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Developing Democracy or Promoting Disruption? Educators' Perceptions of the Department of Education's Current Policy on Classroom Discipline.

Orit Davidowitz

A research report submitted to the University of Witwatersrand, Johannesburg, in partial fulfillment of the requirements for the degree of Masters of Education (Educational Psychology)

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ABSTRACT

Before 1994 corporal punishment was the main discipline strategy implemented in schools. Since then legislation has been passed, which resulted in corporal punishment being made illegal. The majority of educators strongly opposed this change in the national discipline policy as they felt it left them powerless in terms of disciplining their learners. In 2000 a national programme on discipline strategies was embarked on and many of the results were incorporated in the booklet titled "Alternatives to Corporal Punishment: The Learning Experience." This booklet formed part of the National Department of Education's discipline policy. It contains guidelines for implementing alternative strategies to corporal punishment in an effort to remediate problems with discipline. It also gives examples of disciplinary action for dealing with misconduct. The objective of this research was to establish what educators' perceptions of the Department of Education's alternative methods to corporal punishment are after they had exposure to it by means of a workshop. The research also aimed to explore underlying reasons for the educators' perceptions. The sample of sixty-four educators used for this purpose came from various school contexts from traditional ex-model C schools to historically disadvantaged schools. The data in this study was obtained by means of a structured questionnaire, which was administered to the educators that attended the workshop on the Department of Education's Discipline policy. In view of the fact that there are no existing instruments in use to explore the objectives of this research, it was necessary to develop a questionnaire. The questionnaire consisted of both open-ended questions, which required a more qualitative approach as well as close-ended questions, which were more quantitative in nature. The results obtained from this study showed that the majority of the respondents who attended the workshop agreed with the discipline policy proposed by the Department of Education. However, there was a significant discrepancy between the educators' perceptions of the policy and whether they felt it could be successfully implemented in their schools. The main reasons for this was that the respondents felt that the Department of Education and educator training institutions do not provide educators with adequate discipline training and support. Furthermore, the findings of this study

demonstrated that the respondents are experiencing a state of learned helplessness where they feel the discipline problems they are faced with are beyond their control.

KEY WORDS

Discipline	Department of Education
Discipline policy	Democratic Discipline
Ecosystemic	Behaviour Modification
Social-Behavioural theory	Code of Conduct
Educator	Learner

DECLARATION

I Hereby declare that this research is my own unaided work. It has been submitted exclusively to the University of the Witwatersrand in partial fulfillment of the requirements for the degree of Master of Education (Educational Psychology).

_____

Orit Davidowitz

_____ day of _____ 2007

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INTRODUCTION

During the Apartheid era corporal punishment was the main form of discipline in schools. Its frequent and excessive use was endorsed by parents and the Government. The Government could not regulate or control the usage of corporal punishment. It became apparent that the only alternative to protect learners from physical and emotional harm was to abolish all forms of corporal punishment. Since 1994, legislation has been passed, which resulted in a change to school discipline policy (Cohen, 1996, as cited in Mayisela, 2001)

In 2000 a national programme on discipline strategies, that was to be implemented in South African schools, was embarked on and many of the results were incorporated in the booklet titled "Alternatives to Corporal Punishment: The Learning Experience." This booklet formed part of the National Department of Education's discipline policy and was distributed to all schools in South Africa in 2001 by the Department of Education. It contains guidelines for implementing alternative strategies to corporal punishment in an effort to remediate problems with discipline. It also gives examples of disciplinary action for dealing with misconduct (Vally, 1996, as cited in Van Wyk, 2001; Mckendrick and Hoffman, 1990, as cited in Van Wyk, 2001). The Department of Education (1999, as cited in van Wyk, 2001) hoped that these policy guidelines "Alternative Strategies to Corporal Punishment" would empower educators to cope with discipline in their classes more effectively. The Department of Education further postulated that if South Africans are to have a positive "culture of learning and teaching" (sic) in their schools, the learning environment must be safe and conducive to learning. In order to achieve this, educators need to be taught proactive and constructive alternatives to the use of corporal punishment in schools, which is described in the policy document.

Previous research conducted by Nzimande (1998, as cited in Mayisela, 2001); Cohen (1996, as cited in Mayisela, 2001); Vally (1996, as cited in Mayisela, 2001); and

Khumalo (2000, as cited in Mayisela, 2001) demonstrated that a large percentage of educators are still in favour of corporal punishment. Educators perceive that their loss of authority is due to the eradication of corporal punishment. Educators also believe that they are experiencing more disciplinary problems since corporal punishment has been eliminated as a form of discipline. On the other hand, Vally (1996) postulated that if educators were trained in the Department of Education's policy on classroom discipline, they would be less likely to favour corporal punishment and the breakdown of discipline in schools would be alleviated. According to Lewis, Sugai and Colvin (1998, as cited in Van Wyk, 2001) educators commonly do not have a thorough understanding of the basic premises on which alternative discipline approaches are based or sufficient knowledge of practical applications. Without this knowledge the implementation of alternative, effective discipline strategies is impossible. Moreover without this understanding and training, corporal punishment is the only form of discipline that some educators would endorse.

This focus of this study is to establish educators' views of the current Department of Educations policy on classroom discipline once they have received training on the discipline policy. Specifically, this study will explore whether educators feel that the Department of Education's policy on classroom discipline is effective and realistic in terms of meeting their discipline needs for effective classroom management. Furthermore, if educators perceive that the Department of Education's policy on classroom discipline is ineffective, this study intends to try and clarify the reasons why educators feel that the Department of Education's policy on classroom discipline cannot be effectively implemented.

This research report begins by reviewing literature on discipline in the school context in terms of its aims and importance. The literature also looks at theories that underlie the alternative approaches to corporal punishment as explained in the Department of Education's Discipline policy as well as current research on school discipline. This is

followed by a discussion on the research methods adopted in this report. Chapter 3 involves an elucidation of the data obtained and in Chapter 4 the data is discussed in detail.

CHAPTER 1

LITERATURE REVIEW

1.1 Introduction

"A school stands or falls on the effectiveness of its discipline" (Ramsey, 1994, as cited in Nxumalo, 2001, p. 5). Discipline is a prerequisite for effective teaching and learning in a school. Educators hold the primary responsibility for facilitating and instilling in the classroom an effective discipline structure so that the aims and objectives of learning can be achieved. There are huge concerns amongst educators that the Children's Rights movement and the South African Schools Act, 1996, has negatively affected the control of educators and that it has contributed to the increase of discipline problems and violence in schools (Nxumalo, 2001). This literature review will discuss the following issues: reasons for change in bringing about a new discipline policy in South Africa, the current discipline policy pertaining to the classroom context, and the current discipline situation perceived by teachers. These issues lead to the question of whether teachers perceive the current policy as relevant and effective in the South African school context.

1.2. Issues of discipline

1.2.1 Definitions

Badat (1996) explains that discipline has always been one of the major problems facing educators. It is an essential requirement for ensuring the well being of all learners. The educator's discipline skills influence a learner's motivation towards school. Educators claim that student misbehaviour has increased in recent years and due to the focus on children's basic rights to education, there is little scope to exclude seriously misbehaving learners.

Schools have to rely largely on educators' discipline skills in order to maintain a conducive environment for teaching and learning (Bru, Stephens and Torsheim, 2002). Rogers (1982, as cited in Badat, 1996, p.10) defines discipline as:

> A teacher directed activity whereby they seek to guide, direct and confront a student about behaviour that disrupts the rights of others. Its aims are to lead a student toward self-control and personal accountability.

According to Badat (1996) discipline involves guiding or managing a learner's behaviour so that it does not disrupt other learners' rights to learn, as well as taking steps to correct behaviour that breaks school rules. Discipline also serves to protect learners by creating order and fairness.

1.2.2 The importance of discipline

Schiff and Bargil (2004) state that behaviour problems are a major concern for educators as misbehaviour is correlated with poor school achievement and delinquency. Learners with behaviour difficulties are often not accepted by their peers and also experience a relatively high proportion of dropping out of school. The majority of learners who experience the following psycho-socioeconomic conditions are found to be more vulnerable to maladjustment. These include poverty, child or spouse abuse, unemployment, matriarchal headed families, and child headed homes. Pianta and Walsh (1994, as cited in Schiff and Bargil, 2004) view discipline difficulties from an Eco-systemic approach and state that learners' maladjustment and misconduct is the product of an interdependent dynamic between the learner's attributes, temperament, background context and school environment. An improvement in any aspect will lead to a "perturbation" (sic), in all other aspects. Therefore improving the "culture of teaching and learning" (sic) will have positive effects on other dimensions of the child's life-world.

Examples of a learner misbehaviour are rebelliousness, restlessness, loss of work ethic,

disruptive classroom behaviour, disrespect for authority figures, self-destructive behaviour, and aggression. Many educators believe that such misbehaviour is learned at home and therefore cannot be rectified at school. Educators become apathetic and helpless, which worsens misconduct at school (Walker, Stiller, Severson and Golly, 1996, as cited in Schiff and Bargil, 2004). Schiff and Bargil (2004) suggest that educators' behaviour does influence a learner's behaviour. From an attachment perspective, educators that develop a secure relationship with their learners may counterbalance insecure, dysfunctional attachment relationships with parents. Educators that demonstrate little hostility and show positivity and warmth improve learners' attitudes and adaptive behaviour in school (Van Ijzendoorn, 1987, as cited in Schiff and Bargil, 2004; Kesner, 2000, as cited in Schiff and Bargil, 2004). Conversely, studies by researchers such as Hyman and Perone (1998, as cited in Schiff and Bargil, 2004) have revealed that educators who behave aggressively and punitively towards misbehaving learners contribute to an escalation of maladaptive, aggressive behaviour and thus sustain a relationship of negative interactions. This continued negative, interpersonal pattern between learner and educator has been closely correlated with the educator's lack of skills in effectively dealing with learners who misbehave and feelings of helplessness in the educator. Being punitive has also proved ineffective as it only offers a short-term break from misbehaviour and it avoids dealing with the underlying core issues that are causing the acting out behaviour (Lynch and Cicchetti, 1992, as cited in Schiff and Bargil, 2004; Hart, Wearing and Conn, 1995, as cited in Schiff and Bargil, 2004; Merrett and Wheldall, 1993, as cited in Schiff and Bargil, 2004).

1.2.3 Aims of discipline

According to Nxumalo (2001) discipline is essential for the effective functioning of a school. Many educators view discipline as a punishment for misbehaviour, but true discipline leads to self-discipline and self-control where learners are able to guide their own behaviour in terms of consequences. In turn, self-discipline leads to less disruptions,

co-operative interaction and less aggressive outbursts. Bluestein (1998, as cited in Nxumalo, 2001) mentions the following aims of discipline which are to: (a) ensure learners obey school and classroom rules, (b) allow learners to become responsible decision makers, (c) allow learners to become involved in their own learning, (d) ensure learners to come to class prepared, and (e) actively participate and do their classroom tasks.

Ramsey (1994, as cited in Nxumalo, 2001) believes that conventional techniques for disciplining learners do not seem to solve learners' behaviour problems. These include firstly, verbal reprimands as many learners have become immune to verbal abuse. secondly, calling parents to school, as a great number of parents do not have the time or interest to address their children's behavioural problems. Thirdly, suspensions, as learners view this as a holiday and fourthly, corporal punishment as this is illegal and demeaning.

An important aspect of maintaining discipline is through classroom management. Hirschi (1999, as cited in Bru, Stephens and Torsheim, 2002) focuses on four aims of classroom management. The first aim is described as emotional support. This involves an educator having a caring manner, which discourages norm-breaking behaviour. Learners who feel emotionally supported by their educators are more likely to enjoy school, be motivated and display lower levels of misbehaviour. The second aim is described as academic support or perceived academic competence by learners in the educator. This also helps to prevent the development of norm-breaking behaviour because when educators teach well and provide suitable facilitation, learners are more likely to experience success instead of becoming frustrated and acting out. The third aim is described as monitoring skills, which involves methods to remediate inappropriate learner behaviour. Successful teachers seem to spend more time giving constructive and corrective feedback. Fry and Coe (1996, as cited in Bru, Stephens and Torsheim, 2002) explain that when learners perceive that their educators are more positive and constructive, such learners are more committed and intrinsically motivated than students who perceive the educator as controlling. The fourth aim is described as student

influence. In terms of this aim, educators must take learners' needs, developmental level and context into consideration as they have an impact on what discipline processes will be the most effective (Boggiano, Firestone and Grolnick, 1996, as cited in Bru, Stephens and Torsheim, 2002).

1.3 Change towards a new discipline policy

Porteus, Vally and Ruth (2001) claim that corporal punishment in South African society has been historically linked with the non-democratic Apartheid regime in which the education system brainwashed people towards conformity to in order to perpetuate unequal power relations. Young black South Africans were indoctrinated to become subservient, low-wage, and low-skilled workers. Corporal punishment was authorised by law. Porteus, Vally and Ruth (2001) further believe that corporal punishment fostered violence through the education system and is partly responsible for the violence in society today. Research conducted by Vally (1996, as cited in Porteus, Vally and Ruth, 2001) and Kohn (1996, as cited in Lewis, 2000) has shown that corporal punishment correlates with the development of antagonism and hostility as opposed to self-discipline and it also sends out a message that violence and physical force is an appropriate response. Corporal punishment does not discourage misbehaviour and sabotages a supportive educator-learner relationship. Corporal punishment decreases learners' ability to concentrate, damages their self-esteem and causes a fear of school. Therefore, in term of the efficacy of corporal punishment, educators who are committed to non-violent and child-centred approaches to discipline encounter fewer behavioural problems in the classroom.

Since 1994, there have been legislative transformations to abolish corporal punishment from schools. The South African Schools Act of 1996 reads, "No person may administer corporal punishment at a school and any person who contravenes this is guilty of an offence". The National Education Policy Act of 1996 section 3(4) (g) states that "No

person shall administer corporal punishment or subject a student to psychological or physical abuse at any educational institution". The South African Constitution (section 12) states, "Everyone has the right not to be treated or punished in a cruel or degrading way." As South Africa is a democracy, discipline in schools must also be in accordance with democratic principles.

Glasser (1996, as cited in Psunder, 2004) proposes the following democratic views on discipline: learners should be able to participate in rule development, decision making and conflict resolution through negotiation, discussion and group participation so that they can become responsible, moral citizens, develop learner autonomy and also provide learners with practical experience for living in a democratic society. Discipline in schools should be implemented in accordance with a child's human dignity and basic rights to safety and protection from all forms of physical and mental violence (Osler and Starkey, 1996, as cited in Psunder, 2004). According to Kohn (1996, as cited in Lewis, 2000) an educator's discipline approach is likely to have a considerable bearing on learners' allegiance to the reinforcement of human rights. Without changes towards a democratic discipline style, the impact of instruction on democratic values may be hampered.

1.4 Discipline Policy in the classroom context

Porteus, Vally and Ruth (2001) explain that the Department of Education's discipline policy recommends four main approaches for the educator in the classroom.

1.4.1 Behaviour Modification

The first approach is described as Social-behavioural modification. This involves the educator giving clear and consistent rules and clear and consistent consequences for misbehaviour, which must be consistently applied. The educator should provide positive reinforcement for desired behaviours and model good, fair behaviour.

This approach draws on the works of Skinner (1953) who described two kinds of behaviour: respondent behaviour, which he regarded as mainly reflexes and operant behaviour. Skinner (1953) described two main guidelines of operant behaviour. The first was that any spontaneous behaviour that is followed by a specific consequence (stimulus) such as a reward tends to recur, and second a specific consequence (i.e., a reinforcing stimulus such as a reward) is anything that increases the likelihood of a behaviour recurring. Therefore, according to Skinner (1953), in order to change an individual's behaviour it is important to find a consequence that is perceived as rewarding for that individual and to reward the individual as soon as the desired behaviour occurs. When this occurs, the desired behaviour increases. According to Skinner (1953, as cited in Hergenhahn, 1982), individuals are constantly being conditioned by their environment. Educators and parents can either allow the guidelines of reinforcing behaviour to operate unpredictably and haphazardly on children, or by systematically and methodically applying those guidelines, educators and parents can give some intentional guidance to children's development.

Skinner (1953) further explained that reinforcements that follow behaviour can have diverse effects on an individual's behaviour depending on whether the reinforcement is given, removed, or suspended. Skinner (1953) explains each of these methods and the resulting consequences of each. Positive reinforcement takes place when a specific type of behaviour increases as a consequence of administering a positive stimulus. A positive stimulus is something that is naturally rewarding to the individual. Negative reinforcement takes place when behaviour increases as a consequence of the removal of a negative stimulus. A negative stimulus is something that is naturally aversive or unpleasant to the individual. Therefore reinforcement consists of either rewarding an individual with something that the individual wants or removing something that the individual does not want. Skinner (1953) further distinguishes between primary and secondary reinforcers. A primary reinforcer is anything of biological value needed for survival and a secondary reinforcer is a stimulus, which has acquired reinforcement value

because of its association with the primary reinforcers. Examples of secondary reinforcers are friendliness, approval, and awards.

