected to corporal punishment, some of them long after the punishment occurs: increased aggression and destructive behaviour, vandalism, poor school achievement, poor attention span, increased drop-out rate, school avoidance and school phobia, low-self-esteem, anxiety, somatic complaints, depression, suicide and even retaliation against teachers.

Were corporal punishment, as its defenders maintain, the only bulwork against bad behaviour, its glowing deficiencies might pale next to some greater good. Some people, however feel that this is a false defense. There is sometimes a feeling that teachers facing unruly students have many options that are far better than corporal punishment. Those who feel that corporal punishment is no good against learners, feel that praising students for good behaviour can be effective, presenting oneself as a likable role model will often cause students to emulate the teacher. Beyond that, when a punishment is unavoidable, it need not be physical (Hlatshwayo 1996:24). After school detention. Saturday school, verbal reprimands, and "time outs" rooms instill internal self-control without the detriments of corporal punishment, (Hlatshwayo, 1996:11). It is an assumption by many people that ever since a number of states have eliminated corporal punishment, the number of disciplinary problems has not increased.

#### **2.16.4 VIEWS ON CORPORAL PUNISHMENT**

Educationalists, psychologists and philosophers concur that teachers must display an attitude of respect for the learners. They highlighted that students must feel protected and loved and understood. The feeling is that there must be positive and not negative attitudes on the part of the educator and learner. There is a feeling that students and educators should be involved in decision making on issues which affect them both, including school goals and disciplinary rules. (De Villiers, 1988, p.29) suggests that the lack of parental involvement in the education of their learners is cited by teachers as one of the major causes of current classroom disciplinary difficulty.

Inappropriate behaviour can be reduced by using extinction. This technique may probably eliminate the reinforces which maintain inappropriate actions or behaviour. Educators should receive as much training and support as possible. Some specialists in the education field suggest that other solutions are teacher-parent conferences, revocation of privileges like recess, after school detention and counseling studies the incidence of corporal punishment go so far. They tell us that corporal that corporal punishment is widely used and generally approved. What is, however needed are direct naturalistic studies to determine correlations among behavior, achievement, and attitudes in schools that use corporal punishment and those that do not.

Even, more importantly, however, sophisticated studies of incidence is the development and understanding of the use of solutions to corporal punishment. Most people speculate the need for a program to educate teachers, parents, and school administrators. The negative effects of corporal punishment must be well and clearly defined, and of course recognized by the public at large as well as the clinical community, resulting in a social atmosphere condemning it. Therapists need to make a clear distinction between different types of corporal punishment, spankings on the rear with the open hands and probably not so damaging as the belt and stick or even a sjambok for that matter, and the therapists who hysterically condemn any form of corporal punishment or all corporal punishment.

Berry Brazelton, Penelope Leach, (1994:6), probably the most influential child psychologists and pediatricians all recommended against spanking, so does the American psychological association of social workers. The American Academy of Paediatrics seems to be having difficulty reaching consensus.

If we are to live less violent societies, some argue that we should all avoid interpersonal violence. Others believe that spanking children is a useful form of discipline that does not harm the child if it is done carefully.

### **2.16.5 CURRENT LEGAL STATUS OF CORPORAL PUNISHMENT**

Existing laws in most countries, states and provinces prohibit physical assaults. However, the same laws often have “notwithstanding” clauses that permit assaults:

- In a boxing ring
- Of reasonable intensity in a parent-child situation
- Of a reasonable intensity in a teacher student situation

Corporal punishment in the home and school are banned in a number of countries: Australia, Cyprus, Denmark, Italy, Norway, Sweden and South Africa. Bans are currently debated by the governments of Germany, Ireland, Poland, Spain and Switzerland. A private member's bill by Canadian member of Parliament, Svend Robinson (1995) proposes the repeal of section 43 of the Canadian Criminal code which permits parents to use “reasonable “ force when disciplining children. This, alone clearly shows that the issue of corporal punishment is a controversial one in many countries.

The case against corporal punishment.

There are many arguments against spanking. Some people feel that spanking is:

- Ineffective: spanking a child will stop the child from misbehaving for the moment. After a short-time, it is believed that corporal punishment actually increases the child's non-complaint behaviour in future.
- Can lead to abuse: because spanking is believed to be working for a while, then a parent may often repeat spanking until it becomes "unreasonable". According to the Institute for the prevention of child abuse result from some form of over-discipline through the use of corporal punishment".

Can unintentionally cause serious damage:

- Boxing on the ear can burst an eardrum
- Shaking can cause a concussion
- Can injure muscles
- Hitting a child's hand can injure bones and joints.
- Can train a child to use violence: children who are frequently spanked learn that it is acceptable for the strong one to use force against the weak.
- Slapping or any other type of force used on buttocks is a sexual violation. Slapping buttocks can involuntarily trigger feelings of sexual pleasure which become mixed with the pain. This may probably lead to confusion in a child's mind.
- May lower a child's I.Q – a study at the University of Hamisphere, released in 1998- July, found that spanking children slows down their intellectual development. A study of 960 children showed that those who were rarely or never spanked had an average IQ of 102, whereas the frequently spanked children had an IQ of 98.

Furthermore, many families who have been bathling sponsal abuse for decades are preparing a complete ban on violence as one way of reducing battering with the family. A 1995 Canadian study founded by the Federal Government found that the use of corporal punishment to children is associated with:

- Increased level of aggression by the child

- Increased frequency of child delinquency
- Increased frequency of violence and crime in later life
- Increased chance of child abuse

## **2.17 THE CASE FOR CORPORAL PUNISHMENT**

Most of the released papers, from the Highest rank to the lowest, it is indicated that corporal punishment is ineffective and counter-productive. Punishment, is however recommended by the Bible.

The phrase “spare the rod and spoil the child” is often incorrectly attributed to the Christian bible. This was, however written in a poem by Samuel Butler in 1664.

All the Biblical quotations advocating and promoting corporal punishment of children are taken from the book of proverbs in the King James Version of the Bible. These were written by King Solomon, and presumably describing his parenting philosophical background. With respect to his son Rohoboam.

- Prov. 13:24 “He that spareth his rod hateth his son: but he that loveth him chasteneth betimes (deligently)
- Prov. 19:18: “Chasten thy son while there is hope, and let not thy soul spare for his crying”
- Prov. 22:15: “Foolishness is bound in the heart of a child, but the rod of correction shall drive it far from him
- Prov. 23:13 “Withhold not correction from the child: for it thou beatest him with the rod, he shall not die”
- Prov 23:14 “thou shall beat him with the rod, and shalt deliver his soul from hell (shoel)”
- Prov. 29:15 “The rod and reproof give wisdom but a child left to himself bringeth his mother to shame”.

There is as well an additional verse from the New Testament which is usually cited as justification for physical punishment of children by parents. It is, however, not clear if the discipline, referred to at the end of the verse refers to corporal punishment or to some other form of correction (e.g removal of some privileges).

- Hebrews 12:6-7” ...the hard disciplines those he loves, and he punishes everyone he accepts as a son. Endure hardship as discipline, God is treating you as sons. For what son is not disciplined by his father?.

The Bible itself records the negative effects that Solomon’s parenting style had on his son Rehoboam. He became a hated ruler after his father’s death. Consequently, he had to make hasty retreat to avoid being assassinated by his people:

- 1 Kings 12:13-14 “and the King (Rehoboam)” answered the people roughly and forsook the counsel of the old men which they had given him, and spoke to them after the counsel of the young man, saying, my father made you yoke heavy, but I will add to your yoke: my father chastised you with whips, but I wish chastise you with scorpions” (ASU).

Some of religious liberals interpret these passages as accurately reflecting Solomon’s parenting style, and the devastating consequences of corporal punishment on children. They, however reject the concept that the passages in proverbs represent God’s intent for parents.

A well known 19<sup>th</sup> century free-thinker Robert Ingersoll writes in 1891 about King Solomon “to me it has been a matter of amazement why civilized people, living in the century of Darwin and Humboldt, should quote as authority the words of Solomon a murderer on ingrate, an idolater and a polygamist . A man so-steeped and sudden in ignorance that he really believed he could be happy with seven hundred wives and three hundred concubines”.

It is however time that many Fundamentalists and other evangelist feel that the reflection of Solomon's words are words of wisdom and every parent who is serious about the discipline of his child should abide by these words. Discipline and spanking are often closely linked, non-violent parenting techniques are often not emphasized.

## **2.18 RECOMMENDATIONS BY PRO-SPANKING ADVOCATES**

Most older books on child-raising advocated corporal punishment as a normal disciplinary method. However, most current books published from a secular or a liberal religious perspective do not recommend spanking.

The family research council has prepared a very thoughtful analysis of corporal punishment from a conservative Christian perspective. They feel that corporal cannot be abandoned completely. They , however seem to be aware of the hazards of spanking, particularly the probability of corporal punishment escalating in intensity and frequency until it becomes serious abuse.

Although they promote spanking as a discipline technique, they recommend that its use be severely controlled and administered, and further than that be restricted. Infact, they have moved a long way with the issue of corporal punishment. For instance:

They differentiate between "Abusive Hiting" and non-abusive spanking

- The child should receive "at least as much encouragement and praise for good behaviour as correction for problem behaviour".
- They encourage that verbal corrections, time-outs and logical consequences be the disciplinary methods of choice.
- Spanking should be reserved for cases where non-compliance persists, and only if non-physical disciplinary methods have failed, "for very compliant children, milder forms of connection would surffice and spanking may never be necessary
- To avoid public humiliation , it should always be done privately.



- Spanking should be restricted to a range of ages. “ it is inappropriate before 15 months of age, and is usually not necessary until after 18 months. It should also be less necessary after 6 years, and rarely, if ever used, after ten years of age.
- If spanking does not seem to work, a parent should not increase severity of hitting, however he or she may seek professional help and other disciplinary techniques.
- After one or two slaps on the hand or buttocks, they recommend hugging the child.

## **2.19 CORPORAL PUNISHMENT IN SCHOOL – AS APPROVED BY COUNCIL, JUNE 1998**

Corporal punishment is a discipline method in which a supervising adult deliberately inflicts pain upon a child in response to a child's unacceptable behaviour. The immediate aims of such punishment are probably to halt the offense, prevent its recurrence and set an example for other. The purported long term goal is to change the child's behaviour and to make it more consistent with the adult's expectations. In corporal punishment, the adult usually hits various parts of the child's body with a hand, or with canes, paddlers, yardsticks, belts or other objects expected to cause pain and fear. It is a truth universally known that if a child receives punishment, it is part of the aim that he inflicts pain, probably in order to have fear to make the same mistake in future.

In the United States nine states explicitly bar corporal punishment in their schools: New York, New Jersey, Massachusetts, Vermont, Rhode Island, New Hampshire, Maine, Hawaii and California. Certain large municipal school districts, also prohibit this form of discipline: St Louis, Atlanta, New Orleans, and Minneapolis. Similar legislation is pending in Ohio, Michigan, Wisconsin and Alaska. The American Academy of Child and Adolescent Psychiatry opposes the use of corporal punishment and supports legislation outlawing its use.

Some philosophers, educationists, and even some people in general feel that corporal punishment signals to a child that a way to settle interpersonal conflicts is to use physical force and inflict pain. They further feel that if such happens, such learners may resort to such behaviour themselves.

The American Academy of Child and Adolescent Psychiatry opposes the use of corporal punishment in schools and takes issue with laws in some states legalizing such corporal punishment and protecting adults who use it from prosecution for child abuse. The academy joins with the National Congress of parents and Teachers, the American Medical Association, the National Education Association, the American Bar Association the American Academy of Pediatrics, and other groups calling to an end to this form of punishment.

## **2.20 CORPORAL PUNISHMENT AS VIEWED BY LIBERALS AS AGAINST WHAT THEY REFER TO AS “MYTH”**

**Myth** : Corporal punishment is used only as the last resort

**Liberals** : Corporal punishment is often the first response even for minor infractions. Teachers need training nonviolent ways to handle behaviour problems.

**Myth** : Teachers need the right to use corporal punishment to protect themselves.

**Liberals** : Using physical force for self-protection is not considered corporal punishment. School employees have a right to use force to protect themselves or other people from bodily harm, to gain control of a dangerous weapon or to protect themselves properly from damage.

**Myth** : If corporal punishment is banned, the school will be in chaos.

**Liberals** : Again and again, corporal punishment has shown that this does not happen.

- Liberals** : At worst, behaviour remains about the same after corporal punishment is abolished. When alternative discipline codes are put in place, disruption is usually significantly reduced.
- Myth** : The kid must have deserved it.
- Liberals** : children are paddled for just minor infractions and whispering, giggling or not finishing homework.
- Myth** : Corporal punishment is used only on the worst kids
- Liberals** : The most likely victims of corporal punishment are the most vulnerable, for example, minorities, the smallest boys, children with disabilities.
- Myth** : A little swat is good for some kids
- Liberals** : Corporal punishment hurts all kinds, victims and witnesses alike.  
It increases learning problems and decreases student's ability to concentrate on his work. In severe cases, students subjected to corporal punishment exhibit symptoms of post traumatic stress disorder, similar to the syndrome experienced by Vietnam veterans.
- Myth** : Corporal punishment prevents unruliness
- Liberals** : The higher the incidence of corporal punishment in a school, the higher the level of vandalism and delinquency.
- Myth** : Its Okay to use corporal punishment if parents give permission
- Liberals** : A spanking at school is very destructive to a child's sense of self-worth. It hurts other children too by frightening them or even sending them a message that violence is a solution to problems.
- Myth** : Using corporal punishment let kids know who's in-charge
- Liberals** : the best way to teach self-control is by example. When teachers use corporal punishment, they teach self-control is by example. When teachers use corporal punishment, they teach that being "in charge" means physically forcing other into submission.

**Myth** : I was paddled and it did not hurt me.

**Liberals** : We all learn by example. Adults most likely to physically punish children are those who were corporally punished as children themselves. Using corporal punishment today continues the cycle into the next generation.

**Myth** : Corporal punishment is the only way through which some kids can

**Myth** : be taught.

**Liberals** : The most difficult children are often the most helpless. They cannot protect themselves. They need help, but not hitting.

#### Worldwide Bans on Corporal punishment:

It is true that many countries have since banned and prohibit corporal punishment. It is, however, true as well that there are states which still implement the use of corporal punishment in schools. Such countries are the U.S, Canada and many more. The following list shows a sample of the trend towards the elimination of corporal punishment in schools, dating as far back as 1700s.

| Year | Country        |
|------|----------------|
| 1783 | Poland         |
| 1820 | Netherlands    |
| 1845 | Luxembourg     |
| 1860 | Italy          |
| 1867 | Belgium        |
| 1870 | Australia      |
| 1881 | France         |
| 1890 | Finland        |
| 1917 | Russia         |
| 1923 | Turkey         |
| 1936 | Norway         |
| 1949 | China          |
| 1950 | Portugal       |
| 1958 | Sweden         |
| 1967 | Denmark        |
| 1967 | Cyprus         |
| 1970 | Germany        |
| 1970 | Switzerland    |
| 1982 | Ireland        |
| 1983 | Greece         |
| 1986 | United Kingdom |
| 1990 | New Zealand    |
| 1996 | South Africa   |
| 1998 | England        |

- This ban solidifies a ban imposed in 1986, extending the ban to all private schools

\*\*\* includes : England, Scotland, Wales, and Northern Ireland

The ten (10) worst states by percentage of students struck by educators:

|    |                |       |
|----|----------------|-------|
| 1. | Arkansas       | 13,4% |
| 2  | Mississippi    | 10,9% |
| 3  | Alabana        | 7,3%  |
| 4  | Tennessee      | 5,3%  |
| 5  | Georgia        | 3,39% |
| 6  | Texas          | 3,36% |
| 7  | Louisiana      | 3,3%  |
| 8  | Oklahoma       | 3,0%  |
| 9  | South Carolina | 1,6%  |
| 10 | Missouri       | 1,4%  |

Information released in April 1997 by: U.S department of Education so far as the use of corporal punishment in concerned globally.