Extinction takes place when a specific type of behaviour reduces and eventually stops because there is no reinforcement following the behaviour, all reinforcement is withheld (Skinner, 1953). Punishment occurs when behaviour, which is undesired by the individual applying the reinforcement, diminishes as a result of either applying an unpleasant consequence or the taking away of a positive stimulus. Therefore, punishment is either taking away something an individual wants or giving the individual something he/she does not want (Skinner, 1953). According to Skinner (1953) punishment only represses a response as long as the punishment is applied, but the punished behaviour is likely to come back when the punishment is removed. Skinner (1953) did not believe in the efficacy of punishment. He disagreed with the use of punishment as he believed that it is not effective in the long run and that punishment only represses behaviour. When the punishment is removed the undesired behaviour returns to its initial level. Skinner's (1953) view on why punishment is still widely used is as follows:

> Severe punishment unquestionably has an immediate effect in reducing a tendency to act in a given way. The result is no doubt responsible for its widespread use. We instinctively attack anyone whose behaviour displeases us, perhaps not in a physical assault, but with criticism, disapproval, blame or ridicule. In the long run, however, punishment does not actually eliminate behaviour from a repertoire, and its temporary achievement is obtained at tremendous cost in reducing the overall efficiency and happiness of the group. (Skinner, 1953, p. 190)

According to Hergenhahn (1982) a recent extension of Skinnerian thinking is contingency contracting, which involves making agreements so that a person gets something he or she wants when he or she acts in a certain way. An agreement is made

that certain activities will be rewarded. The individual knows what behaviour is desirable so that he or she can receive rewards.

1.4.2 Learning barriers and social changes

The focus of the Ecosystemic approach is that classroom discipline should take into account the learner's total context in order to understand the reasons for misbehaviour. Misconduct can be due to cognitive, physical or social issues or the interdependent interrelationship between these domains. Disruptive behaviour often serves a need for attention or to distract the focus away from work. Therefore misbehaviour must be seen as a symptom of an underlying problem. Educators must also be aware of not punishing learners for behaviour that is beyond their control in terms of their socio-economic circumstances (Porteus, Vally and Ruth, 2001).

Morss (1990) explains that the Ecosystemic model studies human development in terms of interactional patterns within and between systems. Humans are seen as a subsystem within a hierarchy of larger systems such as the family and the community. The human is seen as a system consisting of physiological, cognitive, intrapersonal, non-verbal behaviour and verbal behaviour subsystems. All these subsystems interact with one another and influence each other. The human system is in turn also seen as a subsystem, which is part of larger interpersonal systems, community systems and cultural systems. Morss (1990) further explains that the Ecosystemic model claims that there are multivariate explanations and many variables interacting in order to produce developmental effects. In other words, development is the outcome of multiple interacting variables. Human systems are constantly changing therefore development is continuous and unique to each person in terms of how he/she interacts with other systems in the human life world and thus can only be understood as such.

According to Kumalo (2001) the Ecosystemic perspective has much relevance to

understanding how the origins, maintenance and solutions to discipline problems cannot be separated from the broader context and the systems within it. For example, contextual variables such as the school system, the educator system, the learner system and the family system contribute to undisciplined behaviour, all of which must be taken into account. In terms of the school system, schools with few classrooms, poor teaching and library resources, high pupil-educator ratios, and inadequately qualified educators will struggle to help its learners achieve and maintain discipline (Kumalo, 2001). In terms of the educator system, an educator cannot expect his/her learners to like and respect him/her if he/she does not show them that he/she likes and respects them. Educators that have very little regard for learners' feelings as well as ridiculing, belittling and humiliating learners, will not be able to develop a positive relationship between themselves and their learners (Kumalo, 2001). In terms of the learner system, a child may well have been raised to behave in ways which are not congruent with the behaviour expected of him at school. It is also common for a child to misbehave in order to conform to peer pressure and to avoid rejection. Frustrations at home or at school may result in misbehaviour. Learners bring their particular talents, as well as their personal and developmental issues into the classroom (Sian & Ugwuegbu, 1980, as cited in Kumalo, 2001).

In terms of the parent and family system, irresponsible parents and poor family conditions can trigger emotional problems, which are reflected in classroom behaviour. Some children become so preoccupied with problems at home that they are unable to concentrate at school and as a result transgress school rules. A child who does not respect his parents may well extend this perception of adults to all other figures of authority in his life, including his educators (Chamberlain, 1997, as cited in Kumalo, 2001). According to a survey by the Wits Education Policy Unit (1995, as cited in Kumalo, 2001) many learners face privations and problems on a daily basis, which they bring with them to school. Basic necessities such as food, parental love, care and in some cases shelter are absent. A number of learners are starving, while others are living in shacks.

1.4.3 "Democratic Discipline"

This approach emphasises the importance of learners participating in the development of rules and norms of conduct. Educators must create a co-operative process with learners and parents to establish rules and consequences. Research (E.G., Jones and Jones, 1998, as cited in Porteus, Vally and Ruth, 2001) has shown that children are more likely to understand, respect and follow rules and principles that they helped to create.

"Democratic discipline" (sic) draws on a Constructivist model, which holds that people learn best by actively constructing their own understanding. The Constructivist view of learning stems from the works of Piaget and Vygotsky (Braid, 2000).

For the purposes of this discussion a lengthy exposition of Piaget's theory will not be provided, but rather how the theory pertains do "Democratic discipline". Piaget's approach can be seen as Constructivist because for Piaget (1971) knowledge development and understanding is an active process. In other words people learn by constructing their own understanding. The act of constructing knowledge involves a person incorporating events, objects or experiences into existing ways of thinking as well as the person actively reorganising his existing way of thinking to incorporate new aspects of the external environment (Piaget, 1971). Knowledge is not merely transmitted verbally but must be constructed and reconstructed by the person. Piaget (1978) asserted that for a child to know and construct knowledge of the world, the child must act on objects and it is this action which provides knowledge of those objects. Furthermore, thoughts and ideas grow and develop through a process of interaction with the environment and from the person's own actions within the environment. For Piaget (1971), the significance of this principle was that through participating in active negotiations with others and through being challenged, children can co-construct knowledge that is mutually beneficial and in accordance with societal norms. Therefore, in order for the child to incorporate the discipline guidelines and the code of conduct of

the school into his existing way of thinking, the child should be actively challenged and encouraged to participate in a process where the disciplinary norms of the school are negotiated and co-constructed between all the stakeholders involved. Educators must give learners the opportunity to reflect and actively participate in the discipline process so that a deeper, long lasting understanding can be reached. This idea that the individual constructs and co-constructs his own knowledge is therefore an underlying principle of "Democratic discipline" (Piaget, 1978).

The way a child constructs knowledge corresponds with the stage of the child's development (Piaget, 1971). Until about the age of 11 years the child is still very concrete in thinking and has a limited understanding of abstract ideas. The child depends upon concrete examples. The child is also still quite egocentric and may battle to understand the world from other people's perspectives. For Piaget (1971), children in this age group will battle to co-construct knowledge. From about the age of 11 years and older the child's actions become more meaningful and deliberate as the underlying processes are understood. Ideas can be created, as a result of the child's activities. The child can understand another person's perspective and can also think logically and abstractly with an ability to hypothesize. Piaget (1971) feels this is the age that a person's developmental potential is reached and children within this age group should be able to co-construct abstract ideas and concepts. Therefore, for Piaget (1971) the discipline approach of "Democratic discipline" should be implemented with children who are older than 11 years.

Piaget's theory is the basis for Cognitive Constructivism as his focus was on how the individual constructs his own knowledge. Social Constructivism is based on Vygotsky's theory, as he focused on how, through social interaction, knowledge is constructed. Social Constructivism looks at how the environment contributes to learning and development (Braid, 2000). Vygotsky (1962) claimed that through the person's interaction with society, the development of thinking occurs. Every child is born with basic cognitive functions, which Vygotsky (1962) termed elementary mental functions.

These functions get transformed into specifically higher mental functions through the interaction with society. For Vygotsky (1962), an important human interaction called mediation transforms natural elementary functions into higher mental functions. Mediation is different to teaching as mediation is predicated on equality. There is a co-construction of knowledge between the educator and the child. Vygotsky (1962) also saw mediation as a more knowing adult, such as a parent or a educator, transmitting societal norms to a child. Vygotsky's (1962) view of the fundamental function of schooling is to mediate socially constructed abstract concepts, which allows the child to think beyond their own capabilities. For Vygotsky (1962), the child cannot construct abstract social concepts on his own, but it requires the mediation of a more knowledgeable person such as a parent or an educator. Through mediation social concepts can become internalised by the child and thus applied.

Vygotsky (1962) also formulated a concept that is related to mediation and internalisation, which he called the Zone of Proximal Development. This is described as the distance between what an individual can do by himself and what that individual is able to do through the mediation of a more knowledgeable other. In terms of mediating discipline guidelines, the educator's starting point must be what the child already understands about discipline. The educator must then mediate and support the child in an active process to what the educator would like the child to understand. For Vygotsky (1962) the behavioural and learning difficulties that a child experiences is a result of deficits in the social interaction and the collective rather than just in the individual. Therefore educators and parents have an essential role of mediating and role modeling socially constructed norms.

1.4.4 Community building

This "Collectivistic approach" encompasses the holistic undertaking of developing a deep commitment to show respect, care and dignity. Therefore discipline is replaced with

socially accountable self-discipline. Kohn (as cited in Porteus, Vally and Ruth, 2001) believes that learners must be exposed to basic human rights and have the opportunity to discuss them and put them into practice in order for these rights become internalised as a way of life.

This approach draws on the work of Bandura's Social-Behavioural theory. Bandura (1977) distinguishes three types or reinforcements, i.e., direct, vicarious and self-reinforcement. Direct reinforcement occurs when the individual receives a reward for his behaviour from another person. Vicarious reinforcement occurs when one person observes another being rewarded for his behaviour and thus copies the behaviour. Bandura (1977) explained that observational learning is a particularly important means of acquiring complex human behaviour. Bandura (1977) claimed that although socially unacceptable behaviour is probably acquired as easily as desirable behaviour, it is not as readily reproduced. Children probably will not imitate a model's aggressive behaviour unless they are offered a reward or expect an attractive result. Furthermore, observing the behaviour of others and its outcomes can also influence the reputation of the person applying the reinforcement. When the observer thinks that the model is unjustly punished, this can lower the status of the punisher in the observer's eyes. A further result may be that the observer will be less inclined to interpret it as a reward if the person that delivered the punishment approves of the observer's own behaviour.

According to Bandura (1977) self-reinforcement occurs when the individual rewards his own behaviour by praising himself or feeling proud or by giving himself a concrete reward. Similarly, it also involves the person punishing his own behaviour by blaming himself or feeling ashamed. Bandura (1977) specifically points out that man does not just produce behaviour, but also consciously perceives and thinks about the results of his behaviour. Bandura (1977) also claimed that individuals continually regulate and evaluate their own behaviour. During the process of evaluation individuals use standards based on their previous experience, their expectations and their moral values. If these

standards are met the individual will more than likely evaluate his behaviour as positive. Bandura (1977) explained that an individual's moral values develop from his own direct experience of being rewarded for certain behaviours and from vicariously observing others being rewarded. Parents and educators also model moral norms and mores that are then internalised by the child. Once internalised, the individual's moral values will then determine which behaviours are appropriate and which are not. Defying a person's internalised moral values lead to self-punishment. Bandura (1977) regards self-reinforcement and self-punishment as the most important form of learning as he believed that self-rewarded behaviour tends to be maintained more effectively than if it has been externally reinforced. Bandura (1977) said as follows:

> The anticipation of self-reproach for conduct that violates one's standards provides a source or motivation to keep behaviour in line with standards in the face of opposing inducements. There is no more devastating punishment than self-contempt. (Bandura, 1977, p. 154)

Bandura (1977) gave examples of why misconduct occurs. Such as when people feel that a recognised authority supports their behaviour and behaves in the same inappropriate way as well as when some individuals are dehumanised. The dehumanised individual can be treated inhumanly without experiencing self-contempt. Once a person or a group has been dehumanised they are perceived as no longer possessing feelings and they can be mistreated without risking self-punishment and self-contempt. The first example can be related to when corporal punishment was condoned in schools and authority figures acted in an aggressive manner and the latter example can be related to Bantu education, which was greatly inferior to the education that Whites received.

1.4.5 The code of conduct

Squelch (2000) explains that schools have a legal basis to develop a Code of conduct as stated in The Schools Act, 1996 (section 8). The governing body of a public school must

adopt a code of conduct for the learners after consultation with learners, parents and educators. A participatory process is likely to ensure a genuine commitment by all the parties concerned to successfully implement the code. The code of conduct must be aimed at establishing a disciplined environment. A code of conduct must contain the basic rules of conduct and the reasons behind the rules. It must also explain what the consequences are of inappropriate behaviour and the disciplinary procedures involved.

1.5 Research on school discipline

1.5.1 General perceptions

Based on research done by Porteus, Vally and Ruth (2001), it was found that educators from very different schools, both private and public, feel that learners are becoming more disruptive and less respectful. Educators feel that the lack of discipline among learners makes it difficult to teach effectively. The majority of educators battle to find useful solutions as they do not have the basic knowledge and understanding of the underlying precepts of discipline in order to make alternative strategies work. Many educators thus feel that corporal punishment is the only policy for effectively preserving discipline in the classroom.

According to Warner and Lynch (2002) both experienced and inexperienced educators alike voiced their concerns about classroom disruptions and conflict despite being prepared for the lesson. Badat (1996) found that discipline in a number of schools have worsened to such an extent that in certain schools educators are reluctant to come to work. The increase in gangsterism and vandalism was perceived by educators as being a result of a lack of proper discipline in the school. Badat (1996) also claimed that the abolition of corporal punishment from schools and the emphasis on human rights has correlated with a rapid deterioration of discipline in schools. Educators also feel that the disciplining of children is mainly on the onus of the school as parental control is

diminishing. Badat (1996) concludes that educators have to be highly competent and knowledgeable in alternative discipline procedures in order to help learners adjust and adapt to become self-disciplined individuals.

A research team (Mahabeer, 1996, as cited in Badat, 1996) studied the socio-economic conditions of learners in Soweto and found students living alone in shacks, schools ruled by gangs and drug wars, erratic attendance of educators and high levels of violence and intimidation by learners. Educators argued that effective teaching was impossible in such an environment of anarchy where there is a total breakdown in discipline. Even experienced educators expressed having difficulty in coping with deviant behaviour and reported that they did not know how to proceed and therefore used psychologically harmful disciplinary approaches.

Zulu (1996, as cited in Nxumalo, 2001) also examined discipline in informal settlements and township schools. It was found that the environment of teaching and learning was more negatively affected in these areas, which was attributed to a lack of standard guidelines for behaviour and a lack of an organised discipline policy. There was little organisation in these schools and threats made by learners to educators were common. Many parents relinquished their responsibility of disciplining to the educators. Zulu (1996, as cited in Nxumalo, 2001) also found that management blamed the educators for ineffectiveness in their teaching and in maintaining discipline, and educators in turn blamed the Department of Education for laws that banned corporal punishment. Educators also believed that the Children's rights movement negatively affected their authority.

1.5.2 Aggression in schools

Pepeler and Sedighdeilami (1998, as cited in Poggenpoel and Myburgh, 2002) and Morrisen, Robertson and Harding (1998, as cited in Poggenpoel and Myburgh, 2002)

discussed the psychosocial factors that contribute towards aggressive behaviour. These factors include: the inability to cope with aggravation and disappointment, low socio-economic status, exposure to aggressive models such as violence in the media and parents with aggressive behaviour, poor family relationships, social pressures, and rejection by peers. These factors can especially rouse aggressive behaviour in children that are temperamentally predisposed towards aggression. Children are exposed to such aggression but also expose other persons like their peers, educators and school managers to aggression.

In research conducted by Myburgh and Poggenpoel (2002) on educators' experience of their environment in schools in South Africa, educators stated that there was no limit setting for learners expressing aggressive behaviour and that almost every second day they witnessed children fighting. Educators and learners fear going to school, as they perceive it as an unsafe place. Educators also said that they felt quite apathetic and helpless to change these conditions as they lacked the skills and resources.

1.5.3 Discipline and Management of the Inclusive classroom

There is a move in the South African education system towards Inclusive education. Lopes, Monteiro, Sil, Rutherford and Quinn (2004) explain that learning and behaviourally disordered learners place high demands on classroom organisation and management. They require a lot of effort and time, since eeducators must place much more attention on them than other learners. Educators' efforts to handle their learning and behaviour may not work as smoothly as educators hope. Classroom inclusion of difficult learners put an immense burden on thousands of poorly prepared educators. Most educators have not received any special training in educating learners who manifest behavioural disabilities. Lopes et al. (2004) examined the perceived competence of educators in teaching disruptive learners. Overall, the results suggest that educators do not feel that they are very effective in coping with difficult learners, even when they

receive support from special educators. Educators also felt that few resources are allocated for disruptive learners and that there are ineffectual national policies on how to manage these learners despite their considerable influence on classroom management.