Many principals and teachers in general justify themselves in so many ways in as far as corporal punishment in schools is concerned. In many schools Board Policy, parents can have their children exempted from corporal punishment. It is however, unfortunate that very few parents, if any, return the forms, and most principals say many parents want school officials to continue paddling in schools.

It is true that some of these parents are a product of corporal punishment. They were spanked at school for misbehaviour, as well as at home as children. They see its merit.

"I don't think a swat would hurt any kid. A swat, not a beating", said Kevin Scheer, whose son attends Kwajabula High School in the Umbumbulu district in the Durban South Region. "It's a far cry from giving a kid sweat and beating them. There's no fine line".

Some principals say when they call to report the misbehaviour and talk about options for discipline, parents often request a paddling. There are even times, when the very first time you call a parent, they'll say, "just give him a spanking, said Marilyn Myrick, Principal of home star Elementary school in Arlington, (1997, p.50).

## **2.21 CORPORAL PUNISHMENT IN THE HOME AND SCHOOL**

### **2.21.1 INTRODUCTION**

The use of corporal punishment in the home and school has been widely debated. Some say it is a means of discipline while others call it abuse. Some say corporal punishment is harmful to children, and it should lead to emotional and physical problems. Some say corporal punishment is so readily at hand that it discourages some teachers from trying alternatives. However, educationally corporal punishment has been generally defined as: the infliction of pain by a teacher or other educational official upon the body of a student as a penalty for doing something which has been disapproved by the "punisher" (Educator or Educational official). It is observed that corporal punishment in the home and school is banned in a number of countries: Australia, Cyprus, Denmark, Finland, Italy, South Africa, Norway and in many more countries. Bans are currently being debated by Governments of Germany, Ireland, Poland, Spain and Many more states. A private members bill by Canadian Member of Parliament Suend Robinson, 1998, 2, proposes the repeal of section 43 of the Canadian criminal code which permits parents to use "Reasonable force" when disciplining children.

It is concurrently clear that more than 30 (thirty) states continue to authorize the use of corporal punishment in their schools. Current studies indicate that physical punishment is more common in grades Kinergarten throughout 8 (Versus high school) rural schools (versus urban) in boys (versus girls), and in disadvantaged children (versus middle-class and upper-class concasians).

It is vital to observe the results of matric in school during the period and after corporal punishment was banished. Below is the results of Umlazi South District after corporal punishment was abolished in 1999.

### **Umlazi South District**

#### **1999 Matric Examination Results**

| Name of School           | Entries | Passes | % Pass |
|--------------------------|---------|--------|--------|
| 1. Umlazi Comp-Tech      | 120     | 120    | 100%   |
| 2. Vukuzakhe             | 87      | 82     | 94,25  |
| 3. Ogwini                | 190     | 174    | 91,58  |
| 4. Umlazi Commercial     | 154     | 128    | 83,12  |
| 5. Isipingo Secondary    | 191     | 155    | 81,15  |
| 6. Okumhlophe            | 79      | 60     | 75,95  |
| 7. Reunion               | 101     | 73     | 72,28  |
| 8. Sishosonke            | 64      | 43     | 67,19  |
| 9. Nwabi                 | 35      | 22     | 62,86  |
| 10. Strelitzia Secondary | 248     | 154    | 62,10  |
| 11. KwaMathanda          | 160     | 95     | 59,38  |
| 12. Ndukwehle            | 61      | 34     | 55,74  |
| 13. Umbelebele           | 72      | 39     | 54,17  |
| 14. Mhawu                | 120     | 64     | 53,33  |
| 15. Sikhwama             | 37      | 19     | 51,35  |
| 16. KwaMgaga             | 173     | 84     | 48,55  |
| 17. Igagasi              | 66      | 26     | 39,39  |
| 18. Santa Fransisca      | 36      | 10     | 27,78  |
| 19. Shumayela            | 118     | 26     | 22,03  |
| 20. Zwelihle             | 76      | 16     | 21,05  |
| 21. Mziwamandla          | 153     | 28     | 18,30  |

Matric results as published by the Durban South Region based on the pass rate based particularly on the Umlazi South District alone in the year 1998.



## **2.22 WHERE DOES CORPORAL PUNISHMENT FIT INTO A CULTURE OF HUMAN RIGHTS**

Corporal punishment has been used in South African Schools to manage Classrooms and create a culture of so-called discipline. The principles and practices of discipline at schools were based on the use of physical methods which are universally known as abusive. Many people know what "six of the best " means. Only a few escaped this kind of pain which followed the so-called undisciplined behaviour. The result might, of course be that the word discipline reminds people of fear, punishment, deprivation and humiliation.

Educators who never worked without cane are fondly remembered by most people, (Son, 1999:3). The reason for such teachers to be fondly remembered could be traced back from an assumption that they were not the instruments of fear, threats, and verbal abuse. It is an undisputed fact, as well that there are many other people who say that without the cane they would never have completed schooling.

Corporal punishment is illegal in schools under the new constitution,. While this method of dealing with discipline is now theoretically outlawed in schools, many schools are still practicing corporal punishment.

Teachers and parents question the swift abolition of corporal punishment without an alternative being offered. Many people are saying that even though they support a policy that puts an end to physical abuse, they believe that a total ban of corporal punishment is inappropriate at this stage, (Son,1999:11).

Those who are involved with and are concerned about the education of young children have come to realize that the constitution and educational policies with regard to corporal punishment at national ,provincial or school level are important. Policies, alone, however do not bring about change. We, however, need much more than a

policy on corporal punishment to alter the culture of “discipline by the rod” in our schools.

It is an undisputed fact that arguments for and against corporal punishment came from many quarters. While debates continue in the public media, in staff-rooms and in school governing bodies, many teachers and learners at township schools have to deal with the terrifying areas into the school. This leaves many schools without the skills, knowledge and capacity to deal with violence in schools. Where does this leave teachers who have to deal with management of their classrooms and more importantly, management of their entire schools?

Given the above, there is no place for corporal punishment in the context of our constitution and Bill of Rights, many teachers are exploring non-violent responses to often very violent behaviour in an attempt to stop the cycle of violence.

Briefly, many educators are looking for means and ways to manage their classrooms as well as their schools without using the cane. Some of the questions they are asking are :

- How does discipline link with classroom management?
- How does the code of conduct of a school ensure a culture of discipline?

Discipline is needed to create order in any society. But let it be constructive, not designed to intimidate and victimize. There are many ways of disciplining teenagers. If the discipline cannot achieve effective results, they should look at their method and attitude. May-be it is time to educate educators and allow them to apply the Bill of Rights in their discipline, remembering that the constitution is the supreme law, that laws or conduct inconsistent with it are invalid, and that the obligations imposed by it must be fulfilled Sunday Times (26/10/97).

## **2.23 SUMMARY**

This chapter deals with the role of discipline on learner performance in schools. Discipline plays a major role in the smooth running of the school and in any school on learner results academically. Both teachers and learners should demonstrate discipline in order for learning and teaching to take place properly.

Every human being has an inborn need of order and security (Smith, 1996:18). A disciplined environment creates a secure atmosphere in which the child can learn and blossom. The inability of a younger child to impose self-discipline necessitates some form of discipline by an adult (parent educator). No-child is born with a developed moral conscience. As such, a young child, especially, is in need of guidance and externally-imposed discipline. It is because of his natural inability to discipline himself, that the child needs a caring educator (parent) who can discipline and guide him to responsible adulthood. If a learner has got such guidance as portrayed above, the learner will develop a sense of responsibility, self discipline, set principle, and a good moral character.

A child with good self-discipline always sets himself or herself goals which definitely confirm his positivity in so far as his performance is concerned at school. Such a learner always has his academic results good at the end of the year.

## **2.24 SATISFACTION OF DISCIPLINE AND PUNISHMENT**

It should be borne in mind that corporal punishment in Black schools is one of the common methods used to control behaviour (Mlondo 1990:75). A major task that parents have is to prepare their off-spring for group-living i.e socializing them, such socialization has to get children involved and prepared to live with and accept others in harmony. By all means, students should be discouragerd from engaging in anti-social behaviours as lying, cheating, stealing and aggression (Walters 1977:1). Punishment is carried out against a person who has contravened with the rules and

regulations of the system. On the other hand discipline refers to the system of rules, regulations, norms and values necessary for conduct and control and to prevent misbehaviour.

In this way, discipline and punishment are closely related. Punishment, in the true sense of the word is the imposing of a penalty on a person for a fault, violation or , offence in retaliation or retribution. This, therefore means that action was intentional because the person knew that the act was wrong and intentionally carried it out (Van Den Aardweg and Van Aardweg 1988:187). Van Den Aardweg and Van Den Aardweg further argue that as children grow older having been taught what is right and wrong, it is assumed wrongly or rightly that any misdemeanour is intentional. As a result, any misdemeanour is followed by punishment (Wilson and Barbara 1990:131). Gunter (1992:56) gives the following end results to be fulfilled by corporal punishment:

- Punishment must prevent the repeat of a wrong act.
- Determination of guilt
- Reasonable and human corporal punishment
- Manner of punishment

## **2.25 FACTORS WHICH MAY INFLUENCE DISCIPLINE**

### **2.25.1 KNOWLEDGE OF THE SUBJECT MATTER**

The objectives and aims of an education system reflects in the appropriate performance of both learners and educators in various classrooms. More importantly, educators should demonstrate to be masters of their subject matter. In actual fact, knowledge of the subject matter should go hand in hand with the 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, 1983:78).

The knowledge of the subject matter is as equally important as the requirements of education and the philosophy of life in the society. When a teacher clearly knows and understands what philosophy of life entails and underlies his practice of education, he has certainty in his mind a sense of responsibility. This will arouse enthusiasm in him to meet the requirements of a philosophy of life and to import these values to young people.

### **2.25.2 EDUCATORS TEACHING STYLE**

It is true that even after training, various educators adopt various teaching styles. There are a number of reasons which influence their teaching styles, one of which is the environment where teaching and learning takes place. In some cases a teacher may even be found to be a director of every action and thus exercising very firm control over learners. In such instances, learners become passive receivers of instruction, and even threats. Such things happen because the teachers place and does everything alone. Mkhabela (1985,p.58) cites Dreyer as having found that the majority of rural previously so-called Black teachers still adhere to traditional authoritarianism which actually demands total submission to authority.

The result of a teaching and learning situation where there is excessive submission and unreasonable authority by an educator may be the following:

- Be apathetic
- Too dependent
- Show little capacity for initiative
- Probably demonstrate hostilities towards one another (Dreyer and Duminy, 1983:157)

It is true, and sometimes because of their adolescent stage that learners tend to have a very questioning attitude at a high school level. A teacher who is an authoritarian may even find himself generating conflicts which may lead to a conglomeration of disciplinary problems if his actions are regarded by learners as unreasonable. Dreyer (1980:57) 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.

## **2.26 SOME CORNERSTONES OF DISCIPLINE**

Discipline has its basic requirement upon which it (discipline) should be built. Such have a great influence in setting discipline standards in a school situation. They have great effect on learner-teacher relationship in as far as they affect discipline in a didactic situation.

### **2.26.1 LOVE**

Teaching and learning becomes meaningful where the spirit of love from both teacher and the learner prevails. With reference to a pedagogic, didactic situation, love means *in loco parentis* love so that the child is able to face the school task with the necessary confidence and enthusiasm. It is generally accepted by most educationalist that any pedagogic situation without love leads to strained relations between the teacher and his learners. Bad learning situation is very uncomfortable under such a situation.

A learner who is produced by such circumstances is likely to become a disruptive liability to the school because of the lack of volitional urge for scholastic achievement. Dreyer and Duminy (1983, p.156) correctly, remarks that a teacher who creates a favourable environment for learning i.e warm, friendly, accepting work atmosphere in

class and who inspires and motivates his learners will considerably minimize the occurrence of learning problems in his class.

The question of love clearly suggests that the authority of a teacher is meaningful when it is accompanied by the spirit of love.

### **2.26.2 RESPECT**

Every human being is characterized by dignity, be it a child or adult. It is thus fair that respect is enunciated between the learner and an educator in a pedagogic situation. In fact, the difference between the learner and the teacher equally deserve respect from each other. The only difference between the two parties is that the teacher has the pedagogic authority, skill and understanding which the learner has not yet developed.

Respect, in a pedagogic situation therefore means mutual respect between the teacher and the child. For that reason Mahoes (1983, p.78) argument is 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 teacher over the pupil, but by the sympathetic understanding and pedagogical love and reciprocal respect.

If respect between the teacher the learner is maintained in a pedagogic situation, appropriate teaching and learning is likely to take place because the two parties will always be prepared to listen, tolerate and value each other for the scholastic achievement of the learner. If respect takes place honestly, then effective teaching can undoubtedly take place.

### **2.26.3 FREEDOM**

The nature of man qualifies him to be free. As a rational being man deserves to be free. Man is free to make choices and be what he ought to be. It is however essential that the teacher, as a secondary parent intervenes, in the life of a learner in order to provide guidance to the learner. The goal of education cannot be achieved until the teacher, as a professional parent intervenes in the life of a child when it deems it necessary. It is thus true to say freedom is freedom accompanied by authority would mean chaos and disorder (Vide supra 2.3.3)

It is thus important to note that when learners are allowed freedom, and it is accompanied by authority, discipline will be preserved in a school situation. Learners will understand that freedom should be accompanied by responsibility and obligation.

### **2.26.4 LEADING BY EXAMPLE**

Concerning exemplary behaviour Mohanoe (1983, p.317) remarks as follows:

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

Because of his position and authority a teacher is an initiator of the learning encounter and he determines its course and consumption. Ngcobo, (1986:126) when emphasizing the vitality of a teacher to lead from the front in order to preserve discipline in a pedagogic situation in what he refers to as a clear consistent policy and exemplary behaviour he remarks as follows:

In order to avoid a situation of demotivation, insecurity and 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) correctly suggests:

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

## **2.27 CONCLUSION**

The issue of corporal punishment and the problem of discipline in schools are both controversial . The problem of discipline in school cannot provide solutions over night. Even to try and provide absolute and cut and dried truths about this issue would be an attempt to oversimplify and undermine a highly complex matter. It is, however true that the educator, as the initiator, the engineer, and the director of the teaching learning situation has a major role to play. Learners, as well as parents, as stakeholders have to work hand in glove in order to eliminate all forms of indiscipline which may impact negatively on the education and performance of the learners.

## **CHAPTER 3**

### **THE RESEARCH INSTRUMENT**

#### **3.1 INTRODUCTION**

The purpose of this chapter, particularly is to discuss the methodology followed to collect and analyse data for purposes of testing the hypothesis and assumptions which have been mentioned in chapter one of this study.

#### **3.2 PERMISSION TO CONDUCT RESEARCH**

Permission to conduct research in the areas where field work was done was requested and obtained from the Educational Department through the offices of the relevant District Managers, and particularly of both Umlazi South District and Umlazi North District offices.

#### **3.3 SAMPLE**

Bailey (1987:87) argues positively towards random sampling when he says it is the best known form of probability sampling. Each person has equal probability of being chosen for the sample.

Sax (1979:192) emphasizes that it may be easier and even less expensive to randomly select a number of schools as sample, and then randomly select respondents within these schools.

To obtain a comprehensive view of the perceptions of educators on the issue of discipline in schools, educators from various sample schools were selected.

Arguing about sampling, Sibaya (1989:49) contends that when sampling, the researcher tries to understand a segment of the world on the basis of observing a smaller segment, namely a sample.

To ensure the validity of this study, the researcher considered a number of factors, one of which is reliability of the information. The use of cluster and random sampling of educators. Hichcock and Hughes (1989:81) define random sampling as a procedure where the sample is chosen purely from the identified population. According to Frankel and Warren (1990:20) random sampling is based on probability theory. That is, it assumes that each individual within a target population has an equal chance of being chosen or to be interviewed or even to fill a questionnaire. The two contend that the basic idea of random sampling is that the individuals selected are just like the ones who are not selected and the bias should not enter the selection process.