1.5.4 Gender based violence in schools

Gender based violence is frequently found to correlate with intimidation, poor levels of participation in learning activities, forced isolation, low self-esteem, physical and psychological harm and dropping out of school. It is a major obstacle to equality in schooling in South Africa (Wolpe, Quinlan and Martinez, 1997, as cited in Mlamleli, 2000). According to statistics by Larkin (1997, as cited in Mlamleli, 2000) one in three girls living in Johannesburg's Southern Council area have experienced violence in school and three in every ten males stated they could behave violently towards a girl. Furthermore the Gender Equity Task team report published by the National Department of Education in 1997 found that gender-based violence is not adequately dealt with in educational policy or planning. Wolpe et al. (1997, as cited in Mlamleli, 2000) found that female educators themselves report being exposed to sexual harassment by both learners and parents of learners. For most South African learners, lack of adequate learning facilities and overcrowded classes contributes to an environment where harassment flourishes and a disciplined, respectful education system is non-existent. Current legislation states that educators are among the primary role players accountable for finding ways to prevent harassment or discrimination from occurring. Wolpe et al. (1997, as cited in Mlamleli, 2000) concluded that educators might not have the resources or expertise to break the cycle of violence or to assess whether the programmes they have chosen are appropriate.

1.5.5 School management difficulties

Christie (1998) did a review of schools that were seen to be dysfunctional and found

that they had weak and unaccountable authority structures, ill-defined disciplinary procedures, poor administration and a failure of employees to arrive at school on time. There was a lack of respect and high levels of conflict between educators and management. Management also seemed to be unmotivated and lacking professional skills and thus felt disempowered and unable to perform competently. Most of the sample interviewed mentioned that they were victims of a repressive educational system and that they covered-up their anxieties by blaming others and doing the bare minimum. Christie (1998, p. 290) concluded that:

> Education departments need to openly acknowledge the plight of schools, without blaming schools. Departments need to be seen to be moving away from authoritarianism towards democracy and transparency. An example of unhelpful policy action was the introduction of a policy forbidding corporal punishment in schools. While this policy is in line with human rights, it was introduced in a top-down manner with no support to already collapsing schools and with no alternatives being suggested. A clear policy needs to be communicated to schools on disciplinary procedures.

1.6. Conclusion

According to the literature reviewed, it is evident that an effective discipline structure is a key factor in developing and maintaining a "culture of teaching and learning" (sic) in the education system. It was also evident that the current education system is faced with complex and interdependent problems, many inherited from the legacy of the Apartheid era, which is hampering the formation of a fair and functional discipline system. The research reviewed also found that educators felt that they lacked proper knowledge and training in effective discipline strategies and in the main viewed corporal punishment as a favourable discipline strategy.

The question arises whether the Department of Education's current classroom discipline

policies, as discussed, will be perceived, by educators who have had training on the policies, as practical and realistic enough to meet their needs as professionals who stand at the coal face of the school system's discipline breakdown. A further question that also arises is if educators deem the Department of Education's policy on classroom discipline as unsound, why do they perceive it to be so.

CHAPTER 2

RESEARCH METHOD

2.1 Research Questions

As the overall aim of this research is to assess educators' perceptions of the applicability and effectiveness of the Department of Education's policy on classroom discipline. The following questions have been formulated:

1. Do educators perceive that the Department of Education's discipline policy is realistic and applicable for their school context?

1a. What aspects of the discipline policy, if any, do educators feel is unrealistic and inapplicable?

1b. What aspects of the discipline policy, if any, do educators feel are effective and realistic to their school context?

2. What are the educators' reasons for their views of the Department of Education's policy on classroom discipline

2.2 Procedure

The research was conducted at five schools in the Gauteng area. Before the schools were approached the researcher applied for permission to conduct research in schools from the Gauteng Department of Education. A copy of the research proposal was submitted with the required forms. Once permission was granted by the Gauteng Department of Education (see Appendix A), the researcher began approaching schools. The first school was located in Boksburg on the East Rand. The researcher contacted the principal telephonically in August 2005 and requested an appointment to discuss the research. The

researcher met with the principal where she was informed about the researcher's requirement for the fulfillment of a master's degree. It was in this meeting that the purpose of the study and the involvement of the school's educators were discussed, including their participation in a two-hour workshop on the Department of Education's Discipline policy. Furthermore, the methods of gathering information were explained to the principal. At the meeting the principal suggested that the researcher meet with the educators in order to explain the purpose of the research, as she felt participation of the educators should be voluntary. A meeting was set up for the researcher to meet the educators after school. In the meeting the researcher explained the purpose of the research and methods of gathering information. In addition the principle of confidentiality was discussed in terms of the anonymity of participating educators and the anonymity of the school. Eight educators volunteered to attend the workshop, which was scheduled for the following week in the afternoon. The researcher then met with the eight educators and conducted a workshop on the Department of Education's Discipline policy, which took about two and a half hours. Information was presented on PowerPoint slides (see Appendix B). After the workshop the educators were asked to fill out a questionnaire. The contact details of the researcher were then provided in the event of any educators having further questions.

The researcher as part of her internship year in 2006 was providing school counselling to several learners at a school in the Gauteng area. The researcher's internship site has a contract with several schools in the Gauteng area where social workers and psychology interns offer school counselling to learners selected by the principals of the schools. Therefore in terms of the second school a relationship had already been established between the researcher and the principal as it was the school where the researcher was providing school counselling for learners whom the principal identified as having a need. The school itself is situated in the inner city of Johannesburg. The researcher approached the principal of the school to ask for permission to conduct the research in the school. The principal was informed that the research was a part of the

requirement for the fulfillment of a master's degree. In addition, the researcher explained to the principal the purpose of the study, the methods of gathering information and the principle of confidentiality in terms of the identity of the school and educators would be withheld. The principal consented and a time was set up for May 2006. The principal stated that she would inform the educators and it would be on a voluntary basis. Before the workshop was held the researcher informed the learners who were being seen by the researcher for counselling that she would be giving a workshop to the teachers and that in terms of confidentiality, the learners would not be discussed with the educators. The researcher conducted the workshop on the Department of Education's Discipline policy with fifteen volunteer educators. The purpose of the workshop was explained as well as the principle of confidentiality. The workshop was conducted over a two and a half hour period and afterwards the educators were asked to fill out a questionnaire. The educators were informed that this was voluntary.

The third, fourth and fifth school were approached because the site where the researcher was doing her internship had a working relationship with these schools in terms of offering a school counselling service. The schools were faxed a letter of introduction (see Appendix C) where the purpose of the research was explained. Telephonic contact was then made with the principals of the above schools in order to gain permission to conduct the research. The principals agreed and times were set up. All the principals suggested that they would discuss the research with the educators of their schools. The workshops were conducted in the same manner as discussed under the second school situated in the inner city of Johannesburg.

The third school is situated within the Soweto area and the workshop on the Department of Education's discipline policy was conducted in August 2006. Eight educators attended the workshop. The fourth school is situated in the Northern suburbs of Johannesburg and the workshop on the Department of Education's discipline policy was conducted in August 2006. Fourteen teachers attended the workshop. School E is situated in the Braamfontein

area and the workshop on the Department of Education's discipline policy was conducted in September 2006. Nineteen teachers attended the workshop.

2.3 Sample

A total of sixty-four volunteer educators made up the sample. The research made use of non-probability purposive sampling as the researcher selected schools with a specific purpose in mind and the researcher required a sample of a specialised population. The schools were also selected based on the researcher's internship site already having a working relationship with the schools. The researcher chose schools from different areas in Gauteng.

In the school situated in the Boksburg area, the eight educators were all White females and they were all Foundation and Intermediate phase educators. The principal reported that the educators at her school are well motivated and she has not had to administer any disciplinary hearings for unprofessional conduct. She also stated that she arranges weekly in service training for the educators through the District office. The school itself is an ex-Model C school and is well-resourced containing a modern computer laboratory centre, media centre, netball courts, tennis courts, sports fields and swimming pool. The educators have between twenty to twenty five learners in a class. According to the principal the demographic composition of the learners are eighty percent White, twelve percent Black and nine percent of the population is made up of Indian and Coloureds [1]. Seventy-five percent of the learners come from working class backgrounds, fifteen percent come from middle class backgrounds and ten percent are comprised of learners that come from socially disadvantaged communities.

[1] The purpose of using old racial classifications was to establish the changing learner demographics. Such classifications are also used by the Department of Education for statistical purposes. The researcher does not endorse such racial classifications.

In the second school situated in the Johannesburg inner city, the sample consisted of fifteen educators of which, four were males and eleven were females. The sample was made up of various racial groups and they were all Foundation, Intermediate and Senior phase educators. The principal reported that she has a well-motivated staff and only once did she receive a report that one of her educators was using corporal punishment where the educator had to attend a disciplinary hearing. She also stated that she administers bi-monthly talks about the emotional and social needs of the learners as well as motivational talks. The school's resources are comprised of a library, computer laboratory and sports field. The educators have between thirty five to forty learners in a class. According to the principal the learners are comprised of a hundred percent Black population, with thirty percent of the learners being Congolese refugees. Sixty-five percent of the learners come from socially disadvantaged communities and the remaining thirty-five percent come from working class backgrounds.

In the third school situated in the Soweto area, the sample consisted of eight educators of which there were two females and six males. The educators were all Black and they were Intermediate phase and Secondary school educators. The principal reported that a major problem he is faced with is educator apathy. There is very high educator absenteeism and the educators seem drained and unmotivated to do their jobs properly. Several incidences of corporal punishment have been reported to him and he feels that he does not have the support of a governing body to assist him in dealing effectively with the educators who conduct themselves in an unprofessional and unethical manner. The school is under-resourced as it has no library, sports field or media centre. According to the principal the school is also understaffed and the educators have about forty five learners in a class. The learners are comprised of a hundred percent Black learners and eighty-five percent of the learners come from historically disadvantaged communities.

In the fourth school situated in the Northern suburbs of Johannesburg, the sample consisted of fourteen educators of which one was a male and thirteen were female.

The sample was made up of various ethnic groups and they were all Foundation, Intermediate and Senior phase educators. The principal reported that her staff's levels of motivation have been steadily decreasing over the years. She struggles with a high educator turnover rate and she feels this is because many educators are leaving the profession as a result of the increased class sizes and increased administrative duties. The principal further reported that her staff feels pessimistic about the future of teaching in South Africa. The school is an ex model C school and has a media centre, library, sports field and netball courts. The educators have about thirty learners in a class. According to the principal sixty-five percent of the learner population come from the Alexandra Township area. The remaining thirty-five percent are made up of Whites, Indians and Coloureds. Furthermore, sixty percent of the population is from working class backgrounds and the remaining forty percent come from historically disadvantaged communities.

In the fifth school situated in the Braamfontein area, the sample consisted of nineteen educators of whom seven were males and twelve were females. The sample was made up of various ethnic groups and they were Senior phase and Secondary school educators. The principal reported that at the moment one of his major concerns is the high level of educator apathy at the school. He feels that his educators have a very negative attitude towards the Department of Education and any new policies that need implementing. Furthermore, over the past few months he has had to conduct several disciplinary hearings over reports that several members of his staff are using corporal punishment on the learners. The principal also requested that the researcher conduct more workshops on positive discipline strategies as he felt that there is a strong need for his educators to be exposed to alternative disciplinary strategies. The school has a library and sport field. The educators have about forty learners in a class. According to the principal seventy-five percent of the learner population is Black and the remaining twenty-five percent is Indian, Coloured and White. Fifty-five percent of the learners come from working class backgrounds and the remaining forty-five percent come from historically disadvantaged communities.

2.4 Data Gathering Tools

In view of the fact that there are no existing instruments in use to explore the research questions of this study, it was necessary to develop a questionnaire (see Appendix D) that explores the research questions. The data in this study was obtained by means of a structured questionnaire, which was administered to the educators that attended the workshop on the Department of Education's Discipline policy. A questionnaire format was chosen as it enabled the researcher to collect information from a larger sample in a relatively short period of time. The questionnaire contained close-ended responses, which made use of a Likert Scale ranging from "Strongly Agree" to "Strongly Disagree" and from "Always" to "Never". The advantages of a structured questionnaire according to Jacobs (1992, as cited in Nxumalo, 2001) are that it keeps respondents more focused, it is less time consuming, more easy to complete and relatively objective. Open-ended questions were also used to gain biographical information about the respondents as well as more in depth understanding of respondents' opinions. Neuman (1997) explains that using both open ended and closed questions allows for the discovery of what respondents think and reveal respondents' reasoning. A total reliance on closed questions can also distort results, as some perceptions are not acknowledged. The questionnaire was also anonymous because, as Neuman (1997) points out, when using an anonymous questionnaire, respondents may have more confidence in responding and thus they feel free to express views they fear might result in a punitive reaction.

2.4.1 The Questionnaire

The first section (Section A) of the educator's questionnaire dealt with biographical details such as the number of years of teaching, the average number of learners in the classes taught, the grades that they teach and whether the educator had any other exposure to the Department of Education's Discipline policy. The following section, (Section B) consisting of forty-four statements, established the respondents' perceptions

of different aspects of the Department of Education's Discipline policy. The respondents were asked to rate the statements according to a five-point scale ranging from "strongly agree" to "strongly disagree". The third section, (Section C) of the questionnaire consisted of two open ended questions, which asked the respondents' opinions on the causes of the discipline problems they faced as well as the respondents' opinions on whether they think the Department of Education's Discipline Policy is realistic enough to deal with the discipline problems at their school. The respondents were asked to give reasons for their answer.

2.5 Research Design

Given the questions identified in the research, the open-ended questions required a more qualitative approach whereas the close-ended questions were more quantitative in nature. Consequently for the open-ended questions a qualitative approach attempts to understand the educators' subjective perceptions. "Thematic content analysis" was used to analyse the data gathered by the open-ended questions in the questionnaire. Thematic analysis is a way of reading the educators written responses in relation to the research questions and the headings are organised under thematic headings. In this way the responses on all the questionnaires can be compared and common themes can be analysed. In addition the data can be categorised and elaborated in a systematic way (Neuman, 1997). In terms of the close-ended questions, descriptive measures (mean, median, SD) were used to show the variation in responses to the different items. For the subscales, Pearson's correlation coefficient was used to assess the degree of relationship between the four different subscales. In addition, One-Way ANOVA was used to evaluate whether significant differences exists in the mean subscale scores for the five schools.

2.6 Data Analysis

Analysis of data began once the researcher had completed conducting the workshops in

the five schools and the questionnaires from all the schools were collected. The researcher used the statistical methods of means, standard deviations and frequency distributions to analyse whether the sample of educators has any exposure to the Department of Education's Discipline policy and what kinds of exposure they have had. In order to determine what the sample of educators' perceptions of the discipline policy is, the researcher applied descriptive measures (mean, median, SD) to show the variation in responses to the first three statements in Section B which were:

1. The Department of Education's Discipline policy makes sense in a climate where corporal punishment is illegal.
2. The Government provides adequate discipline training.
3. Discipline problems will continue as is even if there is a Code of Conduct.

In order to analyse the sample of educators' perceptions of the four approaches of the Department of Education's Discipline policy, the researcher divided up the remaining forty-four statements in section B of the questionnaire into the four main approaches, i.e., Behaviour Modification, the Ecosystemic approach, Democratic Discipline, and Community Building.

The following statements assessed the sample of educators' perceptions of the Behaviour Modification approach: (see Appendix D) 6, 11, 13, 16, 19, 23, 24, 30, 31, 36, 39, 41, 42, 43, and 44, while the following statements assessed the educators' perceptions of the Ecosystemic approach: (see appendix D) 4, 7, 8, 14, 18, and 26. Educators' perceptions of the Democratic Discipline approach was assessed by the following statements: (see Appendix D) 15, 21, 27, 32, 33, 37, and 40, while the educators' perceptions of the Community Building approach was assessed by the following statements: (see Appendix D) 5, 10, 12, 17, 20, 22, 25, 28, 34, 35, and 38.

The Pearson's correlation coefficient was used in order to analyse the sample of

educators' perceptions of the four approaches that comprise the Department of Education's Discipline policy, it also assessed the degree of relationship between the four different approaches. This was done for the entire sample of educators as well separately for the educators in each of the five schools. In addition, One-Way Analysis of Variance (ANOVA) was used to evaluate whether significant differences exists in the mean scores of the four different approaches for the sample of educators in each of the five schools. A Post hoc test was used to determine which schools were significantly different from each other in terms of their perceptions of the four approaches.

The nature of the open-ended questions in section C of the questionnaire included the following: In your opinion what are the causes of discipline problems you experience in your classroom? And In your opinion what do you think that the Department of Education's policy on classroom discipline is realistic enough to deal with your discipline problems? lent itself to qualitative analysis where Thematic Content Analysis was used to analyse the data. The researcher encoded the data by exploring and identifying the common themes found in the two open-ended questions.

2.7 Ethical Considerations

The researcher obtained ethical clearance from the University of Witwatersrand's Ethics committee (see Appendix E) and keeping with their principles the researcher ensured the following ethical principles of confidentiality, informed consent and non-coerciveness. In terms of confidentiality and anonymity, from the outset participants were informed that no personal biographical information was needed for the study and that only the researcher and supervisor will have access to the questionnaires. In terms of informed consent, the participants were briefed on the rationale of the research and the benefits. Participants were told that they could opt out at any time without any prejudice. In terms of non-coerciveness, participants were informed that participation was purely voluntary and no negative repercussions would occur from opting not to participate.

2.7 Potential Limitations of the Research

Certain limitations of the study should be noted:

1. The fact that the sample of this study was not randomly selected but selected based on convenience of the researcher, limits the generalisability of this study, and conclusions drawn from the study should be viewed within these limitations.
2. The study's sample size of sixty-four educators is also too small to generalize to the general population of educators. Furthermore not all educators fully completed the questionnaire and a sample of forty-seven educators could only be used for the data analysis.
3. The questionnaire itself was designed by the researcher for the purposes of conducting this study and therefore the questionnaire was not a standardised instrument as it was not validated on a larger sample.

CHAPTER 3

RESULTS

3.1 QUANTITATIVE RESULTS

3.1.2 Relevant Biographical Information

The results will now be summarised, beginning with the results obtained from section A of the teacher questionnaire which looked at whether the sample of educators have had any other exposure to the Department of Education's Discipline policy and if yes in what way. This will be presented in the form of a table followed by a discussion.

Section A Question 6: Have you had any other exposure to the Department of Education's Discipline policy?

Table 1

	Frequency	Percent
Yes	16	34
No	17	36.2
No Response	14	29.8
Total	47	100

Section A Question 7: If yes state in what way:

Table 2

	Frequency	Percent
Circular/Media	2	4.3
Course	1	2.1
Discussions, pre-policy	1	2.1
Document	2	4.3
ELRC	1	2.1
Internet/Meetings	1	2.1
Not Specified	2	4.3
Principal	1	2.1
School Policy	2	4.3
Training	2	4.3
Workshop	1	2.1
No	17	36.2
No Response	14	29.8
Total	47	100

Comparing Question 6 of Section A amongst the 5 schools

Table 3

	A6			Total
	No	No Response	Yes	
JHB inner city	12.50%	25.00%	62.50%	100.00%
Soweto area	20.00%	80.00%	0.00%	100.00%
Northern suburbs	50.00%	16.70%	33.30%	100.00%
East Rand	14.30%	57.10%	28.60%	100.00%
Braamfontein Area	53.30%	13.30%	33.30%	100.00%
Total	36.20%	29.80%	34.00%	100.00%

Only 16 of the respondents answered that they have heard about the policy and of the 16 only 3 respondents said that they attended a workshop on it. Of the 17 educators who have never heard about the policy, the majority (47%) was from the Braamfontein area school followed by the Northern suburbs area school. The Johannesburg inner city area school's respondents held the majority (62.5%) for having heard about the policy before. No respondents from the school in the Soweto area answered that they had heard about the policy before.

3.1.3 Educators' perceptions of the Discipline policy

Section B of the questionnaire examined the sample of educators' perceptions of the Department of Education's Discipline policy. The results presented below on Table 4 are the findings of statements 1-3 of Section B followed by a discussion.

Table 4. Summary Table of Responses for Likert-scale Questions (questions B1-B3, N=47)

	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Mean	Median	Mode	SD	Min	Max
	Count	%	Count	%	Count	%	Count	%	Count	%						
B1	5	10.6%	7	14.9%	8	17.0%	20	42.6%	7	14.9%	3.36	4	4	1.22	1	5
B2	12	25.5%	20	42.6%	10	21.3%	5	10.6%			2.17	2	2	0.94	1	4
B3	1	2.1%	9	19.1%	8	17.0%	19	40.4%	10	21.3%	3.60	4	4	1.10	1	5

Table 4 provides details for the first 3 statements in section B: the mean, standard deviation (SD), frequency of response and the percentage along with other summary statistics. The table must be interpreted row-wise. The statement for B1 was: "The Department of Education's Discipline policy makes sense in a climate where corporal punishment is illegal". The mean of the responses on the scale was 3.36 with a standard deviation of 1.22. The responses given for this item are strongly disagree (5 respondents or 10.6%), disagree (7 respondents or 14.9%), not sure (8 respondents or 17.0%), agree (20 respondents or 42.6%), and strongly agree (7 respondents or 14.9%), indicating that most people agreed with the statement. The standard deviation shows the average distance from the mean value, with low values of SD implying that most responses are around the mean and a high value indicative of high variations in the responses given. Likewise for statement B3, which was "Discipline problems will continue as is even if the Discipline policy is implemented", the majority of the respondents agreed and strongly agreed (61.7%). On the other hand for statement B2, which was "The Government provides adequate discipline training", 68.1% of the respondents disagreed and strongly disagreed. This indicates that although the Department of Education's Discipline policy does make sense in South Africa's current educational context, the majority of the respondents feel that the Department of Education does not offer enough training to educators to allow for its effective implementation. The respondents also feel that the Department of Education's Discipline policy will not alleviate discipline difficulties in their schools.

Table 5 . Summary Table of Responses for Likert-scale Questions for JHB inner city school (questions B1-B3, N=15)

	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Mean
	Count	%	Count	%	Count	%	Count	%	Count	%	
B1	1	6.7%	2	13.3%	5	33.3%	6	40.0%	1	7.7%	3.27
B2	4	26.6%	8	53.3%	2	13.3%	1	7.7%			2.00
B3			1	7.7%	1	7.7%	8	53.3%	4	26.6%	3.80

Looking specifically at the respondents of the school in the Johannesburg inner city area, 47.7% of the respondents agreed and strongly agreed that the Department of Education's

Discipline policy makes sense in a climate where corporal punishment is illegal. 33.3% of the respondents were undecided and 20% of the respondents strongly disagreed or disagreed that the policy did not make sense. In terms of statement B2 only, 7.7% of the respondents felt that the Government provides adequate discipline training, whereas 79.9% strongly disagreed or disagreed that the Government does not provide adequate training. In terms of statement B3, 79.9% of the respondents also felt that discipline problems would continue as is, even if the Discipline policy is implemented. Only 7.7% of the respondents felt that the Discipline policy would alleviate the discipline difficulties that they are faced with.

Table 6. Summary Table of Responses for Likert-scale Questions for Soweto area school (questions B1-B3, N=8)

	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Mean
	Count	%	Count	%	Count	%	Count	%	Count	%	
B1	3	37.5%	2	25.0%			2	25.0%			1.88
B2	4	50.0%	3	37.5%			1	12.5%			0.93
B3			1	12.5%			5	62.5%	2	25.0%	4.00

The respondents of the school in the Soweto area, 62.5% felt that the Department of Education's Discipline policy did not make sense in a climate where corporal punishment is illegal as opposed to 25% who felt that it did (B1). Furthermore, 87.5% felt that the government does not provide adequate discipline where as only 12.5% of the respondents felt that they did (B2). In terms of statement B3, 87.5% felt that discipline problems would continue as is, even if the Discipline policy is implemented as opposed to 12.5% who felt that the discipline problems they experience in their school would be alleviated.

Table 7. Summary Table of Responses for Likert-scale Questions for Northern suburb area school (questions B1-B3, N=15)

	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Mean
	Count	%	Count	%	Count	%	Count	%	Count	%	
B1	1	6.7%	1	6.7%	3	20.0%	9	60.0%	1	6.7%	3.53
B2	4	26.6%	7	46.7%	4	26.6%					2.00
B3			3	20.0%	4	26.6%	6	40.0%	2	13.3%	3.47

Looking at the respondents at the school in the Northern suburbs area, 66.7% felt that the Department of Education's Discipline policy did make sense in a climate where corporal punishment is illegal as opposed to 13.4% who felt that it did not (B1). In terms of statement B2, 73.3% felt that the Government does not provide adequate discipline training with the remaining 26.6% being undecided. Furthermore, 53.3% of the respondents felt that discipline problems would continue as is even if the policy was implemented as opposed to 20.0% who felt that the implementing the policy would alleviate the discipline problems.

Table 8. Summary Table of Responses for Likert-scale Questions for East Rand area school (questions B1-B3, N=8)

	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Mean
	Count	%	Count	%	Count	%	Count	%	Count	%	
B1							3	37.5%	5	62.5%	4.63
B2	1	12.5%	3	37.5%			4	50.0%			2.88
B3			4	50.0%	3	37.5%	1	12.5%			2.63

In terms of the school in the East Rand area 100% of the respondents felt that the Department of Education's Discipline policy makes sense in a climate where corporal punishment is illegal (B1). With regards to statement B2, half (50%) of the respondents did feel that the Government did provide adequate discipline training and the other half did not. Likewise, half (50%) of the respondents felt that the implementation of the policy would alleviate discipline problems and only 12.5% agreed that discipline problems would continue unabated even if the policy is implemented.

Table 9. Summary Table of Responses for Likert-scale Questions for Braamfontein area school (questions B1-B3, N=19)

	Strongly disagree		Disagree		Not sure		Agree		Strongly agree		Mean
	Count	%	Count	%	Count	%	Count	%	Count	%	
B1	2	10.5%	4	21.1%	3	15.8%	9	47.4%	1	5.3%	3.16
B2	7	36.8%	7	36.8%	4	21.1%	1	5.3%			1.95
B3	1	5.3%	1	5.3%	2	10.5%	9	47.4%	6	31.6%	3.95

The respondents in the school in the Braamfontein area, 52.7% agreed or

strongly agreed that the Department of Education's Discipline policy makes sense in a climate where corporal punishment is illegal and 31.6% felt that the policy did not make sense (B1). For statement B2, 73.6% of the respondents felt that the Government does not provide adequate discipline training and only 5.3% felt that the Government did. Furthermore, the majority (79%) of the respondents felt that discipline problems would continue as is even if the policy is implemented where as 10.6% felt that discipline difficulties would improve (B3).

Table 10. Comparing the 5 schools in terms of agreeing with statement B1 that the Department of Education's Discipline policy makes sense in a climate where corporal punishment is illegal.

JHB inner city area	Soweto area	Northern suburbs area	East Rand area	Braamfontein area
47.7%	25%	66.7%	100%	52.7%

Table 11. Comparing the 5 schools in terms of agreeing with statement B2 that the Government provides adequate discipline training.

JHB inner city area	Soweto area	Northern suburbs area	East Rand area	Braamfontein area
7.7%	12.5%	0%	50%	5.3%

Table 12. Comparing the 5 schools in terms of their belief that discipline problems will improve if the Department of Education's Discipline policy is implemented.

JHB inner city area	Soweto area	Northern suburbs area	East Rand area	Braamfontein area
7.7%	12.5%	20%	50%	10.6%

3.1.4 Educators' perceptions of the 4 approaches that make up the Department of Education's Discipline policy.

Table 13 Summary Statistics for Sub Scale Items

	N	Mean	Median	Mode	Std. Deviation	Minimum	Maximum
Behaviour Modification	47	3.656	3.7647	3.35	0.409	2.71	4.59
Ecosystemic	47	3.369	3.3333	3.00	0.441	2.50	4.83
Democratic Discipline	47	3.693	3.7143	3.71	0.475	2.71	4.86
Community Building	47	3.689	3.7273	3.64	0.730	2.18	4.82

From Table 13 it can be seen that the majority of the respondents tended to agree with the 4 approaches of the Department of educations Discipline policy with the respondents tending to agree the least with the Ecosystemic approach.

Table 14 Correlations (Pearson's correlation coefficients)

	Behavior Modification	Ecosystemic	Democratic Discipline	Community Building
Behavior Modification	1	0.439 (**0.002**)	0.589 (**0.000**)	0.791 (**0.000**)
Ecosystemic		1	0.219 (0.139)	0.537 (**0.000**)
Democratic Discipline			1	0.552 (**0.000**)
Community Building				1

Table 14 analyses significant correlations amongst the 4 approaches. The correlation between the Behavior Modification approach and the Community Building approach is 0.791; implying that there is a strong positive relationship between Behavior Modification and Community Building. The figures highlighted indicate that this is a significant positive relationship. Non-significant correlations are not highlighted. The leading ones (1) in the leading diagonal reflects the case where an item is been correlated with the same item.

3.1.5 The educators' perception of the 4 approaches in each of the 5 schools

Table 15 Descriptive Statistics for differences in mean values of subscale scores amongst schools.

	Behaviour Modification	Ecosystemic	Democratic Discipline	Community Building
JHB inner city	3.47	3.67	3.43	3.59
Soweto area	3.75	3.10	3.86	3.75
Northern suburbs	3.83	3.50	3.69	3.86
East Rand	3.97	3.52	4.12	4.36
Braamfontein area	3.44	3.12	3.58	3.27

Table 15 depicts the mean score obtained for the 4 different approaches in the 5 schools. In terms of the Behaviour Modification approach all the respondents of the 5 schools tended to agree with the approach with the school in the East Rand area having the highest mean (3.97) and the school in the Braamfontein area having the lowest mean (3.44). In terms of the Ecosystemic approach the mean of the respondents in all the 5 schools were the lowest out of all the 4 approaches, with the Johannesburg inner city school having the highest mean (3.67) and the school in the Soweto area having the lowest mean (3.10). This indicates that in general the respondents tended to agree the least with the Ecosystemic approach. In terms of the Democratic Discipline approach the respondents in all the 5 schools tended to agree with this approach with the East Rand area school having the highest mean (4.12) and the Johannesburg inner city school having the lowest mean (3.43). In terms of the Community Building approach, the respondents in all 5 schools tended to agree with this approach with the East Rand area having the highest mean (4.36) and the school in the Braamfontein area had the lowest mean (3.27).

Furthermore, according to Table 12, the respondents of the Johannesburg inner city school agreed the most with the Ecosystemic approach (mean 3.67) and agreed the least with the Democratic Discipline approach (mean 3.43). The respondents of the school in the Soweto area agreed the most with the Democratic Discipline approach (mean 3.86) and agreed the least with the Ecosystemic approach (mean 3.10). The respondents of the school in the Northern suburbs agreed the most with the Community Building approach (mean 3.86) and agreed the least with the Ecosystemic approach (mean 3.50). The respondents of the school in the East Rand area agreed the most with the Community Building approach (mean 4.36) and agreed the least with the Ecosystemic approach (mean 3.52). The school in the Braamfontein area agreed the most with the Democratic Discipline approach (mean 3.58) and agreed the least with the Ecosystemic approach (mean 3.12).

Below are graphs that illustrate the differences in the means of the respondents in each school for each of the 4 approaches of the Department of Education's Discipline policy.

Figure 1.

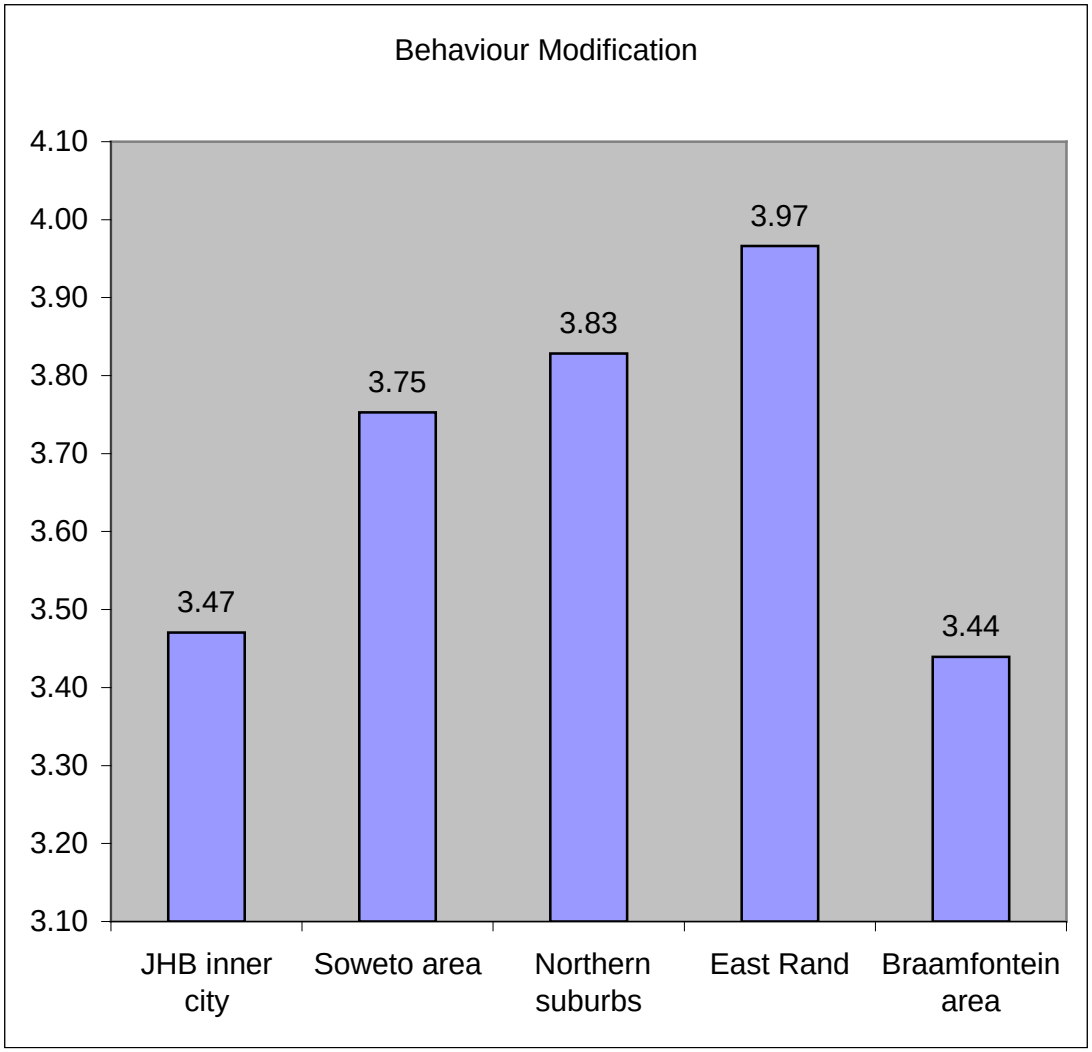


Figure 2.