Clusters of schools were obtained from two (2) districts, particularly Umlazi South Districts and Umlazi North District. One alphabetical list of all high schools was drawn up from the two District lists. From this list, random selection was made. Every fifth schools was selected. This gave a researcher a total number of schools of (25) , (16) from Umlazi South District, and (9) nine from Umlazi North District.

From the lists of schools, teachers were then randomly selected, to get the teachers' sample. Every fifth name of a teacher was selected from the list referred to above.

### **3.4 PILOT STUDY**

According to Fraenkel and Wallen (1990:2), once the questions to be included in the questionnaire or interview schedule have been written, the researcher is advised to try them out with a small sample similar to the respondents.

The researcher, then piloted the questionnaire to ten(10) randomly selected educators from three (3) Umlazi High Schools.

The intention of such an exercise was to evaluate the questions and to check them for ambiguity, question structure, clarity of the questions, language suitability and the scope to elicit honest responses.

Infact, Martin Lowbser Van Wyk (1996:90) recommends the use of the pilot study and further reinforce the point that it is very useful to detect weaknesses in the instrumentation design and to provide a sound base for determining and refining the instrument. The researcher identified from his questionnaire and interview schedule and processes questions that were ambiguous and not clearly understood. Such questionnaires were attended to, and rephrased to ensure correct interpretation. The researcher also discovered that different people had different opinion and perception on the concept "Discipline". Other respondents tended to confuse the term "discipline" with corporal punishment. This suggested the need for an operational definition of the term at the beginning of the questionnaire.

It was also observed that some teachers did not like to respond honestly on a teacher role and cause of lack of discipline which may probably impact on a learner performance in schools. This necessitated and of course, needed an explanation even at the beginning of the questionnaire that all that was required was information about discipline and its impact on learner performance in schools. It was further expatiated that the information an educator would provide was not binding but its intention is to find the gist of the matter so as to find the facts and improve learner performance in schools. The teachers were also given assurance on the confidentiality of questionnaires.

- Many theorists and philosophers have always recommended the utilization of the pilot study. Martin, Loubser and Van Wyk (1996:8) recommended the use of the pilot study and further emphasize that it is very useful to detect weaknesses in the instrumentation design and to provide a sound base for determining and refining the instrument. The question of refining and checking the questionnaire cannot be overemphasized. This is always inculcated for the sake of the question's clarity.

The questions which were unclear were rephrased to ensure correct interpretation. This also helped the researcher to refine his questions.

Furthermore, it was discovered that some educators are uncomfortable with talking about ill-discipline which manifests in schools probably through poor performance. Some educators were reluctant to talk frankly and freely about their schools in particular to strangers. This necessitated an explanation at the beginning of the questionnaire that what was required was information about the influence that discipline may have on learner performance in schools.

Respondents were guaranteed and assured confidentially of the questionnaires in the beginning of the questionnaire. All that was requested from the respondent was to put his or her opinion or attitudes on many things that have to do with discipline in a school situation and its impact on learner performance. The researcher requested that respondents put exactly what they thought about discipline in a school situation. A larger questionnaire with plenty of space for questions and answers is more encouraging to the respondents. No more than one question should be presented on a single line. That was strictly observed by the researcher. Actually, the researcher prepared his questionnaires according to the recommendation stated above.

### **3.5 DESCRIPTION OF POPULATION**

This study was conducted and carried out in the KwaZulu-Natal Province (KZN) in the region of Durban South Region under Umlazi South and Umlazi North Districts. Umlazi South District has got High Schools and Umlazi North District has high schools. In each district, high schools were randomly selected from all circuits. When this was done, it was on the basis that validity and reliability of the study will be the priority. This intended to get the respondents who shall provide reliable responses to the questions asked.

### **3.6 CRITERIA OF THE GOOD QUESTIONNAIRE**

Research calls for consideration of a particular criteria which qualifies a questionnaire in a very scientific way. The questionnaire itself should at the same time ensure validity and reliability of a questionnaire as a research instrument. It is actually, of vital importance that a questionnaire depicts reliability.

### **3.7 SUMMARY**

In this chapter the planning and design of the empirical research was discussed and a description of the questionnaire as a research instrument was given.

Sampling comprised both female and male respondents, who were randomly selected. In the following chapter the data obtained from the completed questionnaire will be analysed.

### **3.8 THE SUITABILITY OF QUESTIONNAIRES AS DATA COLLECTING INSTRUMENTS FOR THIS STUDY**

Data which was required for this study was collected through the means of posing questions to the respondents using questionnaires for educators. Obtaining data in this way is particularly supported by Dane (1990:11) in Frankel and Wallen (1990:54) who assert that gathering data from respondents using questionnaires is one of the effective ways of data collection.

Behr (1988:12) and Van Dalen (1979:22) look at the questionnaire as a research tool that remains one of the best available instruments to collect data from a widely spread population. However, arguing in favour of an interview as data collecting tool, Black (1982:10) and Babbie (1986:2) assert that an interview is an alternative method of collecting survey data. Rather than asking respondents to read questionnaires and

send their own answers, researchers employ interviewers to ask the questions orally and record respondents' answers.

### **3.8.1 APPEARANCE OF QUESTIONNAIRES**

Fralukel and Wallen (1990:10) and Cohen and Marion (1989:8) agree that the appearance of the questionnaire is of vital importance in any research work. The way the questionnaire looks to the reader is a crucial matter in encouraging them to respond to the questions. They put it clear that the most important rule to follow, is to ensure that the questions are spelled out clearly. A compressed layout should be inviting.

It is for that reason that the researcher decided to have a very clear layout of his questionnaire. In actual fact, the researcher took this aspect into account by dividing his sub-topics of his questionnaire as follows: Personal details, Discipline policy, Discipline programmes, corporal punishment as an instrument for discipline in schools, and lastly, impact of discipline on learner performance. This, the researcher did in order for the respondents to be attracted to the questionnaire, and further than that so that the questions would be categorized and clarified accordingly to respondents.

## **3.9 THE RESEARCH INSTRUMENT**

### **3.9.1 THE QUESTIONNAIRE AS RESEARCH INSTRUMENT**

According to Van Rensburg, Landman and Bodenstein (1994:504) a questionnaire is a set of questions dealing with some topic or related group of topics, given to a selected group of individuals for the purpose of gathering data on a problem under consideration. Van den Aardweg and Van den Aardwer (1988:190) say that the questionnaire is a prepared question form submitted to certain persons (respondents) with a view to obtaining information. Churchill, Peter and Schnetler (1993:77) have

shown that measuring instrument has the greatest influence on the reliability of research data. The characteristics of measurement are best controlled by the careful construction of the instrument. There is, however, insufficient appreciation for the fact that a questionnaire should be constructed according to certain principles (Kidder & Judd, 1986:128-131; Behr, 1988:155-156).

A well-designed questionnaire is the culmination of a long process of planning the research objective, formulating the problem, generating the hypothesis, etc. A questionnaire can invalidate any research results, notwithstanding the merits of sample, the field or workers and the statistical techniques (Huysamen, 1989:2).

In their criticism of questionnaires, Berchie and Anderson (Schnetler, 1993:61) object to poor design rather than to questionnaires as such. A well-designed questionnaire can boost the reliability and validity of the data to acceptable tolerances (Schumacher & Meillon, 1993:42).

It therefore stands to reason that questionnaire design does not take place in a vacuum. According to Dane (1990:315-319) the length of individual questions, the number of response options, as well as the format and wording of questions are determined by the following:-

- Choice of the subject to be researched
- Aim of the research
- Size of the research sample
- Method of data collected
- Analysis of the data.

Against this background, the researcher can now look at the principles that determine whether a questionnaire is well-designed. It is thus necessary to draw a distinction between questionnaire content, question format, question order, type of questions, formulation of questions and validity and reliability of questions.



### **3.9.2 CONSTRUCTION OF THE QUESTIONNAIRE**

Questionnaire design is an activity that should not take place in isolation. The researcher should consult and seek advice from specialists and colleagues at all times during the construction of the questionnaire (Van den Aardweg & Van den Aardweg, 1988:198). Questions to be taken up in the questionnaire should be tested on people to eliminate possible errors. A question may appear correct to the researcher when written down but can be interpreted differently when asked to another person. There should be no hesitation in changing questions several times before the final formulation keeping the original purpose in mind. The most important point to be taken into account in questionnaire will be re-drafted a number of times before being finalized. A researcher must therefore ensure that adequate time is budgeted for in the construction and preliminary testing of the questionnaire (Kidder & Judd, 1986:243-245). All of the above was taken into consideration by the researcher during the designing of the questionnaire for this investigation.

It is for that reason that the researcher first tested the appropriateness and clarity of questions by first issuing out twenty copies of the questionnaires to the respondents. This was done to “pre-test” the clarity and correctness of the questionnaire.

### **3.9.3 CHARACTERISTICS OF A GOOD QUESTIONNAIRE**

Throughout the construction of the questionnaire, the researcher had to consider the characteristics of a good questionnaire in order to meet the requirements necessary for the research instrument to be reliable. The characteristics of a good questionnaire that were considered by the researcher are, according to Van den Aardweg and Van den Aardweg (1988:190), Mahlangu (1987:84-85) and Norval (1988:60) the following:

- It has to deal with a significant topic, one the respondent will recognize as important to warrant spending his or her time on. The significance should be

clearly and carefully stated on the questionnaire and on the accompanying letter.

- It must seek only that information which cannot be obtained from other sources.
- It must be as short as possible, but long enough to get the essential data. Long questionnaires frequently find their way into the wastepaper basket.
- Questionnaires should be attractive in appearance, neatly arranged and clearly duplicated or printed.
- Directions for a good questionnaire must be clear and complete and important terms clearly defined.
- Each question has to deal with a single concept and should be worded as simply and straightforwardly as possible.
- Different categories should provide an opportunity for easy, accurate and unambiguous responses.
- Objectively formulated questions with no leading suggestions should render the desired responses. Leading questions are just as inappropriate in a questionnaire as they are in a court of law.
- Questions should be presented in a proper psychological order, proceeding from general to more specific and sensitive responses. An orderly grouping helps respondents to organize their own thinking so that their answers are logical and objective. It is preferable to present questions that create a favourable attitude before proceeding to those that are more intimate or delicate in nature. Annoying and/or embarrassing questions should be avoided if possible.

### **3.9.4 ADVANTAGES AND DISADVANTAGES OF THE QUESTIONNAIRE**

Data can be gathered by means of a structured questionnaire in *inter alia* the following ways: a written questionnaire that is mailed, delivered or handed out personally; personal interviews; telephone interviews (Kidder and Judd, 1986:221). Each mode has specific advantages and disadvantages which the researcher need to evaluate for their suitability to the research question and the specific target population being studied, as well as relative cost. The researcher used the written questionnaire as research instrument taking into consideration the following advantages by (Mahlangu, 1987:94-95, Norvan,1988:60).

#### **(i) Advantages of the written questionnaires**

- Affordability is the primary advantage of written questionnaires because it is the least expensive means of data gathering.
- Written questionnaires preclude possible interviewer bias. The way the interviewer asks questions and even the interviewer's general appearance or interaction may influence respondent's answers. Such biases can be completely eliminated with a written questionnaire.
- A questionnaire permits anonymity. If it is arranged such that responses were given anonymously, this would increase the researcher's chances of receiving responses which genuinely represent a person's beliefs, feelings, opinions or perceptions.
- They permit a respondent a sufficient amount of time to consider answers before responding.
- Questionnaires can be given to many people simultaneously, that is to say that a large sample of a target population can be reached within a short space of time.

- They provide greater uniformity across measurement situations than do interviews. Each person responds to exactly the same questions because standard instructions are given to the respondents.
- Generally, the data provided by the questionnaire can be more easily analyzed and interpreted than the data obtained from verbal responses.
- Using a questionnaire resolves the problem of non-contact when the respondent is not at home "when the interviewer calls". When the target population to be covered is widely and thinly spread, the mail questionnaire is the only possible method of approach.
- Through the use of the questionnaire approach the problems related to interviews may be avoided. Interview "errors" may seriously undermine the reliability and validity of survey results.
- A respondent may answer questions of a personal or embarrassing nature more willingly and frankly on a questionnaire than in a face situation with an interviewer who may be a complete stranger. In some cases it may happen that respondents report less than expected and make more critical comments in a mail questionnaire.
- Questions requiring considered answers rather than immediate answers could enable respondents to consult documents in the case of the mail questionnaire approach.
- Respondents can complete questionnaires in their own time and in a more relaxed atmosphere.
- Questionnaire design is relative easily if the set guidelines are followed.

- The administering of questionnaires, the coding, analysis and interpretation of data can be done without any special training.
- Data obtained from questionnaires can be compared and inferences made.
- Questionnaires can elicit information which cannot be obtained from other sources. This renders empirical research possible in different educational disciplines.

**(ii) Disadvantages of the questionnaire**

The researcher is also aware of the fact that the written questionnaire has important disadvantages. According to Van den Aardweg and Van den Aardweg (1988:190), Kidder and Judd (1986:223-224) and Mahlangu (1987:84-85) the disadvantages, of the questionnaire are inter alia the following:

- Questionnaires do not provide the flexibility of interviews. In an interview an idea or comment can be explored. This makes it possible to gauge how people are interpreting the question. If questions asked are interpreted differently by respondents, the validity of the information obtained is jeopardized.
- People are generally better able to express their views verbally than in writing.
- Questions can be answered only when they are sufficiently easy and straightforward to be understood with the given instructions and definitions.

- The mail questionnaire does not make provision for obtaining the views of more than one person at a time. It requires uninfluenced views of one person only.
- Answers to mail questionnaires must be seen as final. Rechecking of responses cannot be done. There is no chance of clarification of ambiguous answers. If respondents are unwilling to answer certain questions nothing can be done to it because the mail questionnaire is essentially inflexible.
- In a mail questionnaire the respondent examines all the questions at the same time before answering them and the answers to the different questions can therefore not be treated as “independent”.
- Researchers are unable to control the context of question answering, and specifically, in the presence of other people. Respondents may ask friends or family members to examine the questionnaire or comment on their answers, causing bias if the respondent’s own private opinions are desired.
- Written questionnaires do not allow the researcher to correct misunderstandings or answer questions that the respondents may have. Respondents might answer questions incorrectly or not at all due to confusion or misinterpretation.

### **3.9.5 VALIDITY AND RELIABILITY OF THE QUESTIONNAIRE**

There are two concepts that are of critical importance in understanding issues of measurement in social science research, namely validity and reliability (Huysamen, 1989:1-3). All questionnaire designers deal consciously with the degree of validity and reliability of their instrument. This is one of the reasons why so many questionnaires are lacking in these two qualities (Norval, 1988:15). Questionnaires

have a very limited purpose. In fact, they are often one-time data gathering devices with a very short life, administered to a limited population. There are ways to improve both the validity and reliability of questionnaires. Basic to the validity of a questionnaire is asking the right questions phrased in the least ambiguous way. In other words, do the items sample a significant aspect of the purpose of the investigation? Terms must be clearly defined so that they have the same meaning to all respondents (Cohen & Manion, 1989:111-112).

Kidder and Judd (1989:53-54) mention the fact that although reliability and validity are two different characteristics of measurement, they “shade into each other”. They are two ends of a continuum but at points in the middle it is difficult to distinguish between them. Validity and reliability are especially important in educational research because most of the measurement attempted in this area are obtained indirectly.

Researchers can never guarantee that an educational or psychological measuring instrument measures precisely and dependently what it is intended to measure (Van den Aardweg & Van den Aardweg, 1988:198). It is essential, therefore to assess the validity and reliability of these instruments. The researchers must therefore have a general knowledge as to what validity and reliability are and how one goes about validating a research instrument and establishing its reliability (Huysamen, 1989:1-3).