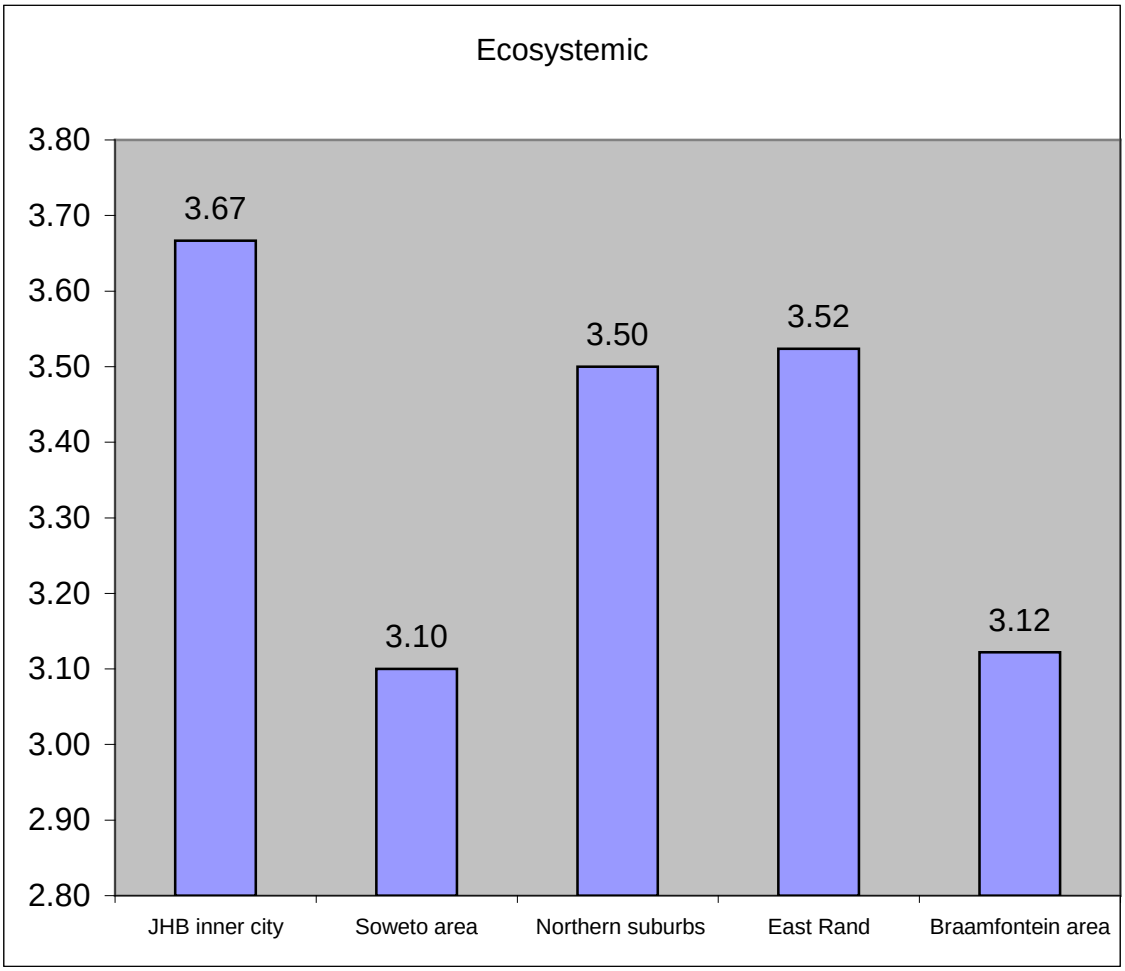

Ecosystemic
3.80
3.70
3.60
3.50
3.40
3.30
3.20
3.10
3.00
2.90
2.80
3.67
3.10
3.50
3.52
3.12
JHB inner city
Soweto area
Northern suburbs
East Rand
Braamfontein area

Figure 3.

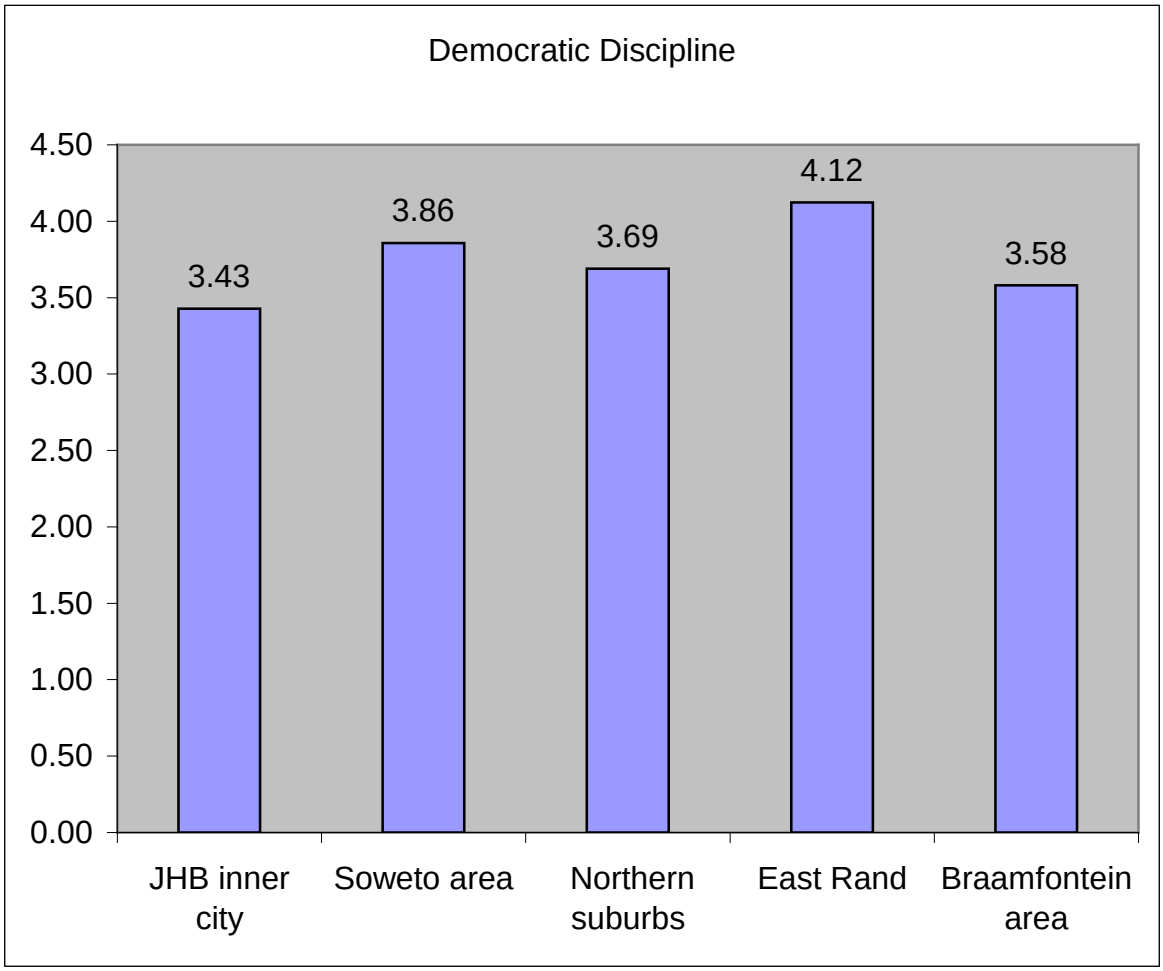
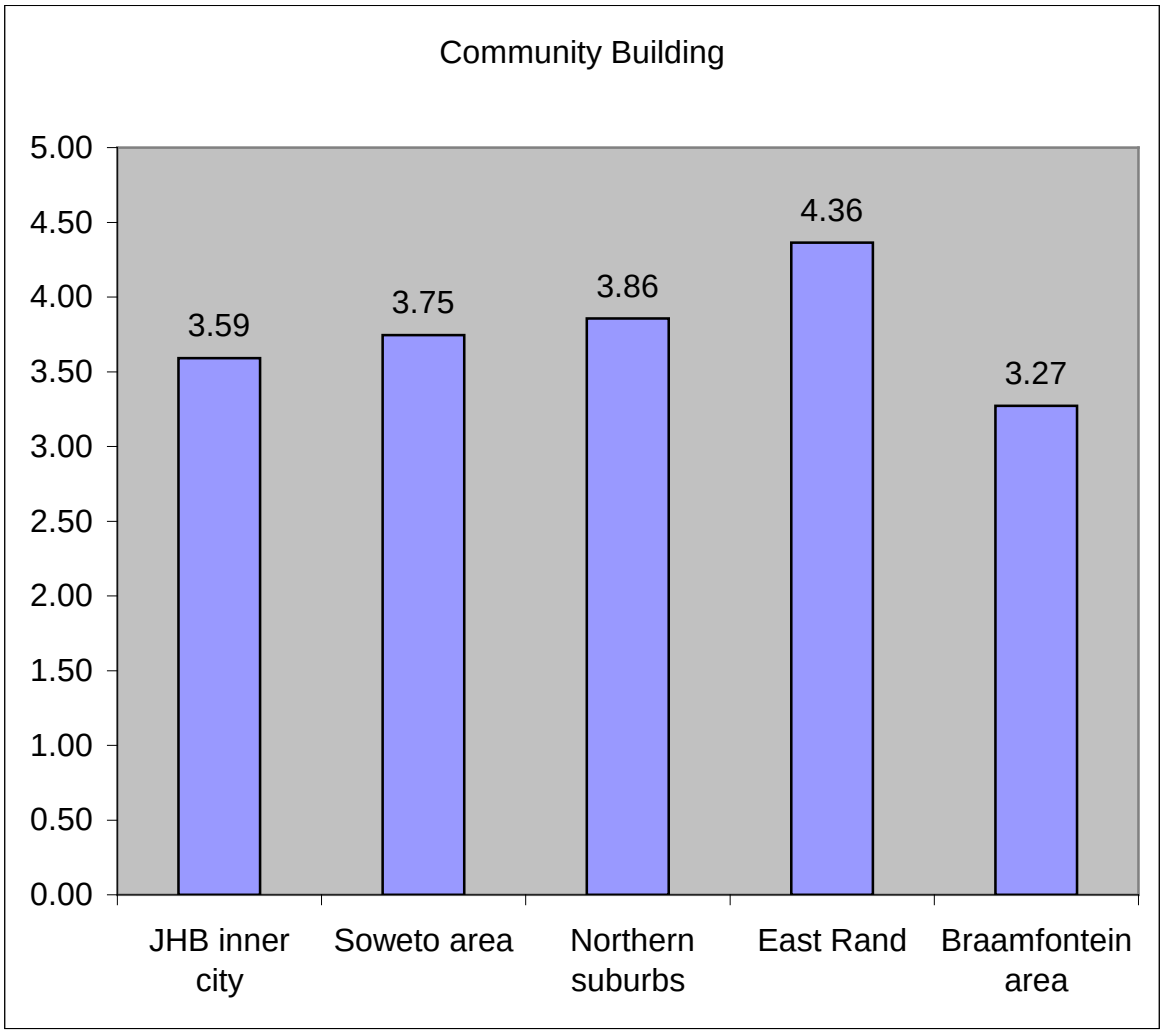

Democratic Discipline
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
3.43
3.86
3.69
4.12
3.58
JHB inner city
Soweto area
Northern suburbs
East Rand
Braamfontein area

Figure 4.


Community Building
5.00
4.50
4.00
3.50
3.00
2.50
2.00
1.50
1.00
0.50
0.00
3.59
3.75
3.86
4.36
3.27
JHB inner city
Soweto area
Northern suburbs
East Rand
Braamfontein area

3.1.5.1 Significant differences in the 4 approaches among the respondents in the 5 school

A one way Analysis of variance (ANOVA) technique was used to compare the differences in the responses of the respondents of the 5 schools for each of the 4 approaches. The results reveal that significant differences exist in the mean scores obtained for all approaches (p-value < 0.05).

Table 16. Results of One Way ANOVA testing for differences in mean values of subscale scores amongst schools.

Sub Scale	School	N	Mean	Std. Deviation	Minimum	Maximum	ANOVA F (Sig.)
Behaviour Modification	JHB inner city	8	3.47	0.44	3.06	4.24	3.824 **(0.010)**
	Soweto area	5	3.75	0.37	3.35	4.24	
	Northern suburbs	12	3.83	0.27	3.29	4.24	
	East Rand	7	3.97	0.12	3.82	4.18	
	Braamfontein area	15	3.44	0.45	2.71	4.59	
Ecosystemic	JHB inner city	8	3.67	0.57	3.00	4.83	3.761 **(0.011)**
	Soweto area	5	3.10	0.28	2.83	3.50	
	Northern suburbs	12	3.50	0.35	3.00	4.17	
	East Rand	7	3.52	0.37	3.00	4.00	
	Braamfontein area	15	3.12	0.36	2.50	4.00	
Democratic Discipline	JHB inner city	8	3.43	0.57	2.86	4.43	2.785 **(0.039)**
	Soweto area	5	3.86	0.57	3.43	4.86	
	Northern suburbs	12	3.69	0.45	2.71	4.14	
	East Rand	7	4.12	0.21	3.71	4.29	
	Braamfontein area	15	3.58	0.39	3.00	4.43	
Community Building	JHB inner city	8	3.59	0.92	2.27	4.73	3.566 **(0.014)**
	Soweto area	5	3.75	0.50	3.18	4.36	
	Northern suburbs	12	3.86	0.43	3.45	4.82	
	East Rand	7	4.36	0.23	4.09	4.64	
	Braamfontein area	15	3.27	0.80	2.18	4.82	

3.1.5.2 Post hoc analysis for the ANOVA

Table 17. Dependent Variable: Behaviour Modification

(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.
JHB inner city area	Soweto area	-0.282	0.209	1.000
	Northern suburbs area	-0.358	0.167	0.384
	East Rand area	-0.496	0.190	0.124
	Braamfontein area	0.031	0.161	1.000
Soweto area	JHB inner city area	0.282	0.209	1.000
	Northern suburbs area	-0.075	0.195	1.000
	East Rand area	-0.213	0.215	1.000
	Braamfontein area	0.314	0.189	1.000
Northern suburbs area	JHB inner city area	0.358	0.167	0.384
	Soweto area	0.075	0.195	1.000
	East Rand area	-0.138	0.174	1.000
	Braamfontein area	0.389	0.142	0.090
East Rand area	JHB inner city area	0.496	0.190	0.124
	Soweto area	0.213	0.215	1.000
	Northern suburbs area	0.138	0.174	1.000
	Braamfontein area	.52717(*)	0.168	0.031
Braamfontein area	JHB inner city area	-0.031	0.161	1.000
	Soweto area	-0.314	0.189	1.000
	Northern suburbs area	-0.389	0.142	0.090
	East Rand area	-.52717(*)	0.168	0.031

* The mean difference is significant at the .05 level.

In Table 17 the post-hoc results indicate that for the Behavior Modification approach, there was a significant difference between the East Rand school and the Braamfontein area school with the East Rand school having a higher mean score.

Table 18. Dependent Variable: Ecosystemic

(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.
JHB inner city area	Soweto area	0.56667	0.2257	0.160
	Northern suburbs area	0.16667	0.1807	1.000
	East Rand area	0.14286	0.2049	1.000
	Braamfontein area	.54444(*)	0.17333	0.031
Soweto area	JHB inner city area	-0.56667	0.2257	0.160
	Northern suburbs area	-0.4	0.21074	0.646
	East Rand area	-0.42381	0.23182	0.746
	Braamfontein area	-0.02222	0.20444	1.000
Northern suburbs area	JHB inner city area	-0.16667	0.1807	1.000
	Soweto area	0.4	0.21074	0.646
	East Rand area	-0.02381	0.18829	1.000
	Braamfontein area	0.37778	0.15333	0.179
East Rand area	JHB inner city area	-0.14286	0.2049	1.000
	Soweto area	0.42381	0.23182	0.746
	Northern suburbs area	0.02381	0.18829	1.000
	Braamfontein area	0.40159	0.18122	0.322
Braamfontein area	JHB inner city area	-.54444(*)	0.17333	0.031
	Soweto area	0.02222	0.20444	1.000
	Northern suburbs area	-0.37778	0.15333	0.179
	East Rand area	-0.40159	0.18122	0.322

* The mean difference is significant at the .05 level.