#### **(i) Validity of the questionnaire**

Van Rensburg, Landman and Bodestein (1994:560) define validity as the extent to which a measuring instrument satisfies the purpose for which it was constructed. It also refers to the extent to which it correlates with some criterion external to the instrument itself. Validity is that quality of a data-gathering instrument or procedure that enables it to determine what it was designed to determine. In general terms validity refers to the degree to which an instrument succeeds in measuring what it has set out to measure. Behr

(1988:122) regards validity as an indispensable characteristic of measuring devices.

Van den Aardweg and Van den Aardweg (1988:237), Mulder (1989:215-217) and Dane (1990:257-258) distinguish between three different types of validity:

- Content validity where content and cognitive processes included can be measured. Topics, skills and abilities should be prepared and items from each category randomly drawn.
- Criterion validity which refers to the relationship between scores on a measuring instrument and an independent variable (criterion) believed to measure directly the behaviour or characteristic in question. The criterion should be relevant, reliable and free from bias and contamination.
- Construct validity where the extent to which the test measures a specific trait or construct is concerned, for example, intelligence, reasoning, ability, attitudes, etcetera.
- It means that validity of the questionnaire indicates how worthwhile a measure is likely to be in a given situation. Validity shows whether the instrument is reflecting the true story, or at least something approximating the truth.
- A valid research instrument is one that has demonstrated that it detects some "real" ability, attitude or prevailing situation that the researcher can identify and characterize (Schnetler, 1993:71). If the ability of attitude is itself stable, and if a respondent's answers to the items are not affected by other unpredictable factors, then each administration of the instrument should yield essentially the same results (Dane, 1990:158).
- The validity of the questionnaire as a research instrument reflects the sureness with which conclusions can be drawn. It refers to the extent to which



interpretations of the instrument's results, other than the ones the researcher wishes to make, can be ruled out. Establishing validity requires that the researcher anticipates the potential arguments that skeptics might use to dismiss the research results (Dane, 1990:148-149).

- The researcher employed the questionnaire as an indirect method to measure the influence discipline has on learner-performance. Because of the complexity of the respondents attributes one is never sure that the questionnaire devised will actually measure what it purports to measure. Items in the questionnaire cannot be measured like height, mass , length or size. From the interpretation of the results obtained and the sureness with which conclusions could be drawn, the researcher is, however, convinced that the questionnaire to a great extent did measure that which it was designed for.

## **(ii) Reliability of the questionnaire**

According to Mulder (1989:209) and Van Rensburg, Landman and Bodenstein (1994:512) reliability is a statistical concept and relates to consistency and dependability. Consistency of obtaining the same relative answers when measuring phenomena that have not changed. A reliable measuring instrument is one that, if repeated under similar conditions, would present the same result or a near approximation of the initial result. Van den Aardweg and Van den Aardweg (1988:194) and Kidder and Judd (1986:47-48) distinguish between the following types of reliability:

- Test-retest reliability (coefficient of stability)- consistency is estimated by comparing two or more repeated administrations of the measuring instrument. This has given an indication of the dependability of the results on one occasion which may then be compared with the results obtained on another occasion.

- Internal consistency reliability. This indicates how well the test items measure the same thing.
- Split-half reliability. By correlating the results obtained from two halves of the same measuring instrument, we can calculate the split-half reliability.
- In essence, reliability refers to consistency, but consistency does not guarantee truthfulness. The reliability of the question is no proof that the answers given reflect the respondent's true feelings (Dane, 1990:256). A demonstration of reliability is necessary but not conclusive evidence that an instrument is valid. Reliability refers to the extent to which measurement results are free of unpredictable kinds of error. Sources of error that effect reliability are inter alia the following (Mulder, 1989:209; Kidder & Judd, 1986:45):
  - Fluctuations in the mood or alertness of respondents because of illness, fatigue, recent good or bad experiences, or temporary differences amongst members of the group being measured.
  - Variations in the conditions of administration between groups. These range from various distractions, such as unusual outside noise to inconsistencies in the administration of the measuring instrument such as omissions in verbal instructions.
  - Differences in scoring interpretation of results, chance differences in what the observer notices and errors in computing scores.
  - Random affects by respondents who guess or check off attitude alternatives without trying to understand them.

When the questionnaire was used as an empirical research instrument there is no specific method, for example the "test-retest" method, to determine the reliability of the questionnaire. Therefore, it will be difficult to establish to what extent the answers

of the respondents were reliable. Researcher, however, believes that the questionnaires in this investigation were completed with the necessary honesty and sincerity required to render the maximum possible reliability. Frankness in responding to questions was made possible by the anonymity of the questionnaire. In the coding of the questions it was evident that questionnaires were completed with the necessary dedication.

### 3.10 ADMINISTRATION OF THE QUESTIONNAIRE <sup>NB</sup>

If properly administered, the questionnaire is the best available instrument for obtaining information from widespread sources or large groups simultaneously (Mulder, 1989:39). Questionnaires were administered in 2001. Structured questionnaire with open-ended questions formed the basis of discussions between the researchers and the respondents. In constructing the questionnaire the researcher was guided by the following considerations:

- That the questionnaire should be relevant enough to get the essential data as dictated by the objectives of the study.
- That the questions will be objective, with no leading questions to the desired responses.
- That the questionnaire will deal with significant topics which the respondents will recognize as significant in spending their time and
- Open ended questions were seen as appropriate because of the wide range of opinions on the subject of the study were anticipated. Further, deep-seated feelings of the respondents had to be determined.
- Closed-questions were concise and unambiguous.

The researcher personally delivered questionnaires to different respondents. This method of administration facilitated the process and the response rate. A 100% return rate was obtained with 100 out of 100 questionnaires completed and collected.

### **3.11 LIMITATIONS IN THE METHODOLOGY**

This investigation was constrained by a number of factors. The following are likely factors that might have influenced the reliability and validity of the questionnaire:-

- It was very hard to get the respondents to respond to the questions since the questionnaire was composed of both closed and open-ended questions. Respondents have to think and write, more especially since the questionnaire encompass as those questions which are open-ended, and those which are closed.
- It was also very difficult to get respondents since the respondents were teachers and some were reluctant in responding to questions, because some questions had to do with their role in enforcing discipline in schools.
- The respondents were not willing to commit themselves on particular items of the questionnaire because some of them were holding senior positions which they thought would threaten their positions. Questions that dealt with the principal and his management were like a threat to principals and discipline in their schools.
- The questionnaire used had implications on educators and tiresome, while it is acknowledged that there are problems in administering and analysis of implicated questionnaire, it was felt that restructuring would result in inadequate coverage of themes and analysis of the topic for the study.

- In some cases respondents formulated what they considered “suitable” answers in an effort to show themselves in a favourable light. For instance, the respondents demonstrated their feelings that corporal punishment be reinstated in school in order to combat discipline problems.
- Difficulty was experienced in categorizing responses. It was not always possible to categorize different responses for the same question meaningfully and some of the questionnaires were subjective. Respondents tend to give different answers for the same questions. For instance, in a question whether corporal punishment slows the development of a child’s feeling of autonomy, 25% agreed, 68% disagreed, and 7% were uncertain.
- In some cases respondents elicited incomprehensive, irrelevant or *sometimes contradictory answers*.
- Not all questions were responded to. Respondents simply ignored questions which they perceived as and have implications on them. For instance, when a question on what must be done to maintain school discipline, most educators only talked about what should be done to combat learner indiscipline and not even a single educator talked about educators’ indiscipline.

### 3.12 SUMMARY

In this chapter the planning and design of the empirical research was discussed and a description of the questionnaire as research instrument was given.

Sampling comprised both female and male educators, who were, of course randomly selected. In the following chapter the data obtained from the completed questionnaire will be analysed.

## CHAPTER 4

### ANALYSIS AND INTERPRETATION OF DATA

#### 4.1 INTRODUCTION

In this chapter, the research findings are presented. The research data is analysed in terms of views of respondents viz the educators. Where appropriate, the crucial findings related to the main theme are briefly discussed.

It will again be remembered that, among others, the aim of this study was to determine to what extent lack of discipline has influenced learner performance in schools. Literature study, then brought some highlights on how lack of discipline may impact upon learner performance in schools.

In this very same chapter, the results of investigation is presented, discussed and given interpretation. All the findings of the study are analysed in order to try and seek probable solutions on the study under investigation.

#### 4.2 PILOT STUDY

A pilot study was conducted with a group of twenty teachers with an intention to the test questions for inter alia, vagueness and ambiguity to ascertain whether questions were correctly structured and to identify questions of sensitive nature.

Through the use of the Pilot study with "pre-test" purpose the questionnaire was discovered to have had mentioned these in detail which sought clarity. That was done and clarity was made where necessary. A questionnaire was discovered to have a few ambiguities and vagueness which sought clarity. That was done and clarity was made where necessary.

To be more particular, it was clear at an initial stage that the respondents were confusing discipline and punishment. Clarity was made orally, and again it was made,

even on the questionnaire and distinction was made between punishment and discipline. This was done through a pilot study. Clarity on a distinction between discipline and punishment made respondents know how to go about filling in the questionnaires since they knew what discipline entails in the context of the study. The researcher piloted the questionnaire to ten randomly selected educators from three uMlazi High Schools.

Furthermore, Martin Loubser & Van Wyk (1996:90) recommends the use of pilot study and further reinforce the point that it is very useful to detect weaknesses in the instrumentation design and to provide a sound base for determining and refining the instrument (Vide Supra 3.7.2). It is thus imperative to note that clarity and rephrasing questions was done in order to ensure correct interpretation.

Regarding the question of the respondents' confusion in so far as the terms "corporal punishment and discipline", are concerned the researcher felt a need for an operational definition of the questionnaire at the beginning of the questionnaire in order to provide clarity to the respondents. (Vide Supra 3.7.2).

#### **4.3 PRESENTATION AND ANALYSIS OF DATA**

Presentation and analysis of data is according and derived from the twenty (20) schools which are samples from Umlazi South District and Umlazi North District. These schools were randomly selected as indicated in sampling (Vide Supra 3.2) and the whole methodology utilized in the entire study.

### 4.3.1 PERSONAL DETAILS

**Table 1: Age group**

|            | 20 - 30 yrs | 30 – 40 yrs | 40 - 50 yrs | 50 - 60 years | 60 - 65yrs |
|------------|-------------|-------------|-------------|---------------|------------|
| Percentage | 25          | 35          | 30          | 5             | 5          |

The above table reflects 25% of educators respondents to be between the ages 20 –30 years. 35% between 30 – 40 years, 30% between 40 – 50 years , 5% between 50 – 60years, and 5% between 60-65 years.

Basically, the majority of respondents is between 30 – 40 years. This suggests that the majority of educators are probably in the mid-ages. This may further suggest that such academic educators are still healthy and young enough to carry out and ensure that discipline prevails in schools.

**Table 2 : Respondents - Gender**

|         |    |
|---------|----|
| Females | 58 |
| Males   | 42 |

The above table shows that females are more than males in the education profession. There is 58% of females who are respondents as against 42% of male respondents. Furthermore, it is probable that women are more than males in a majority of high schools. It may even be possible and likely that learners are undisciplined in schools because most schools are dominated by women, who probably may be lacking respect from learners, perhaps, due to the fact that they are in most cases naturally underrated.



**Table 3 : Academic Qualification/Professional qualification**

| PTC | STD | SSTD | BED | HONS | OTHER |
|-----|-----|------|-----|------|-------|
| 11  | 31  | 22   | 12  | 08   |       |

**Percentage**

From the table above it is clear that the average percentage of educators in schools are holding a secondary teachers diploma. It is thus clear that it is probable that the majority of educators teaching at secondary school qualify to teach at secondary schools. It may thus be speculated that they have been schooled to deal with learners at secondary schools appropriately.

**Table 4 : Experience**

| 5 –10yrs | 10-15 yrs | 15-20yrs | 20-25yrs | 20-25yrs | 25-30yrs | 30-35yrs | 35-40yrs |
|----------|-----------|----------|----------|----------|----------|----------|----------|
| 24       | 32        | 20       | 08       | 06       | 02       | 06       | 08       |

It is thus clear that it is probable that the majority of educators teaching at secondary schools qualify to teach at secondary schools. It may thus be speculated that they have been schooled to deal with learners at Secondary Schools appropriately. Furthermore it is clear from the above table that most educators have got adequate experience to deal with the high school learners. Many of the respondents suggest that they have more than five years of experience teaching in high schools.

**Table 5 : Occupation**

All hundred respondents confirmed in the questionnaire that they were educators. It should however be noted that, in their responses, some educators highlighted that they hold Management positions in their schools. Some are heads of departments, others deputy principals and, of course others were principals. To the researcher, getting so diverse respondents in terms of their positions in their schools suggests that their responses may not be too far from the truth. It is infact unlikely that all respondents divulge untrue information on discipline in schools.

#### **4.4 DISCIPLINE POLICY**

**Item 1 : Do you have the South African Schools Act (SASA) in your school?**

| <b>Percentage<br/><br/>Responses</b> | <b>Yes</b> | <b>No</b> |
|--------------------------------------|------------|-----------|
|                                      | 86         | 14        |

The statistics provided by the above table show that the majority of the respondents, namely 86% out of 100% have the South African Schools Act (SASA). That being the case makes one assume that most educators are well acquainted with the contents of the South African Schools Act (SASA), particularly about the schools governance and discipline in schools.

The table further suggests that only 14% of educators form respondents are without the South African Schools Act (SASA). It is even probable that, perhaps part of this 14% of respondents are not sure of what SASA is all about. It may therefore be possible that their schools have the South African Schools Act (SASA). It was just that they were not sure what it is or what it entails.

Their being without the South African Schools Act (SASA) or lack of knowledge about it could lead to serious impact on their profession as educators. This is serious, particularly because the South African Schools Act (SASA) entails a number of discipline procedures and ways through which education and schools generally should be administered and governed.

**Item 2 : There is a need for SASA on discipline for both learners and educators.**

|                   | Agree | Disagree | Uncertain |
|-------------------|-------|----------|-----------|
|                   | 100   | -        | -         |
| <b>Percentage</b> | 100   | -        | -         |

The above table demonstrates without doubt that all the respondents feel a strong need for SASA in schools.

This suggests that most educators and particularly the respondents are concerned about the smooth and appropriate governance of their schools. The smooth governance of their schools encompasses discipline as well. It is thus imperative to note that all (100%) respondents feel a dire need that every school must be equipped with a document on SASA in order to foster discipline in schools. It is also an indication that those who do not have SASA know little or have no idea of what SASA entails.

**Item 3**

**Table 8 : The South African Schools Act has improved Discipline in Schools.**

| Agree | Disagree | Uncertain |
|-------|----------|-----------|
| 44    | 66       | 10        |

The table above shows that 66% of respondents feel that SASA has not improved discipline in schools, while 10% of respondents is uncertain about the efficiency or rather impact of SASA on discipline in schools. 44% of respondents, however is agreeable that SASA has improved discipline in schools.

It is significant to note that the majority of the respondents feel that the South African Schools Act has not improved discipline in schools. This leaves a lot to be desired. It further tempts one to believe that the respondents feel that more than what SASA entails, there is still a lot to be done, either to replace SASA or to revise it (SASA). Even 10% of respondents which suggest uncertainty on whether SASA has improved discipline or not suggests that the respondents are not quite happy about the contents of SASA on discipline.

Of course, (44%) of respondents feel that there is an indication of discipline improvement which is probably as a result of having SASA in schools.

**Item 4 :      What are your views on discipline as stipulated by Section 10 of the South African Schools Act (SASA) in schools?**

|                   | <b>Support</b> | <b>Against</b> |
|-------------------|----------------|----------------|
| <b>Responses</b>  | 76             | 24             |
| <b>Percentage</b> | 76             | 24             |

The above table shows that the majority of educators are for the idea of corporal punishment. 76% of educators feel that corporal punishment must be reinstated in schools while 24% of educators are against the reinstatement of corporal punishment in schools.