In Table 18 the post-hoc results indicate that for the Ecosystemic approach there was a significant difference between the Johannesburg inner city school and the Braamfontein area school with the Johannesburg inner city school having a higher mean score.

Table 19. Dependent Variable: Democratic Discipline

(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.
JHB inner city area	Soweto area	-0.42857	0.25179	0.961
	Northern suburbs area	-0.2619	0.20159	1.000
	East Rand area	-.69388(*)	0.22859	0.041
	Braamfontein area	-0.15238	0.19336	1.000
Soweto area	JHB inner city area	0.42857	0.25179	0.961
	Northern suburbs area	0.16667	0.2351	1.000
	East Rand area	-0.26531	0.25861	1.000
	Braamfontein area	0.27619	0.22808	1.000
Northern suburbs area	JHB inner city area	0.2619	0.20159	1.000
	Soweto area	-0.16667	0.2351	1.000
	East Rand	-0.43197	0.21006	0.460
	Braamfontein area	0.10952	0.17106	1.000
East Rand area	JHB inner city area	.69388(*)	0.22859	0.041
	Soweto area	0.26531	0.25861	1.000
	Northern suburbs area	0.43197	0.21006	0.460
	Braamfontein area	0.5415	0.20217	0.105
Braamfontein area	JHB inner city area	0.15238	0.19336	1.000
	Soweto area	-0.27619	0.22808	1.000
	Northern suburbs area	-0.10952	0.17106	1.000
	East Rand area	-0.5415	0.20217	0.105

* The mean difference is significant at the .05 level.

In Table 19 the post-hoc results indicate that for the Democratic Discipline approach there was a significant difference between the East Rand area school and Johannesburg inner city area school with the East Rand area school having a higher mean score.

Table 20. Dependent Variable: Community Building

(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.
JHB inner city area	Soweto area	-0.15455	0.37626	1.000
	Northern suburbs area	-0.26515	0.30125	1.000
	East Rand area	-0.77273	0.34158	0.289
	Braamfontein area	0.31818	0.28895	1.000
Soweto area	JHB inner city area	0.15455	0.37626	1.000
	Northern suburbs area	-0.11061	0.35131	1.000
	East Rand area	-0.61818	0.38646	1.000
	Braamfontein area	0.47273	0.34082	1.000
Northern suburbs area	JHB inner city area	0.26515	0.30125	1.000
	Soweto area	0.11061	0.35131	1.000
	East Rand area	-0.50758	0.31389	1.000
	Braamfontein area	0.58333	0.25562	0.276
East Rand area	JHB inner city area	0.77273	0.34158	0.289
	Soweto area	0.61818	0.38646	1.000
	Northern suburbs area	0.50758	0.31389	1.000
	Wits Area	1.09091(*)	0.30211	0.008
Braamfontein area	JHB inner city area	-0.31818	0.28895	1.000
	Soweto area	-0.47273	0.34082	1.000
	Northern suburbs area	-0.58333	0.25562	0.276
	East Rand area	-1.09091(*)	0.30211	0.008

* The mean difference is significant at the .05 level.

In Table 20 the post-hoc results indicate that for the Community Building approach there was a significant difference between the East Rand area school and school in the Braamfontein area with the East Rand area school having a higher mean score.

3.2 QUALITATIVE ANALYSIS

Open-ended questions on the questionnaire elicited the following comments.

3.2.1 Educators' opinions on what are the causes of discipline problems they experience in the classroom.

3.2.1.1 Educators in the Johannesburg inner city school

Of the fifteen respondents from the Johannesburg inner city school ten felt that discipline difficulties in their classrooms are due to parents who do not discipline their own children and do not supervise their children's schoolwork or take responsibility for parenting their children. They also felt that these parents are not good role models for their children and do not teach them proper values. Four respondents felt that discipline problems can be attributed to the emotional difficulties that children experience that do not get attended to. Another four respondents stated that the discipline difficulties stem from problems that children experience at home, which gets taken out on the educators. Individual respondents viewed that discipline difficulties are caused by attention seeking children, children with low self-esteem, and children with learning difficulties. Further responses were poverty and overcrowding in schools, which prevents the educators from attending adequately to all the children.

3.2.1.2 Educators in the Soweto area

Of the eight respondents in the school in the Soweto area five felt that discipline difficulties are as a result of not enough parental support in the home. Four respondents felt that discipline difficulties are attributed to social problems such as poverty and HIV and AIDS, which has a direct impact on children's stress levels and behaviour. Two educators attributed behavioural difficulties in the classroom to poorly trained educators who are not equipped to handle difficult learners.

3.2.1.3 Educators in the Northern suburbs area

Of the fourteen respondents, eight attributed discipline difficulties in the classroom to parents who do not support their children and who do not provide a stable home where there is proper discipline. They also felt that these parents do not respect the school or the educators. Two respondents viewed the difficulties as a result of emotional difficulties that parents do not attend to. Two respondents felt that children that come from broken homes are the children that tend to misbehave as a result of inadequate parenting. Individual views were that discipline difficulties are a result of a lack of the principal's support, the inconsistent discipline patterns of educators, a high rate of educator absence, aggressive children with low impulse control, too high learner educator ratios, and children who rebel against authoritarian educators. A further view was that mainly children with learning difficulties, who do not get the assistance they need, act out due to frustration.

3.2.1.4 Educators in the East Rand area

Of the eight respondents, six felt that discipline problems are caused by parents who fail to discipline their children, parents who are neglectful and do not adequately supervise their children as well as parents who do not set a good example for their children. Two respondents attributed discipline difficulties to peer pressure.

3.2.1.5 Educators in the Braamfontein area

Of the nineteen respondents, fourteen felt that discipline difficulties are caused by absent and neglectful parents as well as due to apathetic parents who show no interest in their children. They also attributed behaviour difficulties to parents who do not ensure that their children are adequately supervised in the afternoons. Furthermore, they felt that parents that cause behavioural difficulties in their children are parents who use corporal

punishment and do not teach their children socially acceptable behaviour by setting a good example. Four respondents attributed behaviour difficulties to violence in the home, broken homes and to children who are abused. Individual responses were poverty, children with low self-esteem, attention seeking and peer pressure. Further opinions were that discipline difficulties are exacerbated by educators who lack the training to apply consistent discipline strategies as well as a lack of support from the principal in dealing with behavioural difficulties.

3.2.2 Educators' opinions as to whether the Department of Education's Discipline policy is realistic enough to deal with the discipline problems in their classroom.

3.2.2.1 Educators in the Johannesburg inner city school area

Of fourteen respondents, ten felt that the Department of Education's Discipline policy was unrealistic for the following reasons: they felt that the Department of Education is not aware of the difficulties that educators are faced with such as poverty and basic needs not being met, and until such social problems are alleviated the Discipline policy is not applicable to the South African school context (four respondents). A second reason given was that educators are overwhelmed with overcrowded classrooms and too much administrative work and therefore do not have the time to implement the policy (four respondents). A third reason was that the Discipline policy is not practical for dealing with serious behaviour difficulties and children with conduct disorders (one respondent). A fourth reason was that the Discipline policy does not offer real consequences for poor behaviour (one respondent). One respondent answered that the Discipline policy is realistic but only for younger children and not for older children or children with serious behaviour difficulties. Three respondents were undecided.

3.2.2.2 Educators in the Soweto area

Of the eight respondents, two felt that the Department of Education's Discipline policy is realistic but only if parents and school management support it. Two respondents felt that the discipline policy was not realistic for the South African school context because of under resourced schools, high levels of poverty and overcrowded schools. Four educators were undecided.

3.2.2.3 Educators in the Northern suburbs area

Of the fifteen respondents six answered that the policy is unrealistic. They mentioned the following reasons: that there are too many children with emotional difficulties and educators do not have the resources to assist these children. They felt that until schools have more psychologists and therapists to aid in dealing with children's emotional difficulties, the Discipline policy would not work (three respondents). A second reason related to the first reason was that the Discipline policy would not be practical because learners with special educational needs are allowed into mainstream schools. The Discipline policy would only be effective once there are enough remedial schools to cater for learners with special educational needs (one respondent). A third reason was that educators are overburdened with too much paper work and therefore do not have time to properly implement the Discipline policy (one respondent). Another respondent stated that the Discipline policy was unrealistic as he/she tried it before and it did not work. Four respondents answered that the policy is realistic and they offered two main reasons being: that it is a very positive approach, which will alleviate the anger and negativity in the classroom. The second reason provided was that they were already implementing the discipline policy and they found it to be working. Five respondents were undecided.

3.2.2.4 Educators in the East Rand area

Of the eight respondents, six answered that they felt the Department of Education's Discipline policy was realistic. The reasons they provided were that the Discipline policy is a positive approach where children can learn to behave in a more calm and socially acceptable manner. They also felt that educators would be less stressed, as they would be implementing less stressful disciplinary measures. One respondent felt that the Discipline policy is unrealistic for the South African school context in terms of the large numbers of broken homes and incidents of poverty, which is a direct result of the Apartheid era. The respondent felt that the policy could only be realistic when the current Government alleviates the social problems of the country.

3.2.2.5 Educators in the Braamfontein area

Of the nineteen respondents, eight felt that the Department of Education's Discipline policy was not realistic. They offered the following reasons: firstly, the Discipline policy will not work until parents support its implementation at school and continue to implement it at home. They further felt that at the moment parents are not adequately disciplining their children, which leaves the educators with all the responsibility of disciplining their children. They felt that this makes their job next to impossible and suggested a possible solution would be to offer parents parenting courses where they can learn the importance of more positive disciplinary styles (three respondents). A second reason offered was that the classes are too overcrowded and too unmanageable for educators to implement the Discipline policy (three respondents). A third reason given was that the Discipline policy would be unrealistic until educators receive adequate training to deal with the different behavioural difficulties that arise in the classroom, which is not being done at present (one respondent). A final reason given was that some children come from violent backgrounds and from parents who use corporal punishment. These children will only listen to educators who use the same methods that they receive at home (one respondent).

Four respondents answered that they felt that the Discipline policy is realistic. The following reasons were given: it is a way of stopping negative and aggressive behaviour that is learnt at home as children witness educators modelling a more positive discipline approach (two respondents). Furthermore, it is realistic, but needs time to become effective, as children have to learn appropriate behaviour, which has to be reinforced and this can be a slow process (two respondents). Seven respondents were undecided.

CHAPTER 4

DISCUSSION

4.1 Interpretation of results

The results presented in the preceding chapter are discussed in relation to the aims and research questions of this study under the following headings: (1) The educators' perceptions of the four approaches that make up the Department of Education's Discipline policy, (2) The educators' views on the causes of discipline problems in their schools, (3) The educators' perceptions of whether the policy is applicable to their school context, and (4) the educators' perceptions of whether the Government provides educators with adequate discipline training.

4.1.1 The educators' perceptions of the four approaches that make up the Department of Education's Discipline policy.

On the whole the results indicate that the educators in all five schools generally agreed with the four approaches being: Behaviour Modification, the Ecosystemic approach, Democratic Discipline, and Community Building. The differences in the schools in terms of resources offered at the schools and the social economic status of the majority of the learners did not seem to impact on the educators' perceptions. The educators at the schools in the Soweto area, Northern suburbs area, East Rand area, and Braamfontein area, in general, tended to favor the Ecosystemic approach the least. However, the educators at the Johannesburg inner city school most favored the Ecosystemic approach. A possible reason for this is that the principal at the Johannesburg inner city area school reported that she provides the educators at her school with regular in service training on the emotional and social difficulties that learners experience and perhaps as a result the educators feel more competent in dealing with the emotional difficulties that they

confront. In terms of the four schools where the Ecosystemic approach was viewed as the most unfavorable approach, a possible reason is that the Ecosystemic approach was perceived as too unfamiliar to the educators as well as understanding learners emotional difficulties may be seen as an extra burden that educators have to deal with over and above their other demanding duties. Three of the five schools in the Soweto area, the East Rand area and the Braamfontein area viewed the Democratic Discipline approach as the most favorable. It is important to point out that although the Democratic Discipline approach did not have the highest mean for the school in the East Rand area, their mean for the Democratic discipline approach was still the highest out of all the five schools. A possible reason offered for why the Democratic Discipline approach was the most favored may be that the terms “Democracy” and “Democratic” have a positive political connotation and value for the majority of South Africans as a result of the undemocratic and repressive history of the country. Interestingly, the Democtratic Discipline approach was favored the least by the school in the Johannesburg inner city area. A tentative reason could be that this school has a high population of Congolese refugees in both the learners and teaching staff and conversely the term “Democratic” does not have the same positive political connotations as people with a refugee status in South Africa do not enjoy the same benefits as South African citizens do such as free health services or the right to vote. Furthermore, according to the principal, the majority of the Congolese community, whether overtly or covertly, has been exposed to agoraphobic attacks from South African citizens.

4.1.2 The educators’ views on the causes of discipline problems in their schools.

There were two main themes that were common amongst all five schools regardless of the differences in all the schools in terms of resources available, location and the general social economic status of community the schools serve. Firstly, the majority (67%) of the educators in all five schools felt that parents who do not provide adequate support, supervision and stability for their children play a major role in contributing towards

discipline problems at school. The educators also felt that these parents do not set a positive example of socially appropriate behaviour for their children, fail to set boundaries and discipline their children. Instead they rely on the educators to discipline their children and relinquish their own responsibility. Therefore the majority of educators endorse the adage that “discipline starts at home” and feel that children who do not receive a solid foundation of consistent discipline from their parents as well as sufficient nurturing and parental support will come to school without a fully internalised value system of what behaviours are socially acceptable and will therefore be more inclined to push boundaries and break classroom rules.

The educators frustration over lack of parental involvement is consistent with other research findings (Kumalo, 2001; Harisunker, 1998, as cited in Kumalo, 2001; Van Wyk, 2001) which suggested that parents are feeling overwhelmed by the burden of trying to meet their basic needs and have no strength left for their obligations to their children’s school. Many parents are unwilling to become involved in disciplining their children, and feel that the school should deal with the problem. This denunciation of parental responsibility places an additional burden on educators when dealing with behavioural difficulties. Furthermore, educators generally blamed their disciplinary problems in the school on the parents who fail to instil in their children the values of respect and manners.

A second common theme shared among the educators in all five schools, although to a much lesser extent (22%), is that the social difficulties that learners are faced with contribute to how the children act out at school. The social difficulties raised included both familial and the broader social problems prevalent to the majority of South Africans. In terms of familial difficulties, the educators expressed that the majority of learners who tend to cause more behavioural problems are learners that come from broken homes, child headed homes, and learners that come from violent and abusive homes. In terms of the broader social problems, the educators mentioned poverty and children being infected

or affected by HIV and AIDS. The educators felt that the learners take out these problems on their educators. Kumalo's (2001) research also found that behavioural problems may emanate from poor socio-economic conditions and most of these problems are beyond the educator's expertise.

Interestingly, only the educators in two of the schools, the Johannesburg inner city area school and the Northern suburbs area school, saw a direct relationship between the social difficulties that learners experience and their intrapersonal functioning. These educators felt that the social hardships that children experience are correlated to the emotional difficulties that they manifest such as aggression, low self-esteem, attention seeking and the inability to concentrate. Both these schools also linked discipline problems to learning difficulties. More specifically that children who struggle academically at school will tend to act out more out of frustration and to distract the focus away from the work that the learner is struggling with. It is important to note that the educators of the school in the Johannesburg inner city area gave the most weight to the view that emotional difficulties lead to discipline problems and it is the same school that also most favoured the Ecosystemic approach, which proposes that misbehaviour must be seen as a symptom of an emotional and social underlying problem.

Causes that were not common among the five schools will now be explored. Educators of the schools in the Johannesburg inner city area and the Northern suburbs area raised the factor of overcrowded classrooms and too high educator learner ratios as a significant contributor to discipline problems. The educators voiced their anger at the Department of Education as they felt that the policy makers are out of touch with how demanding and strenuous it is having to educate and control over forty learners in their classrooms. This was consistent with Mabeba and Prinsloo's (2000) findings that educators feel that their classes are too large to implement effective discipline and provide learners with individual attention and that the burden of teaching large classes negatively affects the psychology of the educator.

Several educators in the Soweto area, Northern suburbs and Braamfontein area schools attributed discipline problems to educators who are poorly trained and use inadequate and inconsistent discipline strategies. The educators felt that educator-training institutions do not equip prospective educators to manage and discipline their classes. A further factor raised by educators in the Northern suburbs area and Braamfontein area schools, was that they felt their school's principal did not support the educators with discipline difficulties that they are faced with, which left educators feeling powerless and demotivated .