One should expose what they actually said as this is an open question. The fact that the majority of respondents (66%) suggest that the South African schools Act (SASA) has not improved discipline in schools may perhaps be suggesting that something else or another measure may be put in place in order to counteract discipline problems in schools.

In item 4, 72% of respondents support the use of corporal punishment to counteract all discipline problems in schools. Only 24% of educators were against the reinstatement of corporal punishment in schools (Vide infra 1.4).

The analysis clearly suggests that the majority of educators support the idea of corporal punishment. This is confirmed by 76% of educators who are not for the idea

of the Department of Education to ban corporal punishment in schools. This has further been testified by educators in the informal interviews which were done between the researcher and educators in some of the Umlazi South District schools that low pass rate in school has been or is as a result of corporal punishment banishment (Vide Supra 2.16.3).

#### 4.5 DISCIPLINE PROGRAMMES

**Item 5 : Do you have a disciplinary committee in your school?**

| <b>Responses</b>  | <b>Yes</b> | <b>No</b> |
|-------------------|------------|-----------|
| <b>Percentage</b> | <b>78</b>  | <b>22</b> |

The table demonstrates (78%) of the respondents have got the disciplinary committees in their school. This shows that a majority of schools have got disciplinary committees, which actually indicates that schools have a great concern about discipline in schools.

The table demonstrates that 78% of the respondents who have got the disciplinary committees in their schools. This shows that a majority of schools have got disciplinary committees, which actually indicates that schools experience discipline problems and thus have a great concern about discipline in schools. Only 22% respondents have since responded that they do not have discipline committees in their schools. It is further imperative to note that since 22% of respondents are without disciplinary committees in their schools, one wonders how educators go about trying to curb and eliminate discipline problems in their schools.

The above table further shows that most educators strongly believe that the idea of a disciplinary committee in a school situation may help minimize discipline problems.

**Item 6 : . Discipline committee for learners minimizes discipline problems**

|            | Agree | Disagree | Uncertain |
|------------|-------|----------|-----------|
|            | 62    | 32       | 06        |
| Percentage | 62    | 32       | 06        |

The above table shows clearly that most educators strongly believe and are of the idea that the existence of a disciplinary committee in a school situation does minimize discipline problems, 62% of the respondents strongly feel that a disciplinary committee reduces discipline problems, as against 32% of the respondents who disagree that a discipline committee minimizes discipline problems. The response suggests that 32% of the respondents probably have a different mechanism through which discipline problems can be reduced in schools.

The further 6% respondents who suggest that they are uncertain about whether a discipline committee in a school does maintain or minimize discipline problems suggests that the question of disciplinary committees in schools is still under question. Probably, what have been done by the disciplinary committees does not suffice in order to minimize discipline problems.

**Item 7 : Educators must have a disciplinary committee to maintain teacher discipline**

|            | Agree | Disagree | Uncertain |
|------------|-------|----------|-----------|
|            | 14    | 76       | 10        |
| Percentage | 14    | 76       | 10        |

This table puts it in clear terms how the respondents feel about teacher discipline and what is viewed above as a disciplinary committee for educators. Only 14% of the respondents agree that there is a need for a disciplinary committee for educators. This probably may suggest that very few educators feel that they contribute towards indiscipline in schools. It is, however imperative to note that 76% of respondents are against a disciplinary committee for educators. This further suggests to the researcher that most educators are not in favour of themselves being followed and monitored for discipline purposes.

It is however interesting to note that only 10% of respondents are not sure if educators need a disciplinary committee to attend to their discipline standards. Probably such response could be traced back that educators already have a body which attends to educator discipline issues. Even before an educator joins the teaching profession, he or she is inclined to be a member of this national body. The South African Council of educators deals with misconduct in the teaching profession. Its main task is to ensure the culture of teaching and learning in schools through appropriate conduct by educators.

**Item 8 :      Learners must be involved in the maintenance of discipline in schools.**

|                   | <b>Agree</b> | <b>Disagree</b> | <b>Uncertain</b> |
|-------------------|--------------|-----------------|------------------|
|                   | 88           | 10              | 02               |
| <b>Percentage</b> | 88           | 10              | 02               |

The above table clearly shows that the majority of the respondents which is 88% are of the idea that learners must be involved in the maintenance of school discipline. This demonstration probably suggests that most educators feel that a big role can be played by a learner in retrieving discipline in schools.



10% disagrees that any role can be played by the involvement of learners in maintaining discipline in schools. This may be suggestive that very few respondents do not see the vitality of learner involvement in discipline matters of the school.

The fact that 88% of educators (respondents), which is the majority of the respondents agree in one word may testify that a school which involves learners in ensuring discipline in a school minimizes discipline problems. This may further suggest that the majority of educators are probably for an idea that learners be involved in the maintenance of discipline. The question of learner-involvement may however be done in a school which depicts and upholds a democratic culture which creates a give and take kind of a teaching and learning situation where there is an exchange of insights and ideas. The end result of such a teaching strategy are usually found to depict the following: learners are free to express themselves, learners are less dependent on the educator, learners are more friendly towards one another, learners tend to be confident, learners tend to be self-reliant, and learners tend to be like and face the challenges in their daily life situations (Vide Supra 2.12.5). Such a situation might reduce indiscipline problems.

**Item 9 : It is the duty of the school to maintain discipline**

|            | Agree | Disagree | Uncertain |
|------------|-------|----------|-----------|
| Percentage | 48    | 52       | -         |
|            | 48    | 52       | -         |

The table demonstrates that 48% of respondents feel that it is the duty of the school to maintain discipline. However, 52% suggests that it is not the duty of the school to maintain discipline.

52% of the respondents who are disagreeable with the idea of the school being responsible for discipline suggests that the majority feels that somebody else must foster discipline in learners and school. The response shows that educators may

ensure discipline in schools, however, somebody else from outside the school as well may ensure discipline in schools. A teacher who has an autocratic style of leadership tends to take and make all decisions by himself. He does everything and he is never prepared to be opposed or rather confronted in any way. It is therefore significant to note as a teacher, that a Principal who sets all the disciplinary measures of the school, and sets all principles is likely to experience a number of indiscipline problems in his school. Likewise, such a principal may tend to define a challenge by learners as defiance and unruliness. (Vide Supra 2.12.4).

**Item 10 : Teachers must be exemplary in maintaining discipline**

|            | Agree | Disagree | Uncertain |
|------------|-------|----------|-----------|
| Percentage | 100   | -        | -         |
|            | 100   | -        | -         |

In fact, the fact that a majority of respondents, which is in this case 100% agree in one word that educators must be exemplary in their behavior.

This may probably suggest that most educators are conscious of the fact that they (educators) are aware that the manner in which they behave can impact on learner's behavioral patterns. This may further suggest that those educators who misbehave at school are probably quite conscious of what they are doing. If they misbehave, it may probably be deliberate.

It is however, imperative to note that, looking at the above statistics , one may suggest that most educators feel that the behavior demonstrated by an educator at school is vital since it may have serious impact on the learners behavior and achievement at school.

The manner in which an educator behaves at school gives many chances to a learner to copy the wrong things. Concerning exemplary behaviour, Mahanoe (1983:317) remarks as follows :

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 machinery of the school. (Vide Supra 2.21.4.). It is thus imperative that an educator demonstrates behaviour which is acceptable and which is in line with the standards of the community where a learner lives. This may also help a learner to copy the right thing from the right person, and that is an educator.

If probably, educators do not demonstrate good behavior to their learners, it is likely that learners may copy wrong behavior since educators are usually closest learner-role models since they are the people with whom they spend most of their time. It is also vital to note that there is no disagreeable or uncertain response in this question.

**Tem 11 : The principal alone must maintain discipline**

|            | Agree | Disagree | Uncertain |
|------------|-------|----------|-----------|
| Percentage | 02    | 96       | 02        |
|            | 02    | 96       | 02        |

This table reflects that a majority of educators (96%) are against the idea that it is the duty of the principal of the school alone to maintain discipline. This statement suggests that a teacher who has an autocratic style of leadership may tend to take and make all decisions by himself. He does everything and he is never prepared to be opposed or rather confronted in any way. If such a teacher is challenged, he defines his challenge by learners as defiance and unruliness. It is therefore, vital to note as a teacher, that a Principal who sets all the disciplinary measures of the school, sets all principles of the school is likely to experience a number of indiscipline problems in his school. It is thus important for a school Principal to engage all stakeholder in the

maintenance of school discipline. This may probably help to minimize discipline problems in a school.

There are, actually many stake-holders in the running of the school. Other stakeholders embrace inter alia Heads of Departments, post level one educators, learners, parents and even educators. It may be for that reason that (96%) of the respondents argue the question of the principal as the only source of discipline in schools. Furthermore, it is significant to note that only (2%) educators agree that it is the duty of the Principal alone to maintain discipline, which is a small percentage, of course.

**Item 12 : Educators must abide by disciplinary procedures of the school**

|            | Agree | Disagree | Uncertain |
|------------|-------|----------|-----------|
| Percentage | 100   | -        | -         |
|            | 100   | -        | -         |

In the above table (100%) of educators are of the idea that learners must abide by disciplinary procedures in the school.

This suggests that all educators hold same sentiments that learners must be disciplined at school. It is, furthermore, important to note that educators said nothing on “disagreement” and “uncertainty” of learners’ abiding by disciplinary procedure. This alone strongly suggests that educators feel that learners should be controlled and monitored for the purposes of ensuring discipline in a school situation. It is thus imperative that there must be discipline in a school situation. It is thus imperative that discipline procedures be observed in every school, hence there must be disciplinary procedures in schools.

The above response by respondents (educators) of 100% who agree that every educator must abide by the disciplinary procedures suggests that all educators should engage in measures that enhance discipline in schools.

It should be noted that there is no “disagree” or uncertainty in the question of whether or not should educators abide by disciplinary procedures.

**Item 13 : Learners must abide disciplinary procedures**

|            | Agree | Disagree | Uncertain |
|------------|-------|----------|-----------|
|            | 100   | -        | -         |
| Percentage | 100   | -        | -         |

In the above table 100% of educators are of the idea that learners must abide by disciplinary procedures in the school.

This suggests that all educators hold same sentiments that learners must be disciplined at school. It is, furthermore important to note that educators said nothing on a “disagreement” and “uncertainty” of learner’s abiding by disciplinary procedure. This alone may strongly suggest that educators feel that learners should be controlled and monitored for the purpose of ensuring discipline in a school situation.

Discipline in the classroom means one’s confinement within particular parameters so as to avoid infringing with other people’s right to learn and teach. Particularly in a school situation, a learner has to understand that not all his likes and principles are going to be accepted by his peers and his teacher (Vide Supra 2.3). It is thus significant that a learner abides by disciplinary procedures in the school so as to preserve discipline.

**Item 14 : Discipline information in schools should be relayed to learners through**

- Principals
- Educators
- Representative Council of Learners
- Parents

- All of the above

It is imperative to note that 100% of educators (respondents) agree in one word that it is the duty of all the (stakeholders, to maintain discipline in schools. Those stakeholders are as follows:

- Principals
- Educators
- Representative Council of learners (RCL), and
- Parents
- As reflected above

This may be suggesting that it is vital for all the above parties to work hand in hand in order to preserve and maintain discipline in schools. It may probably be reasonable to believe that all the parties have a responsibility to relay discipline information to learners. Infact, a school or a leader who is democratic creates a give and take kind of a teaching situation where there is an exchange of insights and ideas. The end results of such a teaching strategy are usually formed to depict the following: learners are free to express themselves, learners are less-dependent on another learner's tend to be confident, learners tend to be self-reliant, and learners tend to like and face the challenges in their daily life situations (Vide Supra 2.12.5).

**Item 15 :      If discipline programmes are introduced in school, who do you think must participate in the programme?**

It is imperative to note that all the respondents agree in one word that all stakeholders, and that is the principal, educators, and representative council of learners (RCL) must be involved in all the programmes which have been put in place in schools. 100% respondents are for such an idea that not even a single stakeholder is left out in every discipline programme which has been put in place in a school. This may probably suggest that educators understand the vitality of every stakeholder's contribution on

how a school can go about to preserve and maintain discipline for the good performance of the learner academically and otherwise.

**Item 16 : In your viewpoint, what must educators do in order to maintain school discipline? Elaborate...**

68% of educators (respondents) suggested that codes of conduct for learners be put in place in schools. 49% of respondents suggested that there is a need for support committees such as disciplinary committees. 8% of respondents suggested detention as punishment for misbehavior. All the above measures of discipline suggest that all the respondents felt that there is a dire need for comprehensive measures to be taken and implemented to ensure discipline in schools. This further suggests that if discipline is not fostered in schools, serious impact will prevail in the performance of learners in schools.

Other respondents suggested that the Principal, educators, Governing bodies and Representative Council of learners must work together to combat discipline problems in schools. They further suggested that the representative Council of learners (RCL) should be formed by competent learners who can critically evaluate, assess and anticipate the possible outcomes of discipline in the school.

This may probably suggest that the respondents value the involvement of all stakeholders in the struggle to maintain discipline in school. This may be confirmed by the statement which suggests that it is the duty of all the stakeholders to maintain discipline in the school, and such stakeholders are Principals of schools, educators, representative council of learners and parents (Vide Supra 4.4).

**Item 17 :      Name other types of discipline procedures that  
you may prefer in a school.**

76% of educators (respondents) suggested that learners may be detained for misbehavior. 62% suggested cleaning the school for bad behavior. 38% of the respondents suggested that another disciplinary measure for misbehaved learners may be to give a learner an extra-object to perform outside the classroom to serve as his / her punishment. In that way a learner may be serving a sentence, and concurrently a learner may be learning something academically.

68% of educators further suggest that learners need some kind of controlled corporal punishment for misbehavior. Different as it may, it is imperative that the majority of respondents see a need for learners to be punished for every offence they commit. It is however imperative that a learner is not punished for the sake of it, but, however, the punishment must serve a purpose and that of preserving discipline in a school situation. This suggests that most educators feel a need for discipline as a key to good performance in schools. This is further testified by the fact that the present situation in South African schools illustrates a lack of discipline and self-discipline in among high school learners has probably led to continuation of unsuccessful teaching and learning. (Vide Supra 2.2.1). This may probably be suggesting that discipline has great impact on learner-performance in schools. It is actually a key to every successful performance in schools. It may therefore be true and realistic to cite that a school with good discipline is likely to perform much better than a school which lacks discipline, be it academically or otherwise.

#### **4.6      CORPORAL PUNISHMENT**



**Item 18 : Corporal punishment as an instrument of discipline in school**

**Discipline influences teaching and learning in school**

|                   | <b>Agree</b> | <b>Disagree</b> | <b>Uncertain</b> |
|-------------------|--------------|-----------------|------------------|
|                   | 100          | -               | -                |
| <b>Percentage</b> | 100          | -               | -                |

From the above table, it is clear that most educators feel that discipline does influence teaching and learning in schools. It is clear on the table that 100% educators strongly feel that discipline influences teaching and learning. This may probably be suggesting the vitality of discipline in order for learners to achieve good results in the school. Learners as well as parents as stakeholders must work hand in glove in order to eliminate all forms of indiscipline which may impact negatively on the education and performance of learners (Vide Supra 2.22).

**Item 19 : I prefer corporal punishment in school**

|                   | <b>Agree</b> | <b>Disagree</b> | <b>Uncertain</b> |
|-------------------|--------------|-----------------|------------------|
|                   | 64           | 36              | -                |
| <b>Percentage</b> | 64           | 36              | -                |

The table above shows that 64% of educators is for the idea that Corporal punishment be used in schools. 36% of educators, however disapproves the use of corporal punishment in schools. It is also interesting that there is 0% in uncertainty. This may probably be suggesting that most educators prefer reinstatement of corporal punishment in schools. Infact, the majority of educators feel that corporal punishment prevents unruliness (Vide Supra 2.5.2).

**Item 20 :      Corporal punishment maintains discipline in school**

| <b>Agree</b> | <b>Disagree</b> | <b>Uncertain</b> |
|--------------|-----------------|------------------|
| 67           | 28              | 05               |
| 67           | 28              | 05               |

This table shows in no uncertain terms the feeling of educators about the use of corporal punishment in schools. 67% educators feel that the use of corporal punishment helps to preserve discipline in schools. 28% of educators disagree with the idea that corporal punishment assists in the preservation of discipline. Only (5%) is uncertain as to whether corporal punishment does or not maintain discipline in school.

The majority of educators feel that the use of corporal punishment as an external motivator, helps them (educators) to maintain discipline. This may probably be suggesting that most educators feel a dire need for corporal punishment reinstatement. (Vide Supra 2.14.2).

It is further imperative to note that in an African culture a learner was punished by the use of a stick. From growth, the boys would engage in fight using sticks. That helped them to understand that they need to respect other people and it helped them to understand that they have to sustain pain, more especially in times of hardship. This kind of a game was referred to as “Ukungweka”.

The very fact that the majority of respondents prefer corporal punishment could be traced back from the African culture. Traditionally if a child had done something wrong, he would be corrected by a stick. Wrong behaviour was corrected by means of corporal punishment, and it is imperative to note that that was not referred to as child abuse, then.

**Item 21 : Corporal punishment should be banned for good discipline in schools.**

|                   | <b>Agree</b> | <b>Disagree</b> | <b>Uncertain</b> |
|-------------------|--------------|-----------------|------------------|
|                   | 30           | 68              | 02               |
| <b>Percentage</b> | 30           | 68              | 02               |

It is clear from the above table that 30% of educators agree that corporal punishment be banned in order to ensure good discipline in schools. 68%, however is of the idea that corporal punishment should not be banned. Only 2% is uncertain about whether corporal punishment should either be banned or not.

The above analysis suggests that the majority of educators feel a strong need for the use of corporal punishment in order to ensure good discipline in schools.

It further suggests that most respondents present an African culture that if a child has had a misdemeanour, he must be given corporal punishment.

**Item 22 : Corporal punishment stimulates learners to work hard and preserve discipline.**

|                   | <b>Agree</b> | <b>Disagree</b> | <b>Uncertain</b> |
|-------------------|--------------|-----------------|------------------|
|                   | 67           | 29              | 4                |
| <b>Percentage</b> | 67           | 29              | 4                |

67% of educators agree that the use of corporal punishment stimulates learners to work hard and preserve discipline. 29%, is of the idea that corporal punishment does not stimulate learners to work hard and preserve discipline. Only 4% of educators is not certain about whether or not corporal punishment stimulates learners to work hard and preserve discipline.

The above table puts it clear that the majority of educators feel a strong need for the use of corporal punishment in order to encourage hard-work by learners. This suggests that a majority of educators prefer corporal punishment to bring learners to order and discipline.

**Item 23 :      Corporal punishment slows the development of a child's feeling of autonomy**

|            | Agree | Disagree | Uncertain |
|------------|-------|----------|-----------|
| Percentage | 25    | 68       | 7         |
|            | 25    | 68       | 7         |

The above table shows that 25% of educators agree that corporal punishment slows the development of a child's autonomy. In other words 25% of educators are of the idea that they may develop a sense of independence even if it means she or he (child) is not corporally punished for doing the wrong thing or misbehaviour or misdemeanour.

It is, however interesting to note that 68% of educators reveal on the above table that the use of corporal punishment does not slow down the level of learner's independence . This further suggests that the majority of educators feel a great need for the use of corporal punishment if it deems it necessary. Furthermore the suggestion which prevails is that corporal punishment does not impact negatively on the autonomy of the learner.

Further than that, the fact that the majority of respondents are for an idea of corporal punishment may be suggesting that if corporal punishment can be reinstated, not only as part of punishment, but as an African culture, discipline, as part-perspective of an African culture among young and old in Africa can be reinstated and ensure progress among Africans.

Only (7%) of educators is not sure whether corporal punishment slows down that autonomy of a learner or not.

**Item 24 :      Corporal punishment is always physically harmful to learners**

|            | Agree | Disagree | Uncertain |
|------------|-------|----------|-----------|
|            | 12    | 88       | -         |
| Percentage | 12    | 88       | -         |

Table 24 shows that (88%) of educators disagree that corporal punishment is always physically harmful to learners.

(12%) of educators agree that corporal punishment is always physically harmful to learners.

The fact that 88% agree in one word that corporal punishment is not always physically harmful to learners suggests that the majority of educators are of the idea that the use of corporal punishment, if properly used or controlled, may not leave any harm on the learner. This further suggests that the majority of educators are of the idea that corporal punishment be used in schools. More than that, it may be indicative of the fact that for as long as corporal punishment is properly and appropriately monitored, it cannot bring any harm to a learner.

**Item 25 : Corporal punishment prevents unruliness**

|            | Agree | Disagree | Uncertain |
|------------|-------|----------|-----------|
|            | 62    | 34       | 4         |
| Percentage | 62    | 34       | 4         |

Looking at the above response by educators, 62% of educators agree that corporal punishment prevents learner-unruliness. 34% disagrees that corporal punishment prevents unruliness. Only 4% is uncertain about the subject.

It is, however very significant to note that 62% educators believe that corporal punishment prevents unruliness. This gives the impression that the majority of educators are in favour of corporal punishment in order to prevent any form of unruliness amongst learners.

**Item 26 : Corporal punishment hurts all children**

|            | Agree | Disagree |
|------------|-------|----------|
| Response   | -     | 100      |
| Percentage | -     | 100      |

It is interesting to note that all the respondents disagree with the idea that if learners are corporally punished, they will all get hurt. This may tempt one to believe that most respondents do not have anything against the use of corporal punishment. There is not even a single respondent that suggests that corporal punishment hurts any learner or child.

Most respondents feel that corporal punishment cannot hurt all children. This is further confirmed by the question which tries to find out if corporal punishment is always physically harmful to learners. In this instance, 85% of respondents

responded that corporal punishment is not always physically harmful to learners. Only 12% of respondents agreed with the statement that corporal punishment is harmful to learners. (see table 25). This may suggest that most respondents see no harm in the use of corporal punishment, more especially it is used with a purpose of bringing about discipline and order in a school situation.

**Item 27 : Inappropriate behaviour by a learner can be eradicated by the use of corporal punishment**

|            | Uncertain | Disagree | Uncertain |
|------------|-----------|----------|-----------|
|            | 62        | 34       | 4         |
| Percentage | 62        | 34       | 4         |

The table reflects that 62% of educators agree that uncalled behaviour can be eliminated through the use of corporal punishment.

It is also reflecting on the table that 34% of educators disagree with the idea that learner misbehaviour can be eradicated through the use of corporal punishment. Only 4% of educators is uncertain about the matter.

It is, however interesting to note that out of 100% of respondents, a majority of educators which is 62% support the idea that corporal punishment as an instrument can be used to eradicate all forms of indiscipline among learners. This further suggests that many educators support the use of corporal punishment in schools.

**Item 28 : In your view, what is the role of corporal punishment in schools? Elaborate.**

Regarding the question of corporal punishment in schools, it is vital to note that 72% of educators, which is the majority of educators support the ides of corporal punishment is not good since it may cause learners to be aggressive and abusive in



future. However, 10% of educators did not respond to the question. It is thus imperative to note that the majority of educators have a feeling that corporal punishment be reinstated in schools. This is testified by the idea of some educators who advocate and support the idea of corporal punishment. Some of the educators even proclaim that high failure rate in schools has been caused by the fact that corporal punishment has since been banned (see table 22). Some educators blame the banishment of corporal punishment as promulgated by section ten of the South African Schools Act (SASA) of 1996.

**Item 29 : Rank your own order of preference discipline procedures that may be followed in schools.**

Write numbers next to the appropriate answer in order of preference.

|                       |     |      |
|-----------------------|-----|------|
| Corporal punishment   | [1] | [49] |
| Project punishment    | [2] | [25] |
| Detention             | [3] | [22] |
| Clean school premises | [4] | 04]  |

49% of educators suggested that corporal punishment should come first. This was confirmed by many educators in general. The idea is probably that what is wrong must be dealt with once and for all.

Cleaning school premises as a form of punishment came last among alternative that could be used in a school to ensure discipline. Infact, only four (4) respondents suggested the idea of cleaning school premises if a learner has broken any of the school rules or rather engaged in any kind of misbehaviour. It may be possible that according to the respondents, this form of punishment is the least preferred and the reason for this could be that punishment of a learner by causing him or her to clean the school premises may be suggesting that he is doing a job which is supposed to be done by people who are paid for it. The response may further be suggesting that a

learner may be turned into a slave of the school. Further than that, one may argue, looking at the response by educators that this form of punishment is the least educators may prefer, probably because anything may happen when a learner is cleaning the school yard, for instance, a learner may be beaten by a snake while cutting the school grass. Perhaps, it may be difficult for an educator to avoid such fates, even if an educator has been supervising a learner while undergoing such punishment. In short, if anything wrong happens to a learner, an educator may be held responsible, accountable and liable for anything wrong happening to a learner during that process.

It is also of vital importance to note that 25 respondents suggests that project punishment is to be given to those learners who have misbehaved in school as a form of punishment. As a second alternative which gets majority support, one may be tempted to believe that many educators feel a dire need for learners to be monitored and punished for unacceptable behaviour, but at the same time punishing them with work may serve a double purpose, that of punishment and that of helping learners to do and practice their work.

The alternative which comes third with 22% support from respondents among discipline procedure which may be followed in schools is that of detention. The very fact that some respondents feel detention must be there in school as a form of punishment, may be suggestive that some educators feel that they may be a reason to put in place detention as one of the disciplinary procedures in a school situation. Detention, however, may deserve more dedication from educators, more especially since a learner may need someone to remain with during detention. This may have to be done for the purpose of ensuring that the learner is safe, more especially if detention takes place after school hours.

**Item 30 :**     **Name other types of discipline procedures that you may prefer in a school**

Giving learners leadership roles was suggested by a majority of educators who the researcher presumes that they (educators) believe that can help minimize discipline problems in a school. Probably, this may even be suggesting that if learners know how to lead that means then they can begin to realize the importance of discipline for anyone to be successful.

#### **4.7     IMPACT OF DISCIPLINE ON LEARNER PERFORMANCE**

**Item 31         :**         **Discipline plays a role on learner-performance**

| <b>Percentage</b> | <b>Agree</b> | <b>Disagree</b> | <b>Uncertain</b> |
|-------------------|--------------|-----------------|------------------|
|                   | 100          | -               | -                |
|                   | 100          | -               | -                |

The above table reflects 100% of educators who agree that discipline plays a role on learner performance. This suggests that the majority of educators strongly feel that learners must be disciplined in order to perform well at school. Furthermore, it is imperative to understand that discipline influences any activity that one is engaged in, thus it is significant for discipline to prevail in a school situation in order for learners to perform well in all their school activities.

**Item 32 : A school cannot operate successfully without discipline**

| Agree | Disagree | Uncertain |
|-------|----------|-----------|
| 94    | 6        | -         |
| 94    | 6        | -         |

The table shows that 94 educators agree that without discipline, a school cannot operate successfully. This suggests that discipline is important for its success. This is confirmed by the majority of educators, which in this case is 94%.

Looking at the above table it is clear that the majority of educators, which is ,of course 94% put it that a school cannot operate successfully without discipline. 6% of educators disagree that a school cannot operate successfully without discipline. In essence, 6% of educators suggests that a school can operate successfully without discipline. It, however goes without saying that the majority of educators feel that a school cannot operate successfully without discipline.

**Item 33 : Poor behaviour by learners impacts negatively on their (learner) performance.**

|            | Agree | Disagree | Uncertain |
|------------|-------|----------|-----------|
| Percentage | 100   | -        | -         |
|            | 100   | -        | -         |
|            | 100   | -        | -         |

100% of respondents, which is the majority strongly believes and agrees that poor behaviour by learners impacts negatively on learners. This suggests that most educators feel a strong need for discipline in order for learners to do well at school.

**Item 34 : Poor behaviour by educators impacts negatively on learner performance**

|                   |              |                 |                  |
|-------------------|--------------|-----------------|------------------|
|                   | <b>Agree</b> | <b>Disagree</b> | <b>Uncertain</b> |
|                   | 72           | 21              | 07               |
| <b>Percentage</b> | 72           | 21              | 07               |

The above table reflects that 72% of educators agree in one word that poor behavior by educators impacts negatively on learner-performance. 21% of educators, however disagree that poor behaviour by educators impacts negatively on learner-performance. 21% of educators, however disagree that poor behavior by educators impacts negatively on learner-performance. Only 7% is uncertain about whether poor educator behavior impacts negatively on learner performance or not. This suggests that the majority of educators, as reflected on the table suggests that the manner in which an educator behaves has an influence on learner performance. If , for instance, an educator misbehaves, chances for learners to perform badly at school are most likely. According to Jackson (1994:42) no matter how well teachers prepare their lessons or how motivated they are, their competence to maintain discipline and learner standards of good work will be measured by learner performance and will further be affected and influenced by discipline.

**Item 35 :**     **In your opinion, in what way can lack of discipline impact on learner performance**

85% suggested that lack of discipline can impact on learner performance by way of having high failure rate academically.

35% suggested that if a school lacks discipline, learners, become unteachable. In other words, successful teaching and learning become impossible.

28% of educators highlighted that if there is no discipline in a school learners tend to perform badly in extra-curricular activities such as music, soccer, boxing, debates and netball.

**Item 36 :**     **If discipline programmes are introduced in a school, who do you think must participate in the programmes?**

|  |     |
|--|-----|
| The principal                            | [1] |
| Educators                                | [2] |
| Representative Council of learners (RCL) | [3] |
| All of the above                         | [4] |

**Table 37 :**

| The Principal | Educators | RCL | ALL |
|---------------|-----------|-----|-----|
| 4             | 6         | 8   | 82  |
| 4             | 6         | 8   | 82  |

The above table shows that 82% of educators feel that all stakeholders, and that is the principal, educators and RCL must all participate in the programmes which have been scheduled with an intention to enhance school discipline.

8% of educators feel that it is the duty of the representative council of learners (RCL) to participate in the programmes which have to do with discipline.

6% of educators prefer educators to be playing a key-role in the discipline programmes in the schools. It is also interesting that only 4% of educators suggest that it is the principal's duty to partake in the programmes on discipline in schools. This suggests that most educators feel that the principal alone cannot foster discipline in a school situation. The principal will always need the support of all stake-holders to ensure discipline.

**Item 38 : In your viewpoint, what must educators do in order to maintain school discipline? Elaborate.**

68% of educators (respondents) suggested that codes of conduct be put in place in schools. 49% of respondents suggested that there is a need for support committees such as disciplinary committees. 8% of respondents suggested detention as punishment for misbehavior. All the above measures of discipline suggest that all the respondents felt that there is a dire need for comprehensive measures to be taken and implemented to ensure discipline in schools. This further suggests that if discipline is not fostered in schools, serious impacts may prevail in the performance of learners in schools. Infact, it is imperative to understand that discipline influences any activity that one is engaged in.

**Item 39 : In your own opinion, in what way can lack of discipline impact on learner performance. Elaborate.**

98% of the respondents cited that learners who lack discipline may reflect poor performance in their academic work. 16% of the respondents highlighted that such learners who are characterized by lack of discipline are likely to inflict rules and regulations of the school. All in all, most respondents suggest only the negative impact of the lack of discipline on learners at school. No where do respondents cite positive influence by lack of discipline. In summary, this may suggest that if discipline does not prevail in a school situation, negativity in terms of pass rate, sports, and otherwise may result in a school situation.