Although these obstacles are valid, it can be seen that the educators attributed the discipline problems in their classrooms to external reasons such as the psychosocial and economic difficulties that learners are faced with, dysfunctional families, overcrowding, inadequate training and insufficient support from the Department of Education and principals. The reasons offered are indicative of educators having an external locus of control, which can be defined as person's tendency to believe that they have little control over their own outcomes; rather they perceive themselves as ruled by forces beyond their control (Baron and Byrne, 1994). A possible outcome for educators is a belief in their own helplessness, which can lead to poor motivation and apathy. In other words it is probable that the educators' external attributions, as to why they are unable to discipline learners may lead to educators feeling that they are unable and therefore become unwilling to implement different discipline approaches. This kind of behaviour is what Seligman (1975, as cited in Baron and Byrne, 1994) describes as learned helplessness, which refers to when people feel powerless, they come to believe that nothing they do will change their circumstances and as a result they experience negative feelings such as hopelessness and sharp drops in motivation. Seligman (1975, as cited in Baron and Byrne, 1994) further believes that since they assume that events are outside their control, they never find out that what they do can make a difference in many situations. Thus as the term learned helplessness suggests, educators learn to feel helpless in a wide range of school situations, even ones where outcomes are under their control.

The discipline difficulties, therefore worsens and affirms their external attributes.

According to Van Wyk (2001) educator demotivation was attributed to external factors such as poorly behaved learners, lack of parental support and discipline policy changes prohibiting corporal punishment, which the educators felt were "beyond their control". Furthermore, educators frequently attributed learner misconduct to factors outside the school, which to a large extent is true, as parents and poor socio-economic conditions may contribute to the development of problem behaviour by failing to provide primary needs and essential social skills. However, Van Wyk (2001) challenged this perception that schools and educators bear no responsibility for the poor behaviour of learners. To further support the view of educator learned helplessness and educator demotivation, Mabeba and Prinsloo (2000) found that a majority of educators do not regard lesson preparation and presentation as an important discipline intervention strategy that helps to eliminate negative behaviour.

4.1.3 The educators' perceptions of whether the policy is applicable to their school context

All the educators at the East Rand school felt that that the Department of Education's Discipline policy makes sense and in a climate where corporal punishment is illegal and half of the educators felt that if they do implement the policy, discipline problems will continue as is. Two thirds of the educators at the school in the Northern suburbs area felt that the policy makes sense, however, only a fifth of the educators felt that implementing the policy would alleviate discipline problems. A half of the educators in the Braamfontein area school felt that the policy makes sense and only a tenth of the educators felt that implementing the policy would alleviate discipline problems whereas the findings were slightly less for the educators at the Johannesburg inner city area school. The educators of the school in the Soweto area showed the least support for the Discipline policy with a quarter of the educators expressing that the policy makes sense

and only a tenth of the educators felt that implementing the policy would alleviate discipline problems.

In order to try understand these findings, it may be helpful to compare the schools biographical information. The two ex-model C schools being the East Rand area school followed by the Northern suburbs area school had the most positive feedback in term of the discipline policy. These schools had the lowest learner educator ratios and they were better equipped in terms of resources. The principals of both schools reported that the motivation of the educators is quite good. The Braamfontein area school and the Johannesburg inner city area school shared similar results in terms of educator positivity towards the discipline policy. Both schools have similar class sizes and a similar amount of resources offered to the learners and educators. The school that was the least positive was the Soweto area school. This school had the highest learner educator ratio, the school was the least resourced and the principal reported that the educators are poorly motivated. This indicates that there is a link between the school environment that educators work in, in terms of resources offered and the class sizes, and with levels of educator motivation and positive affect. Chisholm and Vally (1996, as cited in Van Wyk, 2001) support the notion that the morale of educators is influenced by the physical environment in which they work. This also affects the discipline of both educators and learners. In South Africa it is a particular problem as a result of unequal resource distribution among different racial groups in the past. While reasonably well-resourced schools exist, the vast majority of learners continue to be educated in conditions of extreme neglect.

Furthermore, the findings demonstrated that there was a significant discrepancy in all the schools between feeling that the policy makes sense in the South African school context and the belief that implementing the policy will improve discipline in their schools. The findings also demonstrated that what was common amongst all five schools, irrespective

of their location and resources, was that they all feel quite negative about the policy being able to lessen their discipline problems. In order to try understand these findings, the open-ended question in Section C, (In your opinion what do you think that the Department of Education's policy on classroom discipline is realistic enough to deal with your discipline problems? Please give reasons for your answer) will be explored below.

The educators in all five schools expressed that they felt that the policy was not realistic because the policy developers and Government do not take into account and are not aware of the social difficulties that the learners bring to school, which the educators have to deal with. Examples mentioned were the high levels of poverty, broken homes, neglect and child abuse. They strongly felt that educators would continue to be plagued with discipline problems until the Government alleviates these social ills and only once the Government tackles these difficulties, will discipline problems be manageable. A further common reason offered by all the schools except for the school in the East Rand area was that educators are overburdened with overcrowded classrooms and too many administrative duties to also have time to implement a discipline policy that requires effort by the educators. Interestingly, the educators of the school in the East Rand area did not include this as a reason. A more than likely explanation could be that the educators do not have large class numbers compared to the other four schools.

In terms of the two reasons given above, it can be seen that in general the educators feel negative towards the Department of Education and policy makers and subsequently will view any policies developed by the Department in a negative light. Possible reasons offered for this negative perception according to Christie's findings (1998) is that educators view the Department of Education as too authoritarian as they make unilateral decisions without consulting the major role players. Educators also view their policies as unhelpful and unrealistic. An example of a perceived unhelpful policy that caused immense negativity towards the Department of Education according to Scott (2005) was the change towards the Outcomes Based Approach to teaching. Educators experienced

much anger at the department's failure to consult them in the implementation of the new curriculum, which left them feeling that they are not active role players. Scott (2005) stated that this leads to a sense of disempowerment, which is transferred to the classroom setting and more specifically into their teaching and their ability to discipline. Furthermore, Scott (2005) found that educators felt that the Department of Education does not adequately support them in order to meet the increased demands placed on them by the policies of Outcomes Based Education and Inclusion.

Further reasons given by educators of the Soweto area and Braamfontein area schools as to why they felt that the discipline policy was not realistic was that there is a lack of support and co-operation from parents in terms of reinforcing the same discipline strategies at home. One educator went as far as to say that parents only use corporal punishment at home and therefore the only kind of discipline that these learners will respond to is corporal punishment. Educators at the Northern suburbs area and Braamfontein area schools also expressed that the discipline policy is not practical because there are too many learners with emotional and learning difficulties and they do not have the knowledge to discipline these learners.

From these responses it can be seen that educators work at the coalface where they experience first hand the psychosocial and economic difficulties that a large proportion of learners bring to school. The educators seem to be feeling overwhelmed by these difficult challenges, which render them feeling helpless and disempowered. The overall sense is that educators are feeling that the problems are too vast for them to make any positive significant difference in the learners' lives. This view contributes to a demotivating apathy, which seeps into their belief in their own ability to discipline. It also contributes to the negative perception that the discipline policy will not improve the discipline problems in their school. Furthermore, educators who work at the coal face of South Africa's social and economic difficulties experience on a daily basis intense negative emotions and deprivation. The educators seem to be placing the blame for this

on Government's doorstep and there is a lot of anger and resentment directed towards Governmental departments and representatives as a result. This manifests itself in the negative view educators have for Governmental policies. In addition, the top down approach that Government has used to implement their policies have also fueled the educators' negative perception and likewise reaffirmed their feelings of powerlessness.

4.1.4 The educators' perceptions of whether the Government provides educators with adequate discipline training.

Half the educators in the East Rand area school felt that the Government provides educators with adequate discipline training whereas one fifth of the educators at the school in the Northern suburbs area felt the same. Only about a tenth of the educators in the Soweto area and the Braamfontein area felt that the Government provides educators with adequate discipline training and the Johannesburg inner city area school had the least amount of educators feeling that the Government provides educators with adequate discipline training. The biographical information of the questionnaire (Section A: 6. Have you had any other exposure to the Department of Education's Discipline policy? And if yes state in what way) may offer a possible explanation for these results. Of all the respondents only sixteen educators said that they heard about the discipline policy and only three said that they had attended training on it. No educators in the Soweto area school said that they had heard about the policy and the majority of educators who answered that they had were from the Johannesburg inner city area school.

This indicates that the majority of the educators' grievance that the Government does not provide adequate training may in fact be quite valid and according to Van Wyk (2001) without understanding and knowledge of various discipline strategies, the ability to apply effective disciplinary strategies is impossible. This finding is also supported by Mabeba and Prinsloo's (2000) research, where they found that the assumption that educators are trained in effective discipline is incorrect. Inexperienced and experienced educators alike

often find that their discipline repertoire is lacking when confronted with behavioural difficulties. Mabeba and Prinsloo's (2000) felt that there needs to be an increase in teacher-training courses and programmes and in service training programmes that should include discipline management and strategies. However, at the same time, they felt that educators need to be motivated enough to read more literature on discipline as they found that when educators read more on discipline strategies, their approach to learners with discipline problems is more effective. They further believed that educators should have access to literature on discipline.

Kumalo (2001) found that educators seem to be struggling to find helpful discipline strategies and many still believe that corporal punishment is effective. As a result of this, there is a discrepancy between the new discipline policy and the educators' disciplinary practices. In addition the majority of educators feel that their training in the area of classroom discipline has not been adequate. Furthermore, Kumalo (2001) found a correlation between educators who received their training under the poor Bantu Education training institutions where in most of these training institutions educators did not receive enough training on how to promote discipline and implement disciplinary methods other than corporal punishment, and educators who currently struggle to implement alternative disciplinary strategies. Kumalo (2001) proposed that in order to effectively implement alternative methods to corporal punishment, one needs some skills and knowledge to implement them.

Van Wyk (2001) concluded her findings with the following comment:

> Discipline guidelines have been included in the booklet: Alternatives to Corporal Punishment: The Learning Experience, which should alleviate discipline problems. However, for this initiative of the Department to be effective in dealing with misconduct in schools, sufficient people must be persuaded that this is right, necessary and viable. This necessitates training stakeholders as well as discussing the guidelines in order to develop ownership so that the guidelines may be translated into a way of life in all schools. (Van Wyk, 2001, p. 202)

From the findings of this research it can be seen that a minimal amount of educators are being trained on the discipline policy and educators are feeling too ill trained to deal with the discipline difficulties in their classroom. But at the same time the educators do not seem motivated enough to explore alternative discipline problems on their own.

CONCLUSION

The Department of education has provided educators with alternative methods to corporal punishment in a published booklet called *Alternatives to Corporal Punishment: Growing Discipline and Respect in Our Classrooms*. (Porteus, Vally and Ruth, 2001) with the aim of empowering educators to implement discipline strategies in line with the South African Constitution (Section 12) and international children's rights movements. Previous research (Kumalo, 2001; Van Wyk, 2001; Vally, 1996; Porteus, Vally and Ruth, 2001; Christie, 1998) has shown that educators tend to favour corporal punishment as they lack the skills, knowledge and adequate training to put into practice alternative effective methods.

The objective of this research was to establish what educators' perceptions of the Department of Education's alternative methods to corporal punishment are after they had exposure to it by means of a workshop. The research also aimed to explore underlying reasons for the educators' perceptions. The sample of sixty-four educators used for this purpose came from various school contexts from traditional ex-model C schools to historically disadvantaged schools. Results obtained from this study showed that the Department of Education and educator training institutions do not provide educators with adequate discipline training and support. This is significantly contributing to educators feeling that they are unable to control the learners in their classrooms and feelings of resentment towards the Government for abolishing corporal punishment.

In general after the workshop the educators agreed with the four approaches proposed by the Department of Education's discipline policy being: Behaviour Modification, Democratic Discipline, Community Building and an Ecosystemic approach. However, there was a significant discrepancy between the educators' perceptions of the policy and whether they felt it could be successfully implemented in their schools. The significant difference was more prominent in poorly resourced schools with high learner educator

ratios and as a result the educators at these schools were less motivated. The educators offered several reasons for this. First, they felt strongly that the Department of Education is not in touch with the harsh socio-economic realities and deprivation that educators are exposed to from their learners such as poverty, apathetic parents who abdicate their parenting responsibilities, broken homes, child abuse and overcrowded classrooms. The educators' reasoning seems to be that if the Department of Education is not aware of what is going on at grassroots level, how can their policies be realistic? Also before policies are developed the Government should first alleviate the social ills that they are faced with. It seems that the authoritarian way that the Department of Education has implemented past policies has caused high amounts of educator stress (Scott, 2005), which helped to infuse this negative perception. In addition, the lack of training and support provided to educators since corporal punishment has been abolished has further supported this belief.

Furthermore, the findings of this study demonstrated that educators attribute the discipline problems to overwhelming external causes as discussed, which, although valid, is a strong indicator that educators are experiencing a state of learned helplessness. This state of disempowerment is manifested in their perception that "their hands are tied" and that the discipline problems they are faced with are beyond their control. This lends itself to severe educator apathy and demotivation that even when provided with training on the Department of Education's Discipline policy, they feel that implementing the alternative approaches to corporal punishment will not alleviate the discipline problems, as instilling discipline is beyond their control.

Given the findings of this study, the researcher is of the view that there is a desperate need for the Department of Education as well as Non Governmental Organisations to provide educators with long term, on going and regular training and support that focuses not only on assistance with their discipline problems but also on educator empowerment. It was also clear in this study that educators are faced with learners in their classrooms

who are struggling with socio-economic and interpersonal difficulties. Educators, in general, feel that such learners are beyond their expertise and this too lends itself to feelings of disempowerment. It is therefore essential that the Department of Education provide educators with hands-on support of professionals such as social workers and counsellors who will be able to provide educators with regular help and assistance in dealing with and understanding behaviour problems. This may go a long way in making educators feel that they are being supported and understood by the Department of Education as well as empowering educators.

This study was conducted on only sixty-four educators, making it difficult to generalise to educators on a whole. Furthermore, the questionnaire used was not standardized on a large random sample of educators. In spite of the limitations, it can be seen that the study's findings has been consistently supported by other research and the sample of educators perceptions should be taken seriously by policy makers and the Department of Education in order to ensure that the school system in South Africa has empowered and motivated educators.

Further research is needed in order to develop suitable and effective in service training and support that can best tackle educator disempowerment in all school contexts across the socio-economic spectrum. Developing a policy on its own is not enough as it needs to be followed by regular training and support programmes that serves to instill in educators the belief that the power to discipline learners in a positive and socially constructive manner is in their hands. It may also be useful for future researchers to track if there is any positive change in educators' perceptions throughout a fairly long term support and training programme.

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APPENDIX A

UMnyango WezeMfundo
Department of Education
Lefapha la Thuto



Date:	27 March 2006
Name of Researcher:	Orit Davidowitz
Address of Researcher:	1 33 Observatory Avenue
	Dewetshof
	2198
Telephone Number:	(011)6161493
Fax Number:	(011)7174559
Research Topic:	Developing democracy or promoting chaos? Educators' perceptions of the department of education's policy on classroom discipline
Number and type of schools:	4 Primary & 1 Secondary Schools
Drstrict/s/HQ	Johannesburg South & North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research, A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior* Manager/a *concerned must be presented with* a *copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*

2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter / document that outlines the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, chairpersons of the SGBs, teachers and* /earners *involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalised in any way,*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Senior Manager (if at a district/head office) must be consulted about an appropriate time when the research&r/s may carry out their research at the sites that they manage.*
7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organisations.*
12. *On completion of the study the researcher must supply the Senior Manager: Strategic Policy Development, Management & Research Coordination with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned,*
14. *Should the researcher have been involved with research at a school and/or a district/head office levelf the Senior Manager concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regard

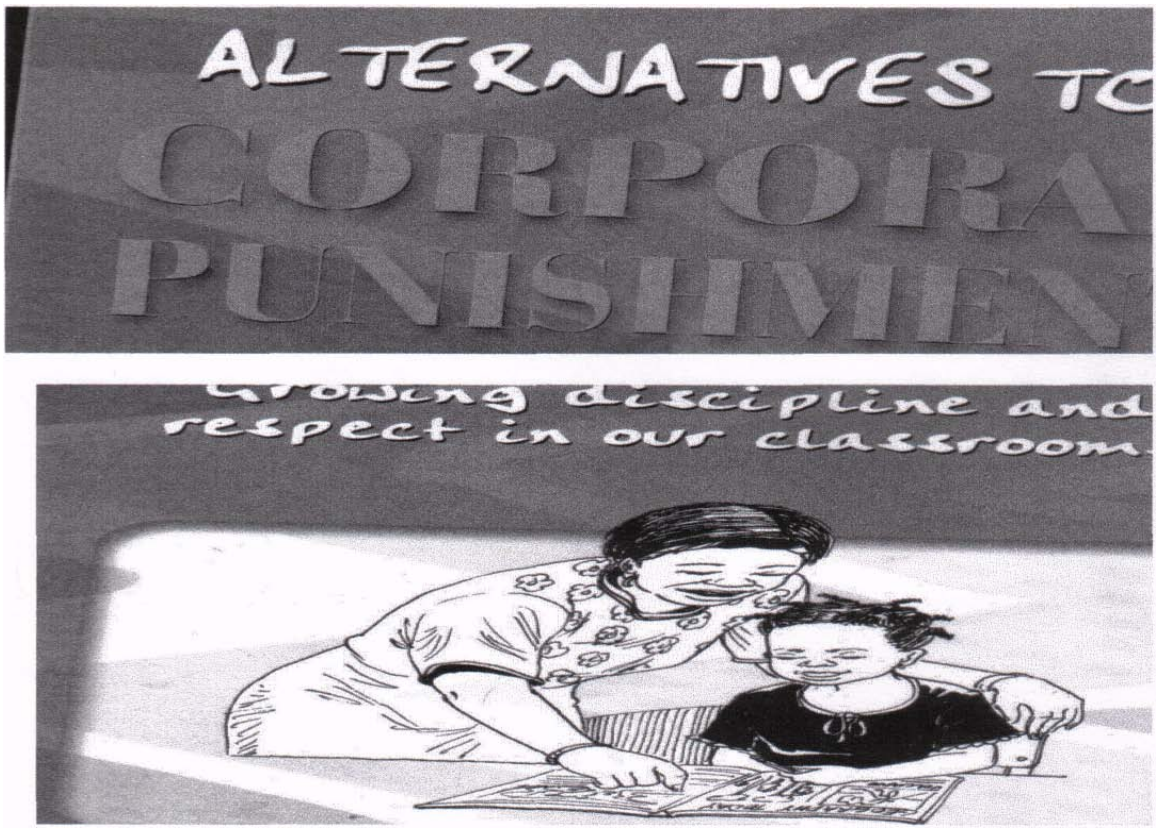


CHANEE ACTING DIVISIONAL MANAGER: OFSTED

The contents of this letter has been read and understood by the researcher.	
Signature of Researcher;	*L./Qr^t^^rJ^n^-L>^>*
Date:	JANUARY 2006

Office of the Senior Manager - Strategic Policy Research & Development
Room 525, 111 Commissioner Street, Johannesburg, 2001 P.0.Box 7710. Johannesburg, 2000 Tel: (01l) 355-0488 Fax: (01l) 355-0286

APPENDIX B



Bibliography: Porteus, *K.*, Vally., & Ruth, T. (2001). Alternatives to Punishment: Growing Discipline and Respect in our Classrooms. JHB:HEINEMANN

Behaviour Modification

The four cornerstones of this approach include:
1) clear and consistent high expectations;
2) clear and consistent consequences;
3) positive reinforcement; and
4) modelling of good behaviour

' 1 Clear and Consistent Rules;

[1] Cornerstone of the behavioural approach to classroom discipline is to establish clear rules and ensure that the learners understand the reasons for these rules.