#### **4.9 GENERAL / OVERVIEW OF DATA ANALYSED/FINDINGS**

The findings of this study, to a very great extent, in South African schools in particular, suggests that lack of discipline and self-discipline in among high school pupils has probably led to a continuation of unsuccessful learning and teaching (Vide Supra 2.1).

When it is true that learners have discipline problems in schools, it is also observed that likewise, educators as well have to demonstrate the kind of behaviour from which learners will learn something constructive and positive. Educators must be exemplary to their learners. They must lead from the front.

It is, at the same time interesting to realise that the majority of educator respondents feel a dire need for co-operation between learners and educators in order to invite a conducive learning environment in schools, hence most respondents recommended that learners must be involved in all measures to preserve discipline in schools.

Furthermore, it is of paramount importance to note that the majority of respondents sought corporal punishment reinstatement in order to keep learners disciplined and



## **CHAPTER 5**

### **RECOMMENDATIONS AND CONCLUSION**

#### **5.1 INTRODUCTION**

Practically speaking, all stakeholders in a school situation are responsible for ensuring the culture of discipline in a school.

The principal, as head of the school, cannot alone be responsible for school discipline. It is also not the duty of the school management alone to instill discipline in a school. Together, all the stakeholders should strive for a clear vision for a school to reality. The view of excellence which is envisaged should reflect in statements about the philosophy and goals of the school. These will reflect in the principles, policies and procedures to be followed by the school in order to measure the efficiency and effectiveness of the impact of discipline on learner performance in a school.

The principles to be followed must also reflect in the priorities which are set by the school, teaching and learning proceedings, lesson plans, and even on learner assessment.

#### **5.2 RECOMMENDATIONS DIRECTED AT A SCHOOL**

The recommendations are:

- that every school should have a governing body to administer school governance in order to ensure that all stakeholders are engaged in the running of the school in order to eradicate all the forms of indiscipline.
- that every school should have a school constitution.
- that a school should have a school policy in order to regulate the rules and regulations of the school.
- That a school should have a code of conduct for both learners and educators.

### 5.3 RECOMMENDATIONS DIRECTED AT LEARNERS

The recommendations are:

- that research regarding possible methods of advancing greater learner participation in school discipline policy be conducted with an intention of investigating the means and ways through which learners could be utilized to preserve discipline in the schools.
- that an in-depth study concerning corporal punishment in the department of Education and Culture (DEC) needs to be conducted.
- that there be frequent communication between educators and learners to address issues of interest between educators and learners in order to keep constant contact between them (educators and learners) so as to minimize discipline problems and help educators to easily monitor learner behaviour closely.
- Learner's work be monitored and supervised in order to keep learners engaged with work. Hopefully if learners are always engaged with work, they usually do not find time to cause disorder and engage in ill-discipline in the school.
- That every school is furnished with a policy on school discipline. This may probably help to avoid a defensive situation where anyone would claim that he or she did not know that what he did was against the rules and regulations of the school.
- That every school designs its own code of conduct for learners so that learners know exactly what is wrong and right for them to do in the school.

- That learners partake in all sub-committees which the school has, for instance sports committee, disciplinary committee, fund-raising committee, organizing committee, SCM Committee and many more committees in the school.
- That the school has on its year plan seminars for learners on discipline at school.

It has been clearly observed in the study that learners play a big role in creating discipline problems in schools. It is, however probable that learner indiscipline is as a result of a number of factors, some of which can be dealt with and resolved successfully, however only if appropriate channels are followed to detect and eliminate them. For instance, in a school where learners are not engaged or involved in school affairs, disorder is likely to take place. In a case like this, the school is likely to be viewed by learners as an evil place where all repressive measures are pinned down on them in order that they (learners) experience hardship. They tend to feel eliminated and discriminated against in the system. This implies that learners have since ceased to view themselves as a vital part of the school setting, and view themselves as having come to school as spectators in what they actually regard as their affair on matter.

It is thus significant to note that denying a learner, participation in school affairs, particularly a Secondary School learner is like putting fuel on fire. This may perpetuate adverse attitudes on school. However, if learners are encouraged to participate in school affairs, they feel that they are part and parcel of the system. It encourages good relationship between learners and educators, solve problems, frustration and desperation between both an educator and a learner.

In decision making, learners must be involved so that they shall own the decision made.

In the policy making of the school, learners must be involved so as to understand that principles and the goals of the policy. If such happens, learners will tend to respect the policy in which they had in past, and further own it as theirs. In this very study it does reflect that learners must be involved in school policy making. It further suggests that the school policy minimizes discipline problems which may help them (learners) render good performance in their studies.

In order for schools to achieve better, learners need self-discipline and this can be achieved if learners are involved in the affairs of their school.

#### **5.4 RECOMMENDATIONS DIRECTED AT EDUCATORS**

The recommendations directed at educators are:

- that research regarding possible methods of advancing greater educator participation in school discipline policy be conducted.
- that there be an in-depth research conducted on corporal punishment as a disciplinary measure by educators in the Department of Educators (DEC).
- that educators need to meet frequently to make and submit recommendations on how discipline can be preserved in schools.
- that the school Management monitors educators' work to ensure that the discipline policy is carried out in the school.
- that educators follow a Professional approach with pre-and post –lesson discussion.
- That educators be deployed to all classes and no class should be left without an educator in charge of it.

- That every department in a school should have clear aims and objectives which are clearly stated and defined.
- That careful planning of the subject curriculum in the school is established as well as coherent and has pervasive policies.

It is important for educators to preserve discipline among themselves. This will help them reduce discipline problems in schools because learners will copy the correct behavior from their educators.

It is also possible that some educators come to school under the influence of intoxicating drugs, such as liquor. Teachers in this condition are likely to make a nuisance of themselves by engaging in irresponsible acts which eventually has a great influence on school discipline. When such things prevail in a school situation, everybody wants to see the authorities of the school taking action. Disciplining an educator is a process. It may take a month, a year, five years or even a decade. Meanwhile the process is on, something must be done to calm down indiscipline in schools.

Furthermore, it is important to note that when educators demonstrate ill discipline, learners tend to take advantage and usually take law into their hands in an attempt to disguise their ill-behaviour by pointing fingers at educators, suggesting that the bad people are educators. They make attempts to exploit the situation on professional and moral fibre. Educators must therefore, always strive to be exemplary to learners by remaining disciplined.

## **5.5 NEED FOR UNITY AMONG STAFF MEMBERS**

100% of respondents agree in one word in the study that it is the responsibility of the entire staff or educators that discipline be maintained in a school. This may thus be indicative that discipline is the responsibility of every educator in a school, hence it is

vital to note that it is vital for educators to remain united in order to be able to foster discipline in the school.

In a school situation, discipline can be exercised and monitored to the fullest if all educators can work hand in hand in its maintenance.

The involvement of all stakeholders in the maintenance of school discipline may bring to the attention of the learner the importance of discipline in the school. Such stakeholders are parents, learners, educators and the community at large.

Having mentioned the above, it is further significant that other professionally trained people such as social workers, psychologists, councilors are made use of in schools in order to eliminate and deal with the indiscipline problems.

If each school cannot be afforded with each of the above people, then it is recommended that at least, each district is equipped with each of the above trained people in-order to ensure stability of discipline in schools. If this can be observed, it is probable that even when serious discipline problems crop up at a later stage may be detected and dealt with at a very preliminary stage.

## **5.6 NEED FOR GUARDIAN EDUCATORS**

An educator does not only go to class at school. His duties are more than merely going to class to talk about the subject matter. More than transmitting knowledge, an educator has to guide, lead and assist a learner towards adulthood.

This can be done by way of allocating a group of learners to a particular individual educator to take care of their individual problems. This could be very helpful to alleviate a number of discipline problems in schools.

Individual educators may be equal at school, but the manner in which they handle situations may differ in terms of their experience and exposure.

If this system of guardian educators may be effected in schools, that particular educator may have to collect data from all individual educators, and with his or helpers bring together such information which pertains to behaviour of learners in school his study inter alia will be to convene meetings with learners who have behavioural problems.

## **5.7 NECESSITY TO IMPROVE THE QUALITY OF DISCIPLINE IN SCHOOLS**

The response by the respondents reflects that there can be no successful teaching and learning if the school lacks discipline. In other words, discipline is the key to every success in the education environment (Mileau). If discipline is not observed as the cornerstone of learner success in schools, many factors and excuses will always be made and shifting of blames to particular individuals will always persist to justify failure of our schools.

It is thus, imperative that all disciplinary measures embarked upon by educators be international in order that discipline is measurable against learner performance in schools. Infact, in any educational and philosophical situation, the immediate goal of any disciplinary measure is to promote learning, thus it is significant to keep reviewing the process, whether or not a school still preserves discipline, not as a repressive measure, but as a support base for learner success in his or her educational activities. If discipline is adhered to, it tends to put a learner on appropriate pedagogic tracks and thereby facilitate responsible adulthood on the learner.

It is therefore recommended that educators have good communication background in order to ensure discipline in their school. They may be no prescribed form or method designed by the department of education, but it is vital that educators create means

and ways of dealing with misbehaviour in schools. Perhaps, when embarking upon discipline measures in a school, it is important to consider the cultural background of the learner. This helps an educator to be well vested with the norms and values of the learner. Correction of misbehaviour will not collide with the learner's culture but rather tally with it. The manner in which a learner receives punishment for doing the wrong thing at school, for instance, should not vary much from treatment or punishment a learner receives at home. The punishment or way of correction a learner gets at home is usually accompanied by the belief of his (learner) parents in terms of their cultural background.

While democratic rights of a learner are observed, it is vital to ensure that those do not impact negatively on learner good behavior at school. Even in democracy, the question of culture must be observed. Democratic principles must be adopted, but they must be instilled according to the way learners initially submit themselves to authority. Discipline does not start at school, however it starts at home.

## **5.8 PLACEMENT OF DISCIPLINE AND EDUCATION INSTRUMENT IN A SCHOOL SITUATION**

The question of a school as not only knowledge-imparting entity cannot be over emphasized. A school has a number of roles to play in the life of a child. A school has academic, psychological, authentic, physical, social and religious responsibility in the life of a child. It has to fulfil all these obligations in the entire life of a learner.

If a school, for any known reason to it deliberately ignores any of the above phenomenon, it should be understood that such a school does not do justice in the life of learners. That school does not deserve to exist and to serve the community.

It is therefore important that as many research instruments as possible should take place around the issue of discipline in school. It cannot be overemphasized that the society in which people live is dynamic, so are societal schools. The way and type of



life people and learners lead in and outside the school is determined by the way they relate to other members of the society and peers. It should further be noted that the type of life they lead will always be dynamic. Unless research instruments take place continuously, learner behaviour in schools will always be a shock, both to educators and society. It is thus imperative to have ongoing research instruments and projects to keep up with reasons and measures that can be taken against ill-behaviour as demonstrated by learners.

## **5.9 FURTHER RESEARCH**

It should be noted that this study does not encompass every aspect of discipline in school. It has, however attempted to respond to some of the concerns that may be problematic in so far as discipline is concerned. There are however a number of other areas of discipline which have since been unraveled by this study and further need desperate attention. Some of these problems have been isolated and further regarded as concerns for further research in the following areas:

- disciplinary measures against ill-behaved learners
- the relationship between discipline and corporal punishment
- the extent to which discipline should take place in a school situation
- the influence of punishment in schools
- the extent to which discipline influence learner educator relationship.

## **5.10 THE NECESSITY OF DISCIPLINE IN EDUCATION**

Monly (1982:29) points out that discipline was maintained historically in order to enable learning to take place without interruption. This rationale is still valid today but it can be argued that currently discipline is maintained with the aim of making the "total" growth of the learner feasible. Behr et al. (1988:79) contends that discipline is perceived as punishment, control or training intended for self-discipline and

regulation of a child's behaviour. This therefore implies that learners need further socialization which will enable them to be masters of their own behaviour.

Discipline is the means by which the educand comes to self-discipline (Van Zyl and Durminy, 1976:50). Discipline is of vital importance in any society and in any organization for its proper function. Therefore, this means that order must be maintained. The school, as a social institution needs control by some or other authority. Discipline is a commitment to a certain way of doing things according to the norms of decency. The writer agrees with Van Zyl and Durminy (1976:50) that it is wrong to confuse discipline and punishment as synonymous because punishment is only one disciplinary measure. It means that all the forms of positive help which the child is given in this course of his upbringing are disciplinary measures. Positive guidance should be a dominating aspect in the upbringing of children in the sense that it is the preventive aspect of disciplines.

Van der Aardweg and Van der Aardweg (1988:161) state that there is no child that can develop positively without the assistance of the educator. This means that if a child cannot deviate or reach that which is right, acceptable and proper, the educator must intervene and give assistance personally. The fact that a child is a helpless being, confirms without doubt that he is a being who must be educated and guided (Nel and Urbani, 1990:7). This means that the vital characteristics of man must be regarded as potentials which must be actualized with the assistance of an educator. Mc Cabe (1991:135) formulates as follows, "I don't see harm in a parent giving a child a quick smack on impulse, if the child is pushing the limits. It's far better to express your irritation in a quick, physical way than to bottle it up when your anger is almost certain to turn into something worse. If you hesitate to take control when necessary, your child will end up feeling very insecure".

Authority is deeply rooted in the educational situation and the relation of authority between educator and educand is an essential characteristic of every possible success in education.

Education without authority and its exercise over the child, that is, discipline, is impossible (Gunter, 1988:148). He motivates this statements as follows.

“... a child enters the world with the sense of ignorance, injudicious, unskilled, chummy, irresponsible, undisciplined, dependent, and to a certain time, incompetent. He therefore seeks help. The child has the urge and wants to overcome this negative aspect of his existence and thus becomes self-reliant and free. The child cannot do that all by himself. That is the reason why he is desperately in need of help of an adult and particularly, an educator.”

No child is naturally good. He goes on to emphasize that the child has a desire to be good, and of course there is willingness that at some stage he does become good. The child is born with potentialities for being good which must be natured, encouraged, developed and consolidated. He is also born with potentials for evil, which must of course be controlled, curbed, regulated and canalized.

The educator's authority must not alien to the child's nature unless it is exercised in a sympathetic, wise and meaningful manner. It may probably be unreasonable to punish a child who did not do the wrong deliberately, also it is useless to punish a child who erred deliberately (Mlondo, 1990: 171).

Success and good achievement and performance depends on the ability of the educator to maintain discipline and order. Punitive measure, may of course be necessary at times, just to inculcate the disapproval of certain actions (Van Zyl and Duminy, 1976: 51). Educationally, corporal punishment is meant to reform the transgressor (Van Rensburg and Landman, 1986:427). Without fact, patience, wisdom and encouragement corporal punishment will not convince the transgressor of the goodwill of the educator.

## 5.11 CONCLUSION

This study has revealed that good performance by learners, be it academic or extra-curricular activities is not likely to take place without discipline in the school. Good discipline can thus be used to attain high standard of performance by learners in a school situation.

If a school lacks discipline, either from learners or educators, effective and efficient education is unlikely to take place, hence both learner and educator discipline is invited in a school situation.

An important challenge in education nowadays is a move away from the notion of principals as traditional bureaucratic leaders to leaders who are capable to work with other stakeholders to enable schools to be centres of learning and growth (Mthabela, 1997:175). This statement suggests categorically the vitality of all the stakeholders, and those are educators, parents and learners to work together and co-operatively in order to combat all the hindrances in the education and progress of the learners. If all the said role players can be fully involved in preserving discipline in schools, learners can perform very well in schools.

The situation in schools today suggests the need to invite participation of all stakeholders in the progress and development of the learners. It is thus imperative that all learners, educators and parents work together in order to restore discipline as one of the most important cornerstones of every organization to be successful in its activities.

The study also revealed that it is hard for learners to attain good performance in schools 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 (Ngcobo, 1986:238).