2. Positive Reinforcement:

Bad behaviour is prevented before it happens.

Two important ways in which positive reinforcement is used.

First children who behave in positive ways are positively reinforced or recognized. In this way, they are encouraged to repeat this behaviour.

Second, bad behaviour is prevented as issues that trigger this behaviour is identified and dealt with straight away.

Positive reinforcement is particularly important for learners who have a difficult time behaving in class. Look for positive instances and don't miss an opportunity to praise instances away.

Examples: of reward systems used at schools: Primary level:[1]

'Star Charts:

• Children can get stars for good behaviour, for trying their best, for reading, for doing something new

• ***Rock Jar***

• The teacher puts an empty jar on her desk. Anyone in the class can be rewarded with a small rock (marble, any small item) that then gets put in the jar. When the jar is full, the whole class gets a treat.

BADGES

• awards behaviour you want to encourage: e.g. 'Worker of the Week,

'Miss Kind Hear, 'Mr Respectful

• **Good Behaviour Games**
• Groups are formed and are offered rewards for being able to maintain increasingly longer periods of 'aggression-free time'.

'Star of the Week.

Each learner is given the opportunity to shine in a positive way!
Given permission to bring games,toys, music, etc
The rest of the class writes a letter to the Star learner, thanking him

Here are aome teachers' award Ideas: Champion! Award*
For being a good listener.
For being a super good worker.
For making good use of class time.
For being on time.
For having good manners in school.
For Courtesy
For being enthusiastic and having a positive attitude.
For being a friend and for encouraging and helping other people.
For playing nicety on and with the playground equipment
For raising your hand.
For doing a great job'
For lining up so quickly and quietly.

• All Star Jar;
• When teachers see excellence in behaviour or academic work, place name in jar. The teacher shakes the jar and pulls out one name. That learner receives a prize.

• LUNCH WITH TEACHERS

• FREE TIME

Teacher Assistant! sharing in appropriate “teacher duties”

Glad not to parents

- Phone call from educator or principal in presence of learner.
- Spirit day fun
- No homework, jeans day, hat day, favourite t-shirt Day, backwards or inside out day
- Principal pranks: the principal has to perform a certain Task
- Other special days

Examples for older learners

- Good behaviour game: the class that is best able to work Together and go for long periods of time without Aggressive or disruptive incidents wins.
- MVP of the week: Most valuable person. Other learners Write letters to the MVP to compliment him
- Merit passes: when the learners reach certain number of Points, they are rewarded with a merit pass that entitles Them to a special prize
- Sports day: (learners vs educators)

3 Consistent Consequences

Clear *consequences for* misbehaviour
consistent application of these consequences.
learners team that these consequences are a point of
principle, rather than a reflection of your mood or a
sense of favouritism. Consequences should be designed to teach learners that their behaviour was wrong and that the choice they
made was not a good choice. Consequences should NEVER make learners feel that they are bad as a person.
should be constructive. When applying a consequence always make it dear what the learner has done. [1] Stress the specific behaviour as unacceptable - not the person

Some Ideas for 'Consequences' for Bad Behaviour

- Withdrawal of Privileges:

Based on having activities that learners like to do at school. When a learner consistently misbehaves these 'privileges' are taken away.

- Time Out/Reflection Time:

contemplative and quiet time to think and consider their actions
remove a child from a situation in which he or she is unable to control him- or herself. Provide a place for the child to'cool down[1], set up in such a way that the educator can see the child, but the child cannot see others. Should write'What happened? What could I have done differently?
Why is it important to solve my problems in a less disruptive way?

Daily Report

Help the learners reflect on their bad behaviour patterns
Give them a daily chance to Improve.
Useful for children who never do their homework or are always talking.
The educator marks the behavioural problem on the sheet whenever it occurs during the day and tells the child about it.
The child then has to take the daily report home (or to the principal) to be signed.
The following day the child can start all over again with a clean sheet
Once the child has had a dean sheet for three days in a row, the educator can consider taking the child off daily report

DEMOCRATIC DISCIPLINE

Emphasises a shared responsibility in the thinking, decision-making, and implementation of classroom discipline.
Educators facilitate a participative process with learners and parents to establish the consequences for good and bad behaviour.
Children, more likely to understand, respect, and follow rules and principles that they helped to create
Participatory processes ensure that all children know and understand the rules and expectations for classroom behaviour.
Through the process of participation, children and parents build their own capacity for decision-making, community-building, and responsibility.

EFFECTIVE STRATEGIES

• Designed to encourage development of a social and moral constitution together that spells out what is right and good For the communIty.

• A code of conduct

• The steps that are commonly suggested to draw up indude the following:

• Step l-Facilitate Learner Reflection:

• Step 2 -Classroom Code of Conduct: collective ideas:

• IDEA 1: Ask learners to draw (individually or in small groups) an 'ideal' classroom.

• Ask each person or group to present their drawing to the class what they tell us about an ideal classroom.

• Ask the class to look at all the drawings and think about what they tell us about an ideal classroom

Identify common themes

Idea 2: Ask all learners to write down the principles or rules that they believe are important to build this sort of classroom.

Collect all papers and write them on the board.

Identify common themes and principles.

Idea 3: Draw up a code of conduct

Make sure rules are stated clearly and concisely. ' Try to formulate 'rules' in positive terms.

• Idea 4: share ft with parents.

• Have learners interview parents about their Ideal classroom.

• Idea 5: Write the code of conduct in large print and in a 'nice'way.

• Hang it where everyone can read it

« Have everyone sign ft to indicate their agreement

• Step 3 - Privileges and Consequences:

• Agree together on consequences for good and bad behaviour.

Ideas to Facilitate Agreement

- Idea 1: discussion with learners to identify the ideas for special things your class can do when the class behaves well.
- Dedicate 20 minutes on a Friday morning for learners *to* tell stories and jokes.
- Extra time reading from a special book of interest.
- Special time for new art projects or games.
- Idea 2: Discuss when these privileges may be taken away from a learner or the class as a whole.
- What are consequences
- Adopt the Yellow card'/red card system of football.
- Yellow card-warning. Two yellow cards -red card, the consequence is applied.

- **Step 4 Family Involvement:**
- Ask for any additional suggestions or modifications.

COMMUNITY BUILDING

- MORE HOLISTIC TASK OF CREATING CLASSROOMS BASED ON A DEEP COMMITMENT TO RESPECT AND DIGNITY

Activities for Building a Classroom community

•Mind Journey.

Ask your class to think about another time or place.
Have learners dose their eyes.
Learners draw a picture of it
Mind Joumev 2:
Now ask class to think about a time when you did not feel so safe
Learners draw picture of it
Learner Report Back: Allow all learners to tell the class about their picture and ideas. Discussion Questions:
what ideas do we have about creating a safe and respectful community?
What expectations or rules would help us build this community?

Building a Classroom Community

Mind Journey 3:
Ask learners think about a time when they experienced a feeling of living in a supportive community, (supported, happy, helped) Learners draw picture of it.
Learner Report Back:
Discussion Questions: Common things mentioned, What undermines a good community? How can we apply these principles to create a safe and supportive community in our classroom?

Transforming 'Put-downs' into push-ups

This activity helps a class to recognise hurtful remarks 'put-downs' and transform them into helpful 'push-ups'.

Cut out a large red paper heart. Hold it up as you tell a story of a child receiving hurtful remarks, tear off a piece of the heart and throw it on the floor every time child receives *a* hurtful remark.

When done - and the heart is in pieces on the floor -ask:

How many of you *have been* hurt by 'put-downs'

Allow some time for discussion. To become more aware of how learners speak to each other.

Brainstorming and Sharing Problems and Solutions

Select an Issue that is a problem in the class, it should be realistic

Break the class into groups to brainstorm possible solutions.

Discuss as a class (or in smaller groups) the problems posed and proposed solutions.

Make a class list and display it somewhere visible.

- 'Process observers'
- Two volunteers for the week, will be responsible for collecting input from learners and educators as to how the class is running.
- At the end of the week, the observers will prepare a report back

What is helping people to learn and what is blocking learning?

- Discuss how can we improve?

Considering Our Own Responsibilities

In groups learners draw a picture of their 'ideal classroom.

Ask them to think about what kind of environment would help them to learn

Ask each group to share their picture with the class. Discuss with the class what was common to all pictures? List the 'qualities[1] of an ideal teaming environment

Ask learner to list what can be done to help the class achieve them.

Ask each learner to review list and create a set of promises to the class.

Turn list into promises. Ask each member of the class (learners and educators) to stand up and read their promises out loud.

Put them up somewhere visible in the classroom.

APPENDIX C

Johannesburg Parent and Child Counselling Centre

Consultant Clinical Psychologist: Irene Chait *Clinical Pr. No. 8604002*

32 Honey Street
2198, Berea NPO 000-884

Tel.: (011)484-17

Fax: (011)643-25

TO THE PRINCIPAL

My name is Orit Davidowitz and I am an intern educational psychologist at JPCCC. As part of my research, which is a course requirement at the University of the Witwatersrand, I am interested in teachers' perceptions of the Department of Education new discipline policy. This involves giving teachers a presentation of the new discipline policy and suggestions of how to practically implement it. The presentation is specifically designed to assist teachers in a practical way with classroom management issues that is in line with the Department of Education's new discipline policy. This will take approximately 1 and a half hours and will be presented at your convenience. If you are interested in participating in this research please contact me at the JPCCC centre on the following number (Oil) 484-1734.

Looking forward to hearing from

you

Yours Sincerely Orit Davidowitz



APPENDIX D

TEACHER QUESTIONNAIRE ON THE DEPARTMENT OF EDUCATION'S DISCIPLINE POLICY

SECTION A

Please fill in the following biographical information

1. *Number of years teaching experience._____*
2. *What grades do you teach _____*
3. *What learning areas do you teach_____*

   _____
4. *What is the average number of pupils in your class_____*
5. *What is the average number of pupils in your school_____*
6. *Have you had any other exposure to the Department of Education's Discipline policy? _____*
7. *If yes state in what way_____*

   _____

SECTION B

Indicate how much you agree or disagree with the following statements by crossing the appropriate box

1. *The Department of Education's Discipline policy makes sense in a climate where corporal punishment is illegal.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

2. *The Government provides adequate discipline training.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

3. *Discipline problems will continue as is even if the Discipline policy is implemented.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

4. *Teachers are given sufficient training in determining root causes of discipline problems.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

5. *Corporal punishment is physically abusive.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

6. *When learners don't have a clear set of rules for proper conduct, discipline problems increase.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

7. *The Department of Education's Discipline policy adequately equips teachers to deal with discipline problems in the classroom.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

8. *Understanding the reasons for misbehaviour will help teachers choose more effective discipline strategies.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

9. *The consequence of giving learners physical tasks around school is an effective discipline strategy.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

10. *Good behaviour is not only the responsibility of the learner.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

11. *The consequence of depriving learners of enjoyable activities is an effective discipline strategy.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

12. *Corporal punishment is emotionally abusive.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

13. *Praising and rewarding good behaviour is an effective discipline policy.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

14. *Investigating what the heart of the learner's discipline problem is will develop a more positive relationship between learner and educator.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

15. *Reasoning and problem solving with learners over behavioural issues is an effective disciplinary strategy.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

16. *Ignoring and not acknowledging good behaviour and good performance encourages disruption.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

17. *Corporal punishment damages a child's ability to deal with their own feelings of anger in a socially acceptable way.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

18. *Learner misbehaviour at school cannot only be attributed to being the learner's fault.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

19. *The consequence of daily reports will improve the identified discipline problem.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

20. *Classrooms with the fewest behaviour problems over time are run by teachers who are committed to non-violent, child-centred approaches to discipline.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

21. *By allowing learners to participate in the development of the school's discipline policy and a Code of conduct, will lead to learners becoming self-controlled, self-motivated and responsible.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

22. *Corporal punishment damages children's self-confidence.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

23. *When learners don't know the consequences for misbehaviour, discipline problems increase.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

24. *Having a Code of conduct will reduce discipline problems.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

25. *When learners understand why they have to behave at school in terms of the South African Constitution, misbehaviour is reduced.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

26. *Learners should not be punished for coming late or not doing home work if they have legitimate reasons beyond their control.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

27. *By involving parents in the development of school rules will gain parental support and participation in disciplining their children.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

28. *Corporal punishment damages children's motivation.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

29. *Consistently giving the same consequences for misbehaviour will improve discipline in the classroom.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

30. *The Department of Education's Discipline policy helps educators to improve their discipline strategy.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

31. *Threatening children with corporal punishment only decreases misbehaviour for a short while.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

32. *By allowing learners to participate in the development of the school's discipline policy and Code of conduct will develop the learners' ability to think about their own behaviour.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

33. *Parent's involvement in school discipline issues doesn't reduce the educator's authority.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

34. *Corporal punishment damages children's ability to have healthy relationships in the future.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

35. *Educators who model self-control and acceptable behaviour to learners have less discipline problems.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

36. *Consistently applying classroom rules will improve discipline in the school.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

37. *Helping learners to come up with alternatives to their misbehaviour doesn't decrease the educator's control over children.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

38. *Corporal punishment physically wounds a child in a way that is considered morally as child abuse.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

39. *Educators who often lose their temper and tend to shout have less control over their class.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

40. *Teachers who endeavour to get learners to understand why they are expected to behave according to certain norms will improve their classroom discipline.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

41. *The consequence of making learners stay in during break or after school is an effective discipline strategy.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

42. *Focusing on what the learner can do rather then what the learner cannot do leads to less discipline problems.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

43. *The consequence of giving learners physical tasks around school is more effective than corporal punishment.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

44. *The consequence of making learners stay in during break or after school is more effective than corporal punishment.*

STRONGLY DISAGREE	DISAGREE	UNDECIDED	AGREE	STRONGLY AGREE

SECTION C

In your opinion what are the causes of discipline problems you experience in your classroom?

In your opinion what do you think that the Department of Education's policy on classroom discipline is realistic enough to deal with your discipline problems? Please give reasons for your answer.

THANKING YOU FOR YOUR CO-OPERATION AND YOUR TIME

APPENDIX E

University
of the Witwatersrand,
Johannesburg

Psychology
School of Human 8t Community Development
Private Bag 3, Wits 2050, South Africa • Telephone:+27-11-717-4500/2/3/4 • Fax:+27-11-717-4559

28 November 2005

To whom it may concern

This is to confirm that *Ms* Orit Davidowitz (9812529Y) has presented her research proposal to a departmental committee. The proposal was approved on ethical and methodological grounds. The committee recommended that this student be allowed to continue with the research.

Yours sincerely

(Prof) Gillian
Finchilescu Chair:
Psychology