Finally, the researcher hopes that this study will offer suggestions to principals and educators ways and means to deal with discipline problems that they are faced with in order for learners to attain good performance.

## 6. REFERENCES

1. AVENANT, DP and 1973 : School Learning: An Introduction to Educational Psychology. London: Hart, Riverhard and Winston Inc.
2. BERGER, E.H. 1987 : Parents as Partners in Education. Ohio: Merrill
3. CEMANE K.B. 1984 : The Problem of the Relationship between the Educator and the Educand in Black Urban Areas. MEd Dissertation. University of Zululand.
4. CHRISTIE, P. 1992 : From Crisis to transformation: Education of a Post Apartheid South Africa: Australian Journal of Education.
5. COETSEE, C. 1994 : The New South Africa: A Reality of Theory in our Schools. Northern Focus, 9 (4): 1,3.
6. Concise Oxford Dictionary 1976 : Oxford University Press.
7. Durban Daily News, : 20 March 1998
8. Durban Sunday Times: 26 October 1997.
9. EDUCATION GOVERNMENT 1995 : Education and Training in a Democratic
10. ERIKSON, A. 1988 : Discipline in Education. Durban: Rapid Results.

11. GABELA, R.V. 1993 : Parental Involvement as an Administrative Component of Educational Administration for the Black people in South Africa. M.Ed Dissertation. University of Zululand KwaDlangezwa.
  
12. HARTSTONE, K. 1992 : Crisis and Challenge in Black Education.
  
13. LUTHULI P.C. 1984 : The Phenomenon Education as an Occurance Paidonomia. Volume 12 No.2. University.
  
14. LUTHULI, P.C. 1982 : An Introduction to Black Oriented Education. Butterworths. Durban.
  
15. LUTHULI, P.C. 1982 : The Philosophical Foundations of Black Education in South Africa. Durban-Butterworths.
  
16. MENDLEY, D.M. (ed) 1982 : Teacher Effectiveness: Encyclopaedia of Educational Research. New York: The Free Press.
  
17. MKHABELA O.K. 1985 : Problems Understanding and Education of an Adoliscnt in a Transitional Society, for the point of view of an adolescent A Parent and a Teacher, A Psychopedagogic perspective. Paidonomia Volume 13, No.2 University of Zululand KwaDlangezwa.

18. MKHONDO, R. 1997 : Parents can have a Powerful Influence on Teenage Children. Sunday Tribune, 14 September 1997:20.
  
19. MNCWABE, M.P. 1993 : Post Apartheid Education Towards Non-Racial, Unitary and Democratic Socialization in the new South Africa. Lauham: University Press of America.
  
20. MNCWABE, P.M. 1985 : A Critical Analysis of some Selected Aspects of Pupil wastage and Dropout in Kwa-Zulu Secondary Schools and High Schools..
  
21. MOHANE, P.F. 1983 : A Socio-Pedagogical Perspective on the Education of the Black Adolescents. D.Ed. Thesis. University of the North.
  
22. MTHABELA, G.H. 1997 : The Transformational Leadership Role of Principals in schools during Transition. University of Zululand – KwaDlangezwa.
  
23. NASSON, "Education and Poverty" in Nassan, B. and Samuel, J. 1996; Education from poverty to liberty, Cape Town: Creda Press.
  
24. NEL, A and URBANI, G. 1990 : An Introduction to Psychopedagogics. Durban. Rapid Results.
  
25. NEL, A. 1988 : Psychopedagogics KwaDlangezwa: Department of Educational Psychology. University of Zululand.



26. NGCOBO, B.W. 1986 : A Pedagogic Evaluation of Discipline in Black Secondary Schools with Special Reference to KwaZulu.  
University of Zululand –  
KwaDlangezwa.
  
27. NGCOBO, B.W. 1986 : A Pedagogic-didactic Evaluation of Discipline in Black Secondary Schools with Special Reference to KwaZulu.  
Dissertation submitted at the University  
of Zululand in November 1986.
  
28. NXUMALO, O.E.H.M. 1993 : The Family: Past and Present.  
Paidonomia, 11(2):13-30.
  
29. OXFORD ADVANCED 1974 : Oxford University Press.  
Learner's Dictionary of Current  
English.  
Oxford University: London.
  
30. RAMSEY, R.D. 1981 : Educator's Discipline Handbook. Parker  
Publishing Co. Inc. New York.
  
31. Schools Western Cape, National 1999 : Discipline in Book  
Printers.
  
32. SIBAYA, P.T. 1989 : Educational Research Methods D.Ed.  
Guide No.1 KwaDlangezwa University.
  
33. SMITH, D.P.J. 1996 : Culture of Teaching and Learning: The  
Concept, Problems and Possible Solutions.  
Paper delivered at the University of Zululand,  
DUC on 1996-10-17.

34. SMITH, D.P.J. and. 1996 : Die Konsep Leerkultuur. South African  
PACHECA, R Journal of Education. 16(3): 158-163.
  
35. SOUTH AFRICAN COUNCIL 1994 : Registration Procedures  
FOR EDUCATORS and Disciplinary Powers:  
Government Gazette.  
16037 of 1994-10-17.
  
36. SOUTH AFRICAN SCHOOL'S ACT 1997 : Understanding the South  
African Schools' Act.  
Pretoria : Department of  
Education.
  
37. The Durban Star, 2 May 2000.
  
38. The South African Schools Act No. 84 of 1997: Pretoria.Government  
Printer.
  
39. THEMBELA, A.J. 1984 : Obstacles to Black Advancement, A  
Paper read at the Southern African  
Pedagogical Society. Conference held at  
Fort Hare University.
  
40. VOS, A.J.1985 : Aspects of Education in KwaZulu-Natal. Paidonamia  
Volume 13 No.2. University of Zululand –  
KwaDlangezwa.
  
41. WHITE PAPER : South Africa: First Steps to Develop a  
New System. Pretoria:

## **QUESTIONNAIRE TO HIGH SCHOOL EDUCATION**

There was many views that educators hold on the question of discipline in schools. Some educators hold the view that both learners and educators contribute to learners indiscipline in school, while other educators believe that it is only learners who are the source of indiscipline in school. However, the main question is “does discipline influence learner performance in schools?”

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

### **Confidentiality**

Your answers will be treated as confidential as possible 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.

---

## **IMPACT OF DISCIPLINE ON LEARNER PERFORMANCE IN SCHOOLS**

### **1. PERSONAL DETAILS**

Put a cross on the number that is agreeable to you.

|     |     |         |     |
|-----|-----|---------|-----|
| 1.1 | Age | 20 – 30 | [1] |
|     |     | 30 – 40 | [2] |
|     |     | 40 – 50 | [3] |

|         |     |
|---------|-----|
| 50 – 60 | [4] |
| 60 – 65 | [5] |

## 1.2 Gender

|        |     |
|--------|-----|
| Female | [1] |
| Male   | [2] |

## 1.3 Academic Qualification/Professional Qualification

|       |     |
|-------|-----|
| P.T.C | [1] |
| STD   | [2] |
| SSTD  | [3] |
| B.ED  | [4] |
| HONS  | [5] |

## 1.4 Experience

|         |   |
|---------|---|
| 5 - 10  | 1 |
| 10 - 15 | 2 |
| 15 – 20 | 3 |
| 20 – 25 | 4 |
| 25 – 30 | 5 |
| 30 – 35 | 6 |
| 35 – 40 | 7 |

1.5 Occupation

**KINDLY TICK IN THE APPROPRIATE SPACE TO EXPRESS YOUR FEELING ON THE FOLLOWING STATEMENTS:**

**2. DISCIPLINE POLICY**

Put a cross on the number that is agreeable to you

Agree [1]

Disagree [2]

Uncertain [3]

2.1 Do you have the South African Schools Act (SASA) in your school?

Yes [1]

No [2]

2.2 There is a need for SASA on discipline for both learners and educators

Agree [1]

Disagree [2]

Uncertain [3]

2.3 The South African Schools Act (SASA) has improved discipline in schools.

Agree [1]

Disagree [2]

Uncertain [3]

- 2.4 What are your views on discipline as stipulated by section ten (10) of the South African Schools Act (SASA) in schools?

---

---

---

---

**3. DISCIPLINE PROGRAMMES**

Put a cross on the number that is agreeable to you

Agree [1]

Disagree [2]

Uncertain [3]

- 3.1 Discipline committee for learners minimizes discipline problems.

Agree [1]

Disagree [2]

Uncertain [3]

- 3.2 Educators must have a disciplinary committee to maintain teacher discipline.

Agree [1]

Disagree [2]

Uncertain [3]

3.3 Learners must be involved in the maintenance of discipline in a school.

Agree [1]

Disagree [2]

Uncertain [3]

3.4 Is the duty of the school to maintain discipline

Agree [1]

Disagree [2]

Uncertain [3]

3.5 Teachers must be exemplary in maintaining discipline.

Agree [1]

Disagree [2]

Uncertain [3]

3.6 The principal alone must maintain discipline

Agree [1]

Disagree [2]

Uncertain [3]

3.7 Educators must abide by disciplinary procedures of the school.

Agree [1]

Disagree [2]

Uncertain [3]

3.8 Learners must abide by disciplinary procedures of the school.

Agree [1]

Disagree [2]

Uncertain [3]

3.9 Discipline information in schools should be relayed to learners through:  
Educators discipline information should be to learners through:

Principals [1]

Educators [2]

Representative council of learners [3]

Parents [4]

All of the above [5]

3.10 If discipline programmes are introduced in a school, who do you think  
Must participate in the programmes?

The Principal [1]

Educators [2]

Representative Council of learners (RCL) [3]

All of the above [4]

3.11 In your viewpoint, what must educators do in order to maintain school  
discipline? Elaborate

---

---

---

---



3.12 Name other types of discipline procedures that you may prefer in a school.

---

---

---

---

**4. CORPORAL PUNISHMENT AN INSTRUMENT FOR DISCIPLINE IN SCHOOL**

Put a cross on the number that is agreeable to you

Agree [1]

Disagree [2]

Uncertain [3]

4.1 Discipline influences teaching and learning in school

Agree [1]

Disagree [2]

Uncertain [3]

4.2 I prefer corporal punishment in school

Agree [1]

Disagree [2]

Uncertain [3]

4.3 Corporal punishment maintains discipline in school

Agree [1]

Disagree [2]

Uncertain [3]

4.4 Corporal punishment should be banned for good discipline in schools.

---

---

---

---

Agree [1]

Disagree [2]

Uncertain [3]

4.5 Corporal punishment stimulates learners to work hard and preserve Discipline.

Agree [1]

Disagree [2]

Uncertain [3]

4.6 Corporal punishment slows the development of a child's feeling of Autonomy.

Agree [1]

Disagree [2]

Uncertain [3]

4.7 Corporal punishment is always physically harmful to a learners.

Agree [1]

Disagree [2]

Uncertain [3]

4.8 Corporal punishment prevents unruliness.

Agree [1]

Disagree [2]

Uncertain [3]

4.9 Inappropriate behaviour by a learner can be eradicated by the use of Corporal punishment.

Agree [1]

Disagree [2]

Uncertain [3]

4.10 Corporal punishment hurts all children.

Agree [1]

Disagree [2]

Uncertain [3]

4.11 In your view, what is the role of corporal punishment in schools?

Elaborate...

---

---

---

---

- 4.12 Rank in order of preference discipline procedures that may be followed in Schools. Write the numbers next to the appropriate answer in order of preference.

|                       |     |
|-----------------------|-----|
| Detention             | [1] |
| Project punishment    | [2] |
| Clean school premises | [3] |
| Corporal punishment   | [4] |

- 4.13 Name other types of discipline that you may prefer in a school.

---

---

---

---

## 5. IMPACT OF DISCIPLINE ON LEARNER PERFORMANCE

Put a cross on the number that is agreeable to you.

|           |     |
|-----------|-----|
| Agree     | [1] |
| Disagree  | [2] |
| Uncertain | [3] |

5.1 Discipline plays a role on learner-performance

Agree [1]

Disagree [2]

Uncertain [3]

5.2 A school cannot operate successfully without discipline.

Agree [1]

Disagree [2]

Uncertain [3]

5.3 Poor behaviour by learners impacts negatively on their performance.

Agree [1]

Disagree [2]

Uncertain [3]

5.4 Poor educator behaviour impacts negatively on learner performance.

Agree [1]

Disagree [2]

Uncertain [3]

5.5 In your opinion, in what way can lack of discipline impact on learner performance.

---

---

---

---

5.6 If discipline programmes are introduced in a school, who do you think must participate in the programmes?

---

5.7 In your viewpoint, what must educators do in order to maintain school discipline? Elaborate.

---

---

---

---

5.8 In your own opinion, in what way can lack of discipline impact on learner-performance? Elaborate.

---

---

---

---

University of Zululand  
Durban-Umlazi Campus  
Private Bag X 10  
ISIPINGO  
4110

05 May 2001

The District Manager  
Umlazi North District  
UMLAZI  
4031

Dear Sir

**Re: REQUEST TO CONDUCT RESEARCH QUESTIONNAIRE IN  
SCHOOLS**

I wish to request that I am given permission to conduct research in your schools. I am currently a Master of Education student in the Faculty of Education, under the Department of Foundations of Education at the University of Zululand.

My study topic is : *Impact of Discipline on Learner-Performance.*

My promoter is Dr N.Q. Mkabela.

Your positive response in this matter will be highly appreciated.

Yours faithfully

---

**D.E. MKHIZE**  
STUDENT NO. 956210

University of Zululand  
Durban-Umlazi Campus  
Private Bag X 10  
ISIPINGO  
4110

05 May 2001

The District Manager  
Umlazi South District  
UMLAZI  
4031

Dear Sir

**Re: REQUEST TO CONDUCT RESEARCH QUESTIONNAIRE IN  
SCHOOLS**

I wish to request that I am given permission to conduct research in your schools. I am currently a Master of Education student in the Faculty of Education, under the Department of Foundations of Education at the University of Zululand.

My study topic is : *Impact of Discipline on Learner-Performance.*

My promoter is Dr N.Q. Mkabela.

Your positive response in this matter will be highly appreciated.

Yours faithfully



D.E. MKHIZE  
STUDENT NO. 956210

Permission is granted for Mkhize D.E. to  
conduct research in our schools as  
long as such action do not disturb teaching  
and learning programmes. in  
District manager  
5/5/2001.

2001-05-05

UMLAZI 4031

UMLAZI SOUTH DISTRICT  
TELEPHONE 031 2381000



|                                       |   |                                    |
|---------------------------------------|---|------------------------------------|
| <b>PROVIINCE OF<br/>KWAZULU NATAL</b> | <b>ISIFUNDAZWE<br/>SAKWAZULU NATALI</b> | <b>PROVINSIE<br/>KWAZULU NATAL</b> |
|---------------------------------------|---|------------------------------------|

**DEPARTMENT OF EDUCATION & CULTURE  
UMYANGO WEMFUNDO NAMASIKO  
DEPARTMENT VAN ONDERWYS & KULTUUR**

Isikhwama Seposi : Umlazi North District  
Private Bag : Private Bag X03  
Privaatsak : UMLAZI 4031

**Fax. No** : 031 – 9066183  
**Ucingo** : 031 – 9079035/6/7/8

**Imibuzo** :  
**Enquiries** : A.P. SITOLE  
**Navrae** :

**Usuku** :  
**Date** : 22.04.2002  
**Datum** :

**Inkomba** :  
**Reference** :  
**Verwyning** :

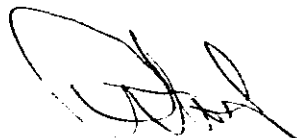
**TO WHOM IT MAY CONCERN**

This is to certify that the bearer Mkhize D.E. has approached the District Office and was granted permission to visits schools in order to get assistance in pursuit of his dissertation.

Please assist him in whatever way possible.

Your cooperation shall be highly appreciated.

Yours faithfully



**DISTRICT MANAGER  
UMLAZI NORTH